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December :

1. Last day for appointment of School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 37 (1); S. S. Act, sec. 28 (5).]
Municipal Clerk to transmit to County Inspector statement showing whether or not any county rate for Public School purposes have been placed upon Collector's roll against any Separate School supporter. [P. S. Act, sec. 113; S. S. Act, sec. 50.]
11. County Model Schools Examinations begin.
12. Examinations at Provincial Normal Schools begin.
Examinations of School of Pedagogy begin.
13. Last day for Public and Separate School Trustees to fix places for nomination of Trustees. L.P.S. Act, sec. 102 (2); S.S. Act, sec. 31 (5).
14. County Treasurer to pay Township Treasurer rates collected in Township. [P. S. Act, sec. 122 (3).]
Local assessment to be paid Separate School Trustees. [S. S. Act, sec. 55.]
15. Municipal Council to pay Secretary-Treasurer Public School Boards all sums levied and collected in Township. [P. S. Act, sec. 118].
County Councils to pay Treasurer High School. [H. S. Act, sec. 30.]
High School Treasurer to receive all moneys due and raised under High Schools Act. [H. S. Act, sec. 36 (1).]
20. Reports of Principals of County Model Schools to Department, due.
Reports of Boards of Examiners on Third Class professional examinations to Department, due.
21. Provincial Normal Schools close (Second session).
Last day for notice of formation of new school sections to be posted by Township Clerk. [P. S. Act, sec. 29.]
22. High Schools close, first term. [H. S. Act, sec. 42.]
Public and Separate Schools close. [P. S. Act, sec. 173 (1); S. S. Act, sec. 79 (1).]
25. CHRISTMAS DAY (Monday).
New Schools go into operation. [P. S. Act, sec. 81 (3); sec. 82 (3); sec. 87 (10); S. S. Act, sec. 4.]
Alteration of school boundaries in unorganized Townships takes effect. [P. S. Act, 41 (2).]
27. Annual Public and Separate School Meetings. [P. S. Act, sec. 17; sec. 102 (1); S. S. Act, sec. 27 (1); sec. 31 (1).]
Last day for submitting by-law for establishing Township Boards. [P. S. Act, sec. 54.]
31. Semi-Annual Reports of High Schools to Department due. [H. S. Act, sec. 14 (12).]
Protestant Separate School Trustees to transmit to County Inspector names and attendance during the last preceding six months. [S. S. Act, sec. 12.]
Rural Trustees to report average attendance of pupils to Inspector. [P. S. Act, sec. 206.]
Semi-Annual Reports of Public School Trustees to Inspector, due. [P. S. Act, sec. 40 (13).]
Semi-Annual Reports of Separate Schools to Department due. [H. S. Act, sec. 28 (18); sec. 62.]
Trustees Report to Truant Officer, due. [Truancy Act, sec. 12.]
Auditors' Report of cities, towns and incorporated villages to be published by Trustees. [P. S. Act, sec. 107 (12).]

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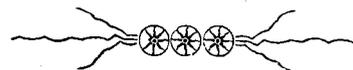
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Editorial Notes.

WE shall be glad to receive news items of general interest from the different localities for our Christmas number.

ALL new subscribers from this date will receive the EDUCATIONAL JOURNAL until the end of 1894 for the year's subscription.

IF you have anything specially good in the way of Christmas entertainments, for the use of schools, please let us have it for the benefit of all our readers.

HAVE any of our readers observed the injurious effect of slate blackboards upon the eyesight referred to in the note of inquiry from Dr. George G. Groff, of Lewisburg, Penn., in another column? If so they will no doubt render a service to school children and to science by communicating with him, as requested. Dr. Groff is a physician of high standing, who has paid special attention to questions of this kind.

WE reprinted in last number a rather spicy article from the *Public School Journal*, by Dr. McLellan, Principal of the Ontario School of Pedagogy, touching the method by which an "eminent institute lecturer" proposes to teach a certain question. In the same line of discussion, we give in this number an editorial article from *The Week* of November 17th, and a letter from Dr. McLellan in reference to it, which appears in *The Week* of November 24th. The question of methods is one of the

utmost importance to teachers of every grade and these contributions to its discussion will be full of interest to all who may be striving, as no doubt many of our readers are, to strike a just balance between the conflicting claims of the "Old" and the "New" in education.

THE fear is expressed by some that, in consequence of certain irregularities which took place at one or two of the outside stations at the last examinations, the University of Toronto may be induced to hold the next scholarship examinations only at Toronto. Surely the fear is unfounded. It cannot be that the authorities of the University would think for a moment of taking this retrograde step. Those who strove long and hard to obtain this reasonable concession for outside students would be very sorry, no doubt, to see it taken from them on so trivial a pretext. We say this, not because the irregularities were not bad in themselves, but because it surely must be possible to put an end to the practices complained of in some simpler way, without punishing the many innocent for the sake of the few guilty.

THE city Model Schools, in connection with the Normal Schools, should surely be made models in every respect of what a good school ought to be. And yet we are told that in the Toronto Model School there are classes of nearly sixty pupils all huddled in one room and taught by a single teacher. Every educator knows, or should know, that it is simply impossible for one teacher to teach efficiently sixty pupils. Half that number is quite enough to test the capacity of the best teacher. Receiving as it does a handsome income from the fees paid by pupils, in addition to its other sources of revenue, there is no sufficient reason why the Model School should thus do injustice to its patrons and set a pernicious example before other schools which are expected to take pattern by it. If the cause is lack of accommodation, the Province is surely rich enough to add a few more rooms and teachers. If not it should decline to receive more pupils than can be properly accommodated and taught.

WE are glad to know that the Toronto Froebel Society is actively engaged in the work of discussing and diffusing Kindergarten principles. This Society has a wide field of usefulness before it. The Froebel Society, which was formed twenty years ago in England, has been the means of

doing a great work and has become an influential factor in the educational progress which has been so marked in the Motherland during the last few years. The first Froebel Society was formed there in 1874. Not till after thirteen years of patient work was the National Froebel Union formed for examination and other purposes, by the Froebel Society and some other Kindergarten Associations which had sprung up in the meantime. It is interesting to note the rapid rate of increase in the number of candidates for certificates. In 1887 there were seventy-two entries; in 1889, one hundred and sixty-nine; in 1891, two hundred and thirty-one; in 1892, three hundred and four, and this year there will be, it is thought, not far short of five hundred. These figures will give some idea of the rapidity with which the work has expanded. If the Toronto Society can emulate the progress of the pioneer society in the Mother Country it will soon become a power in educational affairs.

TOUCHING the question of methods, we are constrained to remark upon a lesson in Geography which we reprint from the *Popular Educator*, in our "Methods" department. The lesson has some good points and, seeing that the matter to be taught is to a large extent arbitrary, that is, is an artificial system constructed by geographers for purposes of location and measurement, it is not easy, perhaps not possible, to apply the inductive method more completely than the writer of it has done. The feature of it on which we wish to comment is the manner in which the maxim, "Make every answer a full statement," is applied. Take, for instance, the following:

"T. Into how many parts have you divided the quadrant?"

"P. I have divided the quadrant into fifteen parts."

"T. What is each fourth portion of the circumference?"

"P. Each fourth portion of the circumference is a quadrant."

What can be more wearisome to a bright pupil that to be required to repeat in this parrot-like fashion the words of the question in every answer? What good end is to be accomplished by it? Is it anything but a waste of time and a weariness to the flesh? Is it not unnatural and contrary to the usage of speech in every language? Can any one show us any good reason why "Into fifteen parts," and "Each fourth portion," would not answer every educational requirement?

English.

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

TEACHING ENGLISH IN THE HIGH SCHOOLS.

PERHAPS, before explaining my present methods, I should explain the process by which I attempted to follow our great teacher, in order that others may profit by my experience. When I began to teach literature, the ordinary text-book describing the development of English literature from the early time to the present was put into my hands. I had been through the same process as a student, but without interest, nor could I interest my class in that text-book. Copious extracts were given, but I found that it was very much like selling goods by sample—the sample did very well as far as it went, but every one would like to see the whole piece before purchasing. Determined to get at the bottom of the matter, I tried a new scheme with my next class. I gave them lectures upon the history of literature, discarding the text-book altogether, but requiring them to take notes which they were to write out in a note-book. In connection with this work, we read a few masterpieces in full. I found that I was now on the right track. The interest was even more marked than I had expected. As I was preparing the work for the next class, it occurred to me that here might be the solution of the essay problem, which had much troubled me as a student in both school and college, as well as since I began to teach. Accordingly I incorporated the essay plan in the general literary scheme for the next year, asking the students to write up the works which we read in class. Some of the work done was very creditable, and I found that I had gained two points—the interest and attention were much better than before and the essays were written without complaint. Of course these successes encouraged me to proceed with my investigations. Every year I added some new point until I reached the method which I now employ. After thoroughly testing it, I feel confident that I make no mistake in recommending it to those who have no better, while I shall be perfectly delighted to learn from any one who can suggest an improvement. Briefly, then, my plan of procedure is as follows:

I divide the work into two portions, which I call outside work and class work respectively. For the former I give, at the beginning of the year, a representative list of the best works of the present century, including fiction, essay, history, and biography, numbering perhaps 300 volumes. This is followed at intervals during the year by lists from preceding centuries until each student is in possession of a fairly representative list of books in our literature. Each student is expected to read one work per month and to write an essay upon it, in the course of which she is to answer a series of questions, which will be explained later. For the class work I have found it advisable to devote a few moments at the beginning of each recitation to the reading and discussion of one or two of the essays. The remainder of the time is devoted to reading masterpieces from the poets. During the year we find time to read Chaucer's "Prologue," one canto of the "Fairie Queene," Milton's "Short Poems," Pope's "Rape of the Lock," two or three of Shakespeare's plays, "The De Coverley Papers," with short poems from Burns, Shelley, Byron, Keats, Tennyson, and Browning. This list admits of great variation from year to year, authors being added or subtracted as occasion may arise.

Having given the general outline of my method of teaching English I will now explain a little more fully the details of the plan. I begin with the present century, because I find that it is easier to keep up the interest by working backwards than to begin with the earliest period. Unless we can arouse an interest in

the work, the work has no lasting effect in the formation of character. I find that the "Outside Work," treated in the manner described in the preceding paper, has proved so inspiring that some of my students have read and written up nine works during a term of thirteen weeks instead of three, the number required. The essays, when properly arranged and indexed, form a very valuable collection for future reference. More than this, they help to form the habit of writing logically and concisely, and to make essay writing a pleasure, as it should be.

As a sample of the questions to be answered in the essays may be taken the following list, to which I attach explanatory notes, indicating by italics the questions given to the students. Of course this list admits of endless variations, and is only one of those which I have found useful.

1. *Author*, i.e., the author's name, dates of birth and death, with names of chief contemporaries.
2. *Sketch*, in a very summary manner, any important events in the author's life.
3. *Title* of work to be reviewed.
4. *Department*, i.e. state whether the work falls under the head of history, fiction, biography, etc.
5. *Classify* the work in its own department, as for example in fiction state whether romantic, realistic, historical, critical, novel of character, etc.
6. *Style*, giving only the essential elements.
7. State whether the book has any distinct *purpose*, any great ethical lesson to teach, to expose any wrong, or merely to amuse, etc.
8. *Analyze*, but in a very summary manner.
9. *Criticism and Comment*. This question may mean an infinite variety of things, and I think it best at first to limit definitely the scope of the answer to a few points such as—Has the purpose been consistently carried out? Has the author a firm grasp of his subject? Is he sincere or effective?—gradually increasing the limits according to the ability of the students.
10. *Compare* with other works read.
11. *Quotations*. These should be carefully selected, and should be made to illustrate, more even than the analysis, the character of the book under discussion.

In class work care should be taken to select well edited works, but those containing the fewest notes, explanatory and critical. It seems to me that copious notes and explanations are a hindrance rather than a help in class work. The life which is in the text needs to be absorbed directly from the work itself, not through the medium of explanatory notes. Such notes may show the learning and industry of the annotator, but there can be no doubt that they encourage indolence and dependence on the part of pupil. If words are not understood it does the pupil good to consult the dictionary, and if the meaning is not self-evident a little study will make the pupil self-reliant. For example, last term my class read Hamlet, and the edition which most of the students had was profusely annotated. As we read the play, I found it quite difficult to concentrate the attention of the class upon the thought of Shakespeare instead of upon the interpretations of the annotator. When, at last, I succeeded in weaning them from their notes, the study of Shakespeare became a source of constantly increasing delight. The problems proposed, studied, and discussed, gave room for individual thought and judgment. There will always be a difference of opinion upon such questions as, "Did the Queen know that her husband was guilty of his brother's murder?" "Why did Hamlet practice his scheme of madness upon Ophelia first?" "What was the ghost?" etc., but each member can back her opinion by what she considers good proof. I hold that it is no part of the teacher's business, in such cases, to attempt to settle the question. I consider that my pupils are sensible beings and have as much right to their opinions as I have to mine, and I make

them understand my position. My duty is to see to it that they reach their conclusions logically and after examining both sides. As teachers, we must give our own opinions only as individuals, recognizing the force of all that our pupils have said, never arbitrarily saying that we are right, and that our pupils must agree with us.

The essay work should be carefully attended to and revised. A short discussion of the style of the essay, or of the arrangement of the subject matter, will furnish valuable hints to the writer and to the whole class. For my own part, I have found this method to give such satisfactory results that I hope it may commend itself to my fellow-teachers. Among the many results which might be mentioned I will name only one. I have been very much interested in noting the change which has taken place in the taste of my pupils. In the list of works given at the beginning of the year were some light works. These were the first ones chosen, as a matter of course. Soon, however, the students began to find themselves interested in deeper, more wholesome works, until I think they may safely be trusted to select their own books with the certainty that they will enjoy the best. In other words, to end where we began, this system brings the pupil into such close contact with the intellectual life-fountain that the germs of life are sure to develop.

My plan for next year is to bring the "Outside Work" into all the classes, in connection with the history of the first two years and the literature of the last two. —Colin S. Buell, in the *School Journal*.

COMMON BLUNDERS.

A COUNTY superintendent in speaking of his institute, told the writer recently that he always planned for a short recess "between every exercise." He doubtless meant between every two exercises, as "between" does not go well with single things. The mistake is not an uncommon one.

A teacher recently said, when speaking of the government of his school, "I treat every pupil alike." Alike what? You cannot treat one pupil "alike," and "every" indicates that they are taken separately. He meant to say that he treated *all* pupils alike.

A teacher recently said that he believed that "every pupil should have the same chance." This is a blunder of the same kind as the above. He meant that *all* pupils should have the same chance. "Every" is a distributive adjective and indicates that the objects to which it refers are to be taken *separately*.

"Now."—Many teachers use this little word "now" many more times than they need to. They are in the habit of unconsciously beginning every explanation and many of their sentences with it. The writer recently heard an institute worker use it *forty-seven* times in a single talk. "Now," this detracted much from the value of the exercise.—*Indiana School Journal*.

THE teacher's success may be measured by the degree in which he can bring his scholars to make exertions absolutely without aid.—*Dr. Temple*.

THE primary principle of education is the determination of the pupil to self-activity—the doing nothing for him which he is able to do for himself.—*Sir Wm. Hamilton*.

ALL learning is self-teaching. It is on the working of the pupils own mind that his progress in knowledge depends. The great business of the master is to teach the pupil to teach himself.—*Anon*.

THE teacher must not attempt to think and speak for the pupils, nor to consider his own work is skilfully done, when he has made easy, by explanations, whatever is assigned to be performed.—*J. W. Dickinson*.

Correspondence.

To the Editor of the EDUCATIONAL JOURNAL:

SIR.—On page 184 of the last issue of your excellent journal I find an entertaining and useful paper by Mr. C. A. Chant, bearing the title, "Common Errors in Physics," in which he very good naturedly points out a few of the worst mistakes made by students at the last examination. I remember doing something of the same sort myself a few years ago, and "a fellow-feeling makes us wondrous kind." I remember even quoting an answer that could parallel the one Mr. Chant has extracted for our amusement, which declares that "the specific gravity of iron is 415 pounds to the square inch, etc., etc." All this, by Mr. Chant, was in excellent taste; done in the interests of pupils and teachers, and cleverly done.

In one sentence, however, Mr. Chant exposes himself to a counter stroke on the part of the candidates who had to face the papers of which he is writing in such a happy vein. I refer to this sentence:—"It was easily discovered that very many failed to see the necessity of the double time-phrase used in describing acceleration." Now, on behalf of the students, I would like to ask Mr. Chant a few suggestive questions, and I hope he will find it convenient to answer them in the same graceful and pleasing style that becomes his pen so well in his treatment of the students' answers. For his convenience I will number them carefully and put only one question under each number, without any riders.

1. Do you know the gentleman who set the questions in Physics at the Departmental Examinations, 1893?
2. Was this gentleman aware that the Students in the Public and High Schools are prohibited under penalty from using any books except those authorized by the Department of Education?
3. Did he know that the *High School Physics* is the only book authorized on the subject?
4. On what page of that book does this "double time-phrase" occur?
5. Is *Elementary Mechanics*, by Loudon and Chant, an authorized text-book?
6. On what page of that book may a student learn "the necessity of the double time-phrase?"
7. What is the usual effect upon a junior student of clothing a question in technical language that the student has never seen in print before?
8. What penalty would you propose to inflict upon an examiner who disregards the conditions and circumstances of the candidates, and draws up his questions from a lofty ideal of what *ought to be* rather than from the practical view of what *actually is*?
9. Are you aware that each half-year every head-master signs a declaration that he has not used Loudon and Chant's *Mechanics*, Magnus' *Mechanics*, nor any other book not mentioned in the official list of Circular 14?
10. In studying the action of examinations, has it come to your knowledge that the small item herein considered is only a specimen of what the students have to face on several papers each year, and that some of the Departmental Examiners each year deliberately use technical expressions not to be found in any authorized book, or set ambiguous questions and subsequently bemoan the ignorance of the candidates and perhaps openly denounce the incompetency of their teachers?

Yours truly, CELO.

SMALL SALARIES.

To the Editor of the EDUCATIONAL JOURNAL:

SIR.—In the JOURNAL of November 1st, I noticed a few lines by "Smike" on the important question of "Teachers' Salaries." Who is to blame for the lamentable state of affairs he speaks of? Teachers and Inspectors of course. Such cases should be reported at once. No School Board can claim a Government grant if it does not comply with the Government Regulations, consequently, boards employing non-certificated teachers must dismiss them or lose the grant.

There is, however, a deeper and more common cause of unfair competition. The Education Department gives the power to Inspectors to extend the certificates of Third Class teachers who hold a Junior Leaving (Second Class) Cer-

tificate. This power is often abused. I have seen certificates extended when there was no necessity for it, at a time when hosts of qualified teachers were out of employment. Certificates should be extended only when there is a scarcity of teachers, and we should see that this law is repealed. It puts Inspectors in a very awkward position sometimes, as it is difficult to refuse to extend Mr. B's certificate to day because there is no scarcity when Mr. A's has been extended only a few days since. There has been no scarcity in the ranks of Third-Class Teachers for a number of years, therefore the provision for extending these certificates is uncalled for and should be repealed.

The introduction of a Fifth Class in Public Schools may be hailed as a step in the right direction. Teachers should convince parents that as they are saving them the expense of a year's course at the High School, they can well afford to increase their remuneration for the additional work. No teacher should undertake this extra work for the salary he was paid before. High School teachers will not take smaller salaries for being relieved of part of their labors, so why should Public School teachers shoulder the extra burden for the same pittance they were receiving before.

A. WEIDENHAMMER,
Waterloo Central School.

SLATE BLACK-BOARDS.

To the Editor of the EDUCATIONAL JOURNAL:

SIR.—Attention has been called to the fact that light is reflected from slate boards in an injurious manner. One city superintendent informs the writer that he has been compelled to lessen the amount of work to be copied from the board. A County Superintendent writes that he cannot sit in a certain High School, without experiencing painful sensations, if he faces the slate boards.

Have other teachers observed the same? Is a slate board more trying to the eyes than slated surfaces? Is a slated surface to be preferred to a true slate board?

Will not superintendents and teachers who care for the general health of the children in their charge, and especially for the eyesight of the children, communicate with the subscriber in reference to this matter? Answers to the questions are earnestly solicited. Address

DR. GEO. G. GROFF,
Lewisburg, Pa.

For Friday Afternoon.

It was only a sunny smile,
And little it cost in the giving;
But it scattered the night
Like morning light,
And made the day worth living.
Through life's dull warp a woof it wove
In shining colors of hope and love;
And the angels smiled as they watched above,
Yet little it cost in the giving.

It was only a kindly word,
A word that was lightly spoken;
Yet not in vain,
For it stilled the pain
Of a heart that was nearly broken.
It strengthened a faith beset by fears,
And groping blindly through mists of tears
For light to brighten the coming years,
Although it was lightly spoken.

It was only a helping hand,
And it seemed of little availing;
But its clasp was warm,
And it saved from harm
A brother whose strength was failing.
Its touch was tender as angel wings;
But rolled the stone from the hidden springs,
And pointed the way to higher things,
Though it seemed of little availing.

A smile, a word, or a touch,
And each is easily given;
Yet either may win
A soul from sin,
Or smooth the way to heaven.
A smile may lighten the failing heart,
A word may soften pain's keenest smart,
A touch may lead us from sin apart—
How easily either is given!

Question Drawer.

A.F.—The new drawing book for use in High Schools will not be ready till January.

A.R.L.—The Canadian Year Book will give you full information, in tabulated form, with regard to Canada's foreign trade. There is, so far as we are aware, no means of obtaining accurate information in regard to intercolonial trade, for the reason that there are no inter-provincial custom houses, and consequently no official records.

A.E.S.—1. No work is mentioned in circular No. 3 as a text-book or basis for composition in the Public School Leaving Examination. If you have not this circular write for it to the Education Department.

2. Will some reader of the JOURNAL kindly give, at the request of A.E.S., an outline of the railway system of Ontario, as required for Entrance work.

E.E.R.—1. Charlie's Wain, or Charles' Wain, or Ursa Major, or the Plough, for it is known by all these appellations, is the most prominent constellation to be seen in these northern latitudes. Seven of its stars are particularly conspicuous, and are arranged in a form resembling a dipper, which is another name for the constellation. You will no doubt recognize it by one or another of these names. It is conspicuous in the northern sky on any clear night.

2. By "the purple glen" Tennyson indicates a glen covered with the purple heather.

3. No. Inch Cape, or Bell Rock, is on the east coast of Scotland, nearly opposite the Firth of Tay.

E.E.L. writes:—I have a number of persistent late-comers attending my school. The fault lies partly with the pupils and partly with parents. I have tried the "natural punishment," by detaining them the number of minutes late but to no purpose. If I take strict methods I shall only succeed in arousing the opposition of parents. Kindly lay the matter before your readers to get their opinions of best method of curing the habit. My school is large and the late pupils are a source of great annoyance.

We shall be glad to hear from teachers who have tried various methods, in regard to those which they have found most successful. The following is the answer recently given by the N.Y. School Journal to a similar question:

"1. Make the opening exercises so interesting that all will want to be present.

2. Have something going on before nine that will interest all. Read aloud a fascinating story whose continuation all will be anxious to hear. Begin this story during school hours so as to catch the initial interest of those who would otherwise miss the first chapter and perhaps care little for the rest in consequence. Announce that, as school time is precious, you will continue the reading at a quarter before nine o'clock every morning.

3. By talks with pupils in class and with certain individuals in private, make the importance of punctuality felt. Go through all the educational papers you have at hand and glean all there is on this subject—stories of the punctual and the non-punctual; talks with pupils; maxims for exercises in penmanship and for blackboard memory gems, etc. The newspaper will furnish useful material occasionally.

4. Appeal to the parents in some pleasant way. Personal calls are the best means of inducing a helpful disposition in the parents and a recognition on their part of their responsibility in such a matter as tardiness. Write pleasant little notes such as the following: "My dear Mrs.—: Johnny tells me that you take an interest in his progress at school. His weak point is tardiness. If you can help him to correct this fault you will assist him not only toward the better accomplishment of his school work, but toward the formation of a habit that it is most important he should acquire while quite young. Success in life depends very materially upon the habit of punctuality. But I need not impress this fact upon you. Let us help each other to impress it upon Johnny."

5. Give reward cards for punctuality, stating that "Johnny — has been tardy for — days" You may have pupils who can print these cards for you, or exercise a gift for fine penwork upon them. Call on your pupils for all the help they are capable of rendering.

6. If you have been cross, try kindness. Win your pupils and you do wonders with them."

The Educational Journal

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A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART,
AND THE ADVANCEMENT OF THE TEACHING
PROFESSION IN CANADA.

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

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Editorials.

TORONTO, DECEMBER 1, 1893.

PRACTICAL EDUCATION IN THE SCHOOLS.

WHATEVER a public school education may or may not be expected to do, it surely is not too much to expect that it should at least help rather than hinder its possessor in the struggle for daily bread. This struggle is, for the great mass of mankind, terribly real. There is no escape from it. Nature's law is inexorable; her conscription, well nigh universal. Even the few who come into the world with golden spoons in their mouths have no guarantee that they shall be perpetually fed from them. The proverbial facility with which riches take to themselves wings receives fresh illustrations every day. It would seem that in the ever increasing crush and grind of modern commercial and industrial life, the tenure of property is becoming more and more insecure. Those of the wealthy and aristocratic who see to it that none of their children grow up without the knowledge of some useful handicraft or business are wise in their generation. It is a significant fact that the number of such is constantly increasing. But, in any case, those who are exempted, even for an uncertain period, from the necessity for daily toil of muscle or brain, are so few in proportion to the whole that they are scarcely worth being taken into the account. They are but the exception which proves the rule. The rule, the practically universal law, is, "In the sweat of thy face," or in

other words, by some forth-putting of daily effort, "shalt thou earn thy bread."

Nor is it necessary for the present purpose to inquire whether the law of labor is becoming more or less severe in its pressure as the years move on. Applied science and practical ingenuity have done much by simplifying laborious processes, inventing labor-saving machines, and pressing the lower animals and the giant forces of nature into the service of the human toiler. One result is that work is carried on on a scale so vast, its products poured forth in a volume so enormous, as would have been almost beyond conception fifty years ago. But, then, the number of hands and brains to be employed, and of mouths to be fed, is also increasing with great rapidity. Whether the ratio of increase in the latter case is fully equal to that in the former, it is hard to say. We may hope not. Something has been accomplished, in certain directions at least, in the way of reducing both the hours and the severity of the daily toil. This is true especially of the kinds of labor which are usually performed by men. The condition of millions of female workers, too, has been greatly ameliorated, though it would sometimes seem as if they failed to reap their share of advantage from the material progress of the age. The conditions of modern progress seem sometimes but to add to the toils and cares of domestic management, and so to make woman's work more rather than less exhausting. The dream of poets and philanthropists, finely expressed somewhere by Shelley, of the good time coming when the work-weary sons of men shall be so far emancipated from the slavery of perpetual toil as to find time to think, and when the "fine and exquisite spirit of woman" shall undergo a like happy deliverance, approaches its realization but slowly, though there seems as yet no reason to despair of at least a "springing and germinant" fulfilment.

Such being the normal destiny of the great mass of boys and girls in our public schools, it surely would be the grossest unwisdom to take no account of it in our systems of education. To develop ability to hold their own in the race, and to grapple successfully with the difficulties which meet them on every hand, may not be the highest end of an ideal school system, but it should be one of the first. If it can be shown that the methods by which this object can be more effectually gained are in direct line with those best adapted to secure other and higher educational results, the argument will be complete.

How, then, can the children in the

schools be best trained for the humbler, sterner, yet most imperative duties of coming life? The occupations and pursuits of after life are infinite in variety, the tastes and capacities of the individual pupils are no less infinite. Any attempt to give all or any a special training for special employments would therefore be hopeless. All that can be wisely attempted is to cultivate and sharpen to the fullest possible extent those faculties which will be called into play as soon as the actual business of life is entered upon. First in order amongst these are the physical organs. The future occupations of the great majority will of necessity be chiefly manual. Success in any manual employment demands training of the hands and of the perceptive powers. One of the great defects of the average public school in the past has been that this first and most essential part of education has been almost completely neglected and ignored. The defect, especially so far as the hands are concerned, is, of course, in many cases partially supplied in the play-ground and at the home. Boys in the country generally learn to handle tools of various kinds with dexterity. Girls get a valuable training in the kitchen, the dairy, the sewing-room, etc. There is little need of turning the school into a workshop for the benefit of such. But with the majority of the children in the town and city the case is very different. There are no farm-yards, no gardens, no stables, no work-shops for the boys; too often no knitting, sewing, kneading and other domestic duties for the girls.

Again the country boys and girls are in constant communication with the outside world; they ramble in fields and woods. Plants, grasses, flowers, shrubs, trees, beasts, birds, insects, streams, hills, forests are familiar objects from infancy. The great book of nature in all its variety is constantly spread out before them. They are unconsciously turning its pages and conning its lessons, and by the process training and strengthening their own perceptive faculties. To a large extent city children are deprived of all these educational influences, and too often the beneficial effects of such, even in the country, are rather neutralized than utilized by the school training. Just here, then, we touch a very grave defect in our schools as they have usually been in the past. Nature is always the best teacher of teachers. It is astonishing how persistently we sometimes shut our eyes to her most valuable lessons.

Some illustrations of the results of these defective methods and the consideration of how they may best be remedied must be left for another paper.

AN IMPRACTICABLE PROPOSAL.

AT a recent meeting of the Board of Public School Trustees of the City of Toronto an animated discussion took place on the following motion by one of the Board: "That this Board in future employ no teacher who is studying for any other profession, or who intends to study for any other profession than that of a school teacher." Though this motion was not supported, several members of the Board spoke in favor of some restriction upon teachers who are actively engaged in studying for some other profession and using the school as a stepping-stone for that purpose. There can be no doubt that the man or woman whose time and energies, out of school hours, are wholly devoted to preparation for some other pursuit, is not in a position to do the best work as a teacher. There is, however, some force in a remark made by one of the trustees, to the effect that the teachers who keep their minds bright by outside reading do the best work in the schools. Certainly were it a question between reading for some other profession and not reading at all, out of school hours, we should choose the former. Anything is better than mental stagnation. But as between the teacher whose spare time is devoted to preparing for some other profession, and the one who reads widely with a view to a better preparation for his work as a teacher and for general culture, or better still, perhaps, because he enjoys good reading, there can be no question which, other things being equal, will make the best teacher.

But, be that as it may, it is useless to hope to remedy the evil, for such it unquestionably is, of divided interest on the part of a large proportion of those who are engaged in teaching, by any such arbitrary and mechanical method. In the first place, the attempt to enforce such a regulation as that proposed would lead to an inquisitorial examination into a teacher's plans and purposes such as no school board or other employer has any right to make. The only question, apart from those pertaining to character and conduct which any such employer can ask without impertinence, are those which relate to the qualifications of the person employed for the position and the manner in which he performs his duties. For a board of trustees to undertake to say how a teacher in their employ shall or shall not employ his hours out of school, would be to intrude into matters with which they have no concern. No man or woman, with spirit enough to make an efficient teacher, would submit to such interference with personal freedom for a day.

In the second place, any such regulation, even if it could be enforced, would leave half of the schools in the land vacant, or fill them with teachers of a very inferior class. The number of persons with proper educational qualifications who would be willing, under existing circumstances, to engage in teaching as a life work, would be utterly inadequate to the demands of the schools. Many of those who engage in it at the outset as a stepping-stone to some other profession may, it is to be hoped, become so enamored of the work as to continue permanently in the profession. But the only way to secure permanence in a great majority of cases is to so increase its emoluments and other attractions that these may bear comparison with those which rule in other learned professions. Until that can be done it is probable that a large proportion of the best teachers available will be those who devote a few years to the work while preparing for other pursuits. Most of them are, happily, conscientious and energetic; many of them clever and tactful.

SARCASM IN SCHOOL.

"FLING away from you the poisoned shafts of sarcasm. They are forbidden in the humanities of school life." So says some one whose words we should like to fasten on the memory and conscience of every teacher who is given to the unfair and cruel practice. We say unfair and cruel advisedly. Sarcasm has its place and use, but seldom or never are these to be found in the school-room. In the relation which subsists between teacher and pupil sarcasm is an unfair weapon, because the pupil cannot, without impertinence, reply in kind. It is a cruel weapon because it inflicts a painful wound upon a defenceless victim. There is nothing which appeals more powerfully to a truly generous nature than to be placed in a position of authority over those who are weaker than himself. If there is any chivalry in a man's nature, any graciousness in a woman's, it should be called forth by the relations which exist between them and their pupils. They are, under the circumstances, his or her inferiors, subordinates, dependents. The teacher is, for the time being, an absolute ruler. Such a position is one which draws out the cruelty of cowardice and the gentleness of true nobility of soul.

We dwell for a moment upon the subject because there is some reason to fear that too many teachers of children fall readily into the use of this weapon. Some cultivate it as a means of displaying a smartness for which they might otherwise fail to get credit. Some regard it, no doubt, as a legitimate spur with which to prick the sides of lazy children's intent, and urge them on to effort. But, tried by

the true test of motive applied from without, viz., the moral effect upon the heart and will of those to whom it is applied, the remedy is, in nine cases out of ten, worse than the disease. It leaves a wound which rankles in the spirit, begetting bitterness, a sense of injustice, and often a feeling of intense dislike and desire for revenge. The writer well remembers the keenness of the self-reproach from which he suffered for days, after having on one occasion, when he was just beginning to teach, tried by the dulness of a young girl of gentle manner and amiable disposition, sneered at her with a heartless sarcasm which brought a flood of tears, and which perhaps was never forgiven and forgotten while she remained in school. He despises himself still when he recalls the circumstance. Hence his advice to the young teacher who feels tempted to vent his weariness or vexation in this way, "Don't do it." Appeal to some better motive.

A REQUEST.

THE next number of the JOURNAL, that for December 15th, will be a special Christmas number. Several pages, with a neat and attractive cover, will be added, appropriate illustrations interspersed, and the Table of Contents made as varied and attractive as possible. Among other special attractions will be an illustrated Christmas Story. These special features will be in addition to, not in place of, the usual practical contents of the paper.

We are gratified with the gradual increase of our subscription list, but we do not mean to be content until the paper is practically in the hands of every teacher in Ontario, and in those of a large proportion of the teachers in the other Provinces and the Northwest Territories. From the warm words of approbation we are continually receiving from our readers, as well as from the increase of our subscription list, the requests for sample copies, and the occasional inquiries of teachers who seem hitherto not to have known that such a paper is published for their special benefit, we are inclined to believe that pretty nearly all that is wanting to enable us to accomplish our aim, as above stated, is to have a sample of the paper placed in the hands of teachers who are not familiar with it. We have therefore a special request to make of our friends and subscribers. It is that each one of them will, if possible, send us by postal card immediately the name and address of some one or more teachers who are not at present subscribers, but who might perhaps become such. To every such address we will forward, *gratis*, a copy of the forthcoming Christmas number. Send us as many addresses as you please, of those who, you think, would be helped by the paper, and we will do our best to supply each with a copy.

To teachers and others complying promptly with this request we shall be sincerely grateful.

Special Papers.

THE TOWNSHIP INSTITUTES OF
INDIANA.

FRED. BROWNSCOMBE, PETROLIA.

It happened that the first rural school I visited in this state was that of the chairman of the Township Institute, who, during our conversation, mentioned that the Institute met in the High School, La Porte, the following Saturday, and invited me to attend, an invitation I was very glad to accept. After the meeting I called upon the County Superintendent, Mr. O. L. Galbreth, who kindly furnished me with manuals and outlines of the State, County, and Township work. I was so favorably impressed with the system that I cannot refrain from attempting some description of its purpose and work for the readers of the JOURNAL, and from hoping that we may in the future have it in a modified form in our own Ontario.

Briefly then, Township Institutes became in 1873 a legalized part of the school system of the State of Indiana, and have since assumed an increasing importance as a factor in its educational progress. Their purposes are: Professional training and culture, the imparting of a knowledge of the principles and methods of teaching and school management, and the promotion of the general culture and education of its members; purposes almost identical with those of our County Teacher's Institutes.

The work, however, proceeds on a different method. To prepare a programme each month similar to that of our County Associations would require a serious amount of time and labor, as those who have had this to do are aware. On the other hand, to assemble without a definite order of work would result in little educational progress. Both difficulties are obviated by the use of printed outlines which are prepared annually by a committee of County Superintendents. These contain for each day a time-table, an outline of work in various subjects, and questions and outlines for discussion from the books which constitute the reading course for the year, those of the present year being "De Garmo's Essentials of Method," and a volume containing a number of "Orations of Burke and Webster."

I give below a time-table, a brief description of a day's work and a portion of the outlines on two subjects, from which it may be seen that a year's attendance at the Institute really constitutes a year's course in pedagogy and literature.

TIME-TABLE OF SECOND INSTITUTE, 1893-94.

10:00.	OPENING EXERCISES.
	ROLL CALL. Response, Quotation from Longfellow.
10:20.	Orations of Burke and Webster.
10:50.	Recitation.
	RECESS.
11:00.	DeGarmo's Essential's of Method.
11:30.	Spelling and Arithmetic.
12:00.	NOON.
1:00.	ROLL CALL. Grammar.
1:30.	Physiology and Discipline.
2:00.	Recitation.
	RECESS.
2:10.	Geography.
2:40.	Assignment of duties. Adjournment.

After the opening exercises, when the roll was called, each person named responded with a quotation from Longfellow, a different poet being quoted from at each meeting.

The first order of work on the time-table was a discussion of a portion of Edmund Burke's speech on "American Taxation," one lady assuming the role of teacher and treating the rest as a class, proceeding in the ordinary manner of conducting a class in literature, with, however, a considerable amount of discussion. Then followed a paper with illustrations and explanations, founded on "DeGarmo's Essentials of Method," from these outlines:

APPERCEPTION OF INDIVIDUAL NOTIONS.

What it is and how it may constitute an anti-dote for faulty teaching. Contrast apperception with perception and show that in the act of apperception old ideas in the mind become living forces, capable of appropriating new ideas. Show that it is the basis of understanding and interest, a natural tendency of the mind and the general plan upon which all studies are based.

Note its value in arranging topics in any branch of study, and note that the principle is often violated and knowledge acquired by a

thoughtless memory drill. Show that it is necessary for the teacher to revive old impressions. Discuss fully (1) the preparation, and (2) the presentation. Illustrate, using "The Chambered Nautilus," the preposition, the pussy willow, the battle of Lexington, Webster's "Dartmouth College Case."

Read section 5, page 50, and elaborate it. Show that the recitation is not to test the pupil's knowledge of the lesson - to see that it has been thoroughly committed - but that it is to guide the pupil to the interpretation of new knowledge.

In this and the subjects that came after, the same general plan was followed, namely, one teacher read a short, explanatory paper; another, the leader of the discussion, asked and answered questions, and all joined in giving hints or facts from their experience or reading.

The subject in spelling was a discussion of the work for the first four years.

In arithmetic, under the following outlines, were discussed:

THE PROCESSES OF GREATEST COMMON DIVISOR
AND LEAST COMMON MULTIPLE.

1. Show how you would lead the pupil to see in what respects the processes are alike.

(a) Indicate what value it is to teacher and pupil to understand this.

2. What is the underlying principle of each process?

(a) Show how you would lead the pupil to see this?

(b) To what stage of knowledge does the determining of like and unlike characteristics belong?

3. How is the common principle in the processes related to addition, subtraction, multiplication and division? Show how you would lead the pupil to see this.

4. Show the large value of this common principle in all arithmetical computation.

5. Illustrate each process concretely.

6. Show definitely the steps in the processes:

(a) Apperception: } Preparation.

(b) The derivation of rules. } Presentation.

(c) The application.

See DeGarmo, pp. 62, 63, 75, 104, 105.

The grammar considered was "The Elements of the Sentence," (subject, predicate and copula); the physiology, "The Hard Framework of the Body," the discipline, "Motives in Disciplining Pupils," and the geography was "A Study of the Home Region," the outlines in each subject referring, of course, specially to the teaching of that subject.

Finally, before adjournment, the chairman nominated for each subject a teacher to read a paper and another to lead the discussion.

I believe I mentioned before that the institutes were monthly. The State law enacts that one Saturday in each month shall be, and two may be, devoted to the Institutes, and further, that each teacher shall attend the full session of each Institute or forfeit one day's wages; and for each day's attendance a teacher shall receive the same wages as for one day's teaching, which law is likely to secure always a full attendance.

Now concerning their value, these Township Institutes, I believe, fill a gap which previously existed in the Indiana educational system, and which still exists in our Ontario system. True, we have our County Institutes and our Provincial Educational Association, but they have the same in Indiana, and a Teachers' Reading Circle besides, with a membership of twelve thousand, and yet the Township Institutes are becoming more and more recognized as of educational value.

Our Provincial Association is a grand thing for the profession, but its meetings can be attended by but comparatively few, though of course its influence extends beyond those. Then again, the County Institutes in the four days formerly at their disposal, though doing much good work, left almost untouched a large class of teachers, and now that the powers that be have cut us down to two days without making compensation in any other direction, they will have still less influence.

The class I refer to are chiefly those third-class teachers who intend to teach a time only as a stepping-stone to something better (?), and who have therefore little inclination to keep up any professional reading or to exert themselves in

any way for the elevation of the profession. And again, young teachers very often do not realize the benefits to be derived from the Institutes and pay but little attention to them, or are too diffident to take any part in the programme, feeling that it would be presumptuous for them to read papers before teachers whose experience perhaps numbers as many years as theirs does months.

Do not imagine that I am decrying our County Associations. Far be it from me to do that. I would much prefer an extension of their powers, and am here merely drawing attention to some defects which would not exist, or at least not in so great a degree, were Township Institutes a part of our educational system.

From what has been said before it is seen that where these prevail every teacher in a township must do a certain amount of professional and high-class reading and of professional preparation, and therefore no teacher, whether the possessor of a six month's license or of a life certificate, can very well avoid a professional advance of a greater or less degree, according to the earnestness of his purpose, which in turn must benefit the schools, for the life and growth of the schools are dependent on the life and growth of the teachers.

Again, the number of teachers in a Township (which does not include town or city teachers) being small, usually from fifteen to thirty, all will speedily be on terms of more or less intimate acquaintance. Hence the meetings will be less formal than the County Institute, there will be more freedom of debate, difficulties and objections will be more readily explained, details out of place in the larger Institute discussed fully, and the experience of the older and the reading and experimenting of the progressive teachers will influence to a far greater degree than at present the character of the teaching in rural schools. Further, these occur often enough (once a month) to materially help the teacher, the young teacher particularly, throughout his entire work. If he has his course planned out for some time ahead, as he ought to have, he may have his difficulties summed up beforehand for explanation at the Institute, after which he may teach with much more confidence and therefore success.

Socially considered, these gatherings, offering as they do the means of personal acquaintance to the teachers of a Township, are pleasant affairs. This, however, would be a minor point were it not that all such assemblies help very largely in the cultivation of a professional spirit, which assuredly is a most necessary requirement among teachers.

One more point and I am done. It is that the Township Institute will play an important part in increasing the usefulness and success of our County Institutes. Various subjects for papers and discussion, resolutions to be brought forward, County promotion work, and a hundred other things will be discussed, and much will pass through the preparatory stages, leaving the County Institute free to transact more business and its members better fitted for taking part in its work.

Why is it that the teachers of every city and large town have teachers' organizations of one kind or another, while the rural teachers, whose needs, through youthfulness and inexperience, are greatest, have none. Is it not partly because the experience of the urban teacher has taught him the necessity of these organizations, and the same experience has given him the power to supply the necessity, whereas the rural teacher is ignorant of both his wants and of the means of providing for them, in which case, as in this State, the remedy lies in legislative action.

THE NEW EDUCATION.

FROM THE WEEK OF NOV. 17.

In the November number of the *Popular Educator*, an educational monthly published in Boston, Mass., Dr. McLellan, Principal of the Ontario School of Pedagogy, has a trenchant, almost merciless exposure of the fallacies contained in a previous article in the same journal, from the pen of a professor of method in Cook County Normal School. We have not seen the article criticised, but the positions taken as quoted and exposed in Dr. McLellan's article verge so closely upon the absurd that the only wonder seems to me to be that the writer of

such "bosh," if we may borrow a word from his own vocabulary, should occupy such a position, and have access to the columns of a popular educational paper. It is not likely that many of our readers would care to follow the metaphysical intricacies of such a discussion. Merely by way of justifying our characterization of the article which Dr. McLellan so vigorously assails, we may venture to make a short quotation from it, as given by him:

"Division is dividing a number into a number of equal numbers, as how many four apples in twelve apples? I say *three four apples*. I express it thus: $12 \text{ apples} \div 4 \text{ apples} = 3$ (four apples)." Again: "How many hats at \$4 each can I buy with \$12? I say as many hats as there are \$4 in \$12, which are *three four dollars*. Here my dividend is dollars, my divisor is dollars, and my quotient is three four dollars." Once more: "I have 2-4 of a pie; to how many boys can I give 1-2 pie? In division the dividend and divisor must have the same name. Now, we have $2-4 \div 2-4 = 1$. Surely not one whole pie, but one half pie."

Having been carried thus far on this strange road, the reader will not be surprised to find among the inferences drawn by this original thinker such as the following: (1) In *division* the divisor and dividend have the same name. The quotient is concrete. (2) In *division* the quotient *always* equals the dividend. (3) The divisor cannot be greater than the dividend. (4) The divisor can *never* be an abstract number.

In these progressive times we old fogies, who have left our school days a score or two of years behind us, are often humiliated by hearing from some juvenile mentor that a fact or principle in grammar, or mathematics, or science, which was most carefully impressed upon our minds, possibly by means of well-remembered physical experiences, is not a fact or a principle at all, but has long since been discovered to be a stupid mistake or a grievous fallacy. Discoveries of this kind, though painful, are sometimes salutary, and we shall therefore leave such of our readers as care to recall so much of their boyhood or girlhood arithmetic as may be necessary to enable them to appreciate the foregoing, face to face with the new theory, without giving them the consolation of Dr. McLellan's refutation of it and defence of the old-fashioned notions.

We refer to the matter, not to take part in the discussion between the professor of methods and his redoubtable adversary, but to call attention in a tentative way to the general subject of educational methods—a subject which, in contrast with the intense interest which it might naturally be expected to possess for every citizen, and especially for every parent, receives an astonishingly small share of public attention. We think it is Herbert Spencer who somewhere notes the strange fact that, while one cannot be long in the company of almost any man, from the squire at his country seat to the amateur dog-fancier at his desk, or Hobbs in his Sunday clothes, without hearing some opinions in regard to the training of animals, you may wait long enough before you will hear any of them ventilating their ideas touching the training of children. A singular fact, is it not, when we remember that the training of children during the years of school-life is the pivot upon which the future history and destiny of the world will turn.

The few who do pay some attention to educational matters hear a great deal in these days about the New Education. We are not sure that we quite understand what is meant by the term. We are not very sure that any two persons of those who most frequently use it, mean the same thing by it. We infer from some incidental allusions to Col. Parker, who is regarded by many as the apostle of the new educational gospel, that Dr. McLellan does not believe in the New Education, and that he holds it primarily responsible for such absurdities as those which he handles so severely in the

article before us. Now we confess that, as we understand it, we do believe in the New Education. It may yet fall far short in its principles and methods of an ideal standard, but it certainly is better than the old. We understand, for instance, that it aims to substitute intellectual for mechanical processes in the school; to appeal to the natural love of discovery and delight in mental activity, rather than to the fear of the rod, or even the hope of reward, as incentives to effort; to replace dogmatism with induction. For instance, in the old school-house which fills so large a place in the memories of most of us, the text-book in arithmetic was put into our hands and we were told to first learn the rules, and then follow them in the solution of the examples. If any principles were enunciated we were expected to accept them on authority. In no case, so far as we can remember, were we permitted to taste the delight of discovery. The New Education, as we understand it, requires the teacher to throw aside the text-book at the outset upon a new voyage of discovery; to state the problem in a form suited to the capacity of the learner; and to leave him to reason out the solution with just the minimum of help necessary to save him from failure. His stimulus is his innate love of discovery and his natural delight in the exercise of mental power. His reward is the consciousness of power successfully applied. A further educational gain is the certainty that what he has once done he can do again, that he has acquired a knowledge as well as developed a strength which he cannot lose through any failure of memory. Then he is led on step by step from the particular to the general. The essential element in the variety of individual cases is discovered and a broad principle established. By a similar method applied to the analysis of a few familiar sentences, the general laws of grammar—that *bete noir* of the old-time school-boy—are deduced, and the pupil is delighted to find that the structure of language is not only intelligible and comparatively simple, but that, give him time enough, he could by the same analytic process construct a grammar for himself. No one who knows the joy which the youthful mind feels in independent discovery and in the sense of power successfully applied, can doubt which is the natural and true method in education. The New Education, thus understood, has shared the common fate of successful innovations. It has been, to use a current expression, "run into the ground." It has been made the pack-horse for a thousand trivialities, the sponsor for all kinds of absurdities. Even now it is daily associated in educational papers and school-room exercises with needless simplifications, and endless repetitions, and wearisome mannerisms, until it is no wonder that educators become disgusted with the whole business, and are tempted to commit the injustice of fathering the whole brood of absurdities upon the grand educational method in whose name these absurdities flourish. We could easily fill a page with amusing illustrations, but the length to which we have already run compels us to spare the reader.

DR. McLELLAN AND THE NEW EDUCATION.

To the Editor of the *The Week*:

SIR,—In your editorial referring to my criticism of an article on the Theory of Division by a professor of Method in a noted American Normal School, you have, I think, drawn a wrong inference as to my attitude towards the New Education. You say that probably no two persons agree as to the exact meaning of the terms. That is indisputably true, and so you and I may appear to differ and yet be at one. The New Education that I do not believe in, and the New Education that you believe in, are two totally different things. The principles and methods which you so clearly state and illustrate, as defining the New Education that you defend, are not the principles and methods

of the New Education that I attack. Your principles I accept, under, of course, their proper limitations. But these principles are not the discovery or even the re-discovery of the canting evangelists of the (so-called) New Education. In fact Col. Parker himself, who, as you say, is regarded by many as the apostle of the New Education, declares that "many, if not most, of the principles and methods have yet to be discovered."

What I do not believe in, and what you, I think, do not believe in, is the perfectly absurd methods—methods at variance with both logic and psychology—which are promulgated in the name of the New Education. The very principles and methods which I criticized, and which you characterize as "bosh," emanated from a training school which claims to be par excellence the great representative of the New Education, and the best exponent of the new "divine philosophy" of education. The New Education which I sometimes venture to criticize is not a well ordered system of rational principles, such as you clearly set forth; it is a mob of petty devices and irrational methods which its apostles proclaim as an infallible rubric for all educational procedure. The New Education with which I am at war is described by you as something that "has been run into the ground"—involves "a thousand trivialities and all kinds of absurdities"—abounds in "needless simplifications and endless repetitions and wearisome mannerisms." This New Education has been similarly described by an equally able American writer: "The movement had its origin in sentiment, and its strength lies in the fact of its vagueness; wherever this sentiment appears in any strength it tends to destroy the school as it actually exists, but provides no definite substitute for it; it counsels a violent revolution instead of an equable evolution; it employs the language of exaggeration and appeals to prejudices and narrow views; it preaches absolute freedom and versatility, but it is dogmatic in its utterances and authoritative in its precepts; it represents an impulse to abandon certain errors in practice, but rushes blindly into errors of an opposite kind, and so is in direct opposition to normal progress." This New Education as characterized by yourself and by the ablest educational writer in the United States, is the New Education which I do "not believe in."

I am somewhat surprised that I should be represented as not believing in the sound principles of education, upon which your New Education is based. But let that pass. Any misunderstanding as to my views upon the New Education is as nothing compared with the fact that so influential a journal as *The Week* is thoroughly sound on the philosophy and methods of education; and, what is of even greater importance, is using its influence to create a public interest in educational methods—a subject which, as you remark, "receives an astonishingly small share of public attention."

J. A. McLELLAN.

THE PUBLIC SCHOOL LEAVING EXAMINATION.

At the last meeting of the Lennox and Addington Teachers' Association, after some discussion, a committee was appointed to report on the question of High School Entrance and Public School Leaving Examinations. The Committee, of which Mr. N. A. Asselstine was chairman, reported as follows:

(1) Resolved, that we, the teachers of Lennox and Addington, in convention now assembled, are convinced that the High School Entrance Examination in its present requirements covers sufficient ground for Public School work.

(2) That in the interests of both Public and High Schools, we recommend that the Public School Leaving Examinations be abolished.

(3) That some means should be devised by which candidates who make a high percentage of the aggregate number of marks shall receive some special mark of recognition.

(4) That a fuller representation on the Board

of Examiners of High School Entrance candidates be accorded to Public School Teachers by allowing only those actually engaged in Public School teaching to represent them as members of such Examining Boards.

Committee : $\left\{ \begin{array}{l} \text{N. A. ASSELSTINE.} \\ \text{R. R. LENNOX.} \\ \text{P. D. SHOREY.} \\ \text{E. N. WAGAR.} \\ \text{N. E. HINCH.} \end{array} \right.$

Moved by Mr. Bowerman, seconded by Mr. Hinch, that the report as given be considered clause by clause.—Carried.

Moved by Mr. Asselstine, seconded by Mr. Ried, that clause one be adopted.—Carried.

On motion clauses two and three were adopted without discussion.

Clause four was discussed, and after being amended was declared carried and the secretary was instructed to send a copy of the resolutions of the committee to the EDUCATIONAL JOURNAL for publication, and also to transmit a copy thereof to the Minister of Education.

Examination Papers.

THE HIGH SCHOOL PRIMARY, 1893.

ALGEBRA AND EUCLID.

1. (a) Divide $4a^2 + 4a(n-1)d + (n-1)^2d^2$ by $2a + (n-1)d$.

(b) Divide $1 - x^3 - y^3 - 3xy$ by $1 - x - y$.

2. (a) Show that the difference of the squares of any two consecutive odd numbers is equal to twice their sum.

(b) Prove that the cube of the sum of any two positive numbers is greater than the sum of the cubes of the numbers, by three times the sum of the numbers multiplied by their product.

4. Solve the equations :

$$(a) \frac{2x+3}{5} - \frac{3x+4}{6} = 12.$$

$$(b) (x+7)^2 + (5-x)(x+5) = 36x.$$

4. (a) What is the price of bread per loaf if an increase of 25 per cent. in the price would reduce the number of loaves that could be purchased for one dollar by two?

(b) The breadth of a field is two-thirds of its length; if the breadth is increased by 100 yards, and the length diminished by the same amount, the new area is equal to the old. Find the length of the field.

5. (a) Factor $x^6 - 64$; $x^4 + x^2y^2 + y^4$.

(b) Show that $x+y$ is a factor of $[(1-m)x+py]^3 + [mx+(1-p)y]^3$.

(c) Factor

$$16a^2 + 4ab - 4ac - 12b^2 + 17bc - 6c^2.$$

6. Simplify

$$(a) \frac{(101)^4 - (99)^4}{(101)^2 + (99)^2}$$

$$(b) \frac{(p-a)}{(a-b)(a-c)} + \frac{(p-b)}{(b-c)(b-a)} + \frac{(p-c)}{(c-a)(c-b)}$$

7. Define axiom, postulate, hypothesis. State Euclid's postulates.

8. If two triangles have two angles of the one equal to two angles of the other, each to each, and one side equal to one side, namely, sides which are opposite to equal angles in each, the two triangles are equal in all respects.

Show that every point in the bisector of an angle is equidistant from the sides of the angle.

9. If two angles of a triangle be equal to one another, the sides subtending those angles are equal.

Find a point on the given straight line AB such that the distances from two given points on the same side of and without AB shall be equal.

If the given points be on a line at right

angles to AB, how must they be placed to render the problem possible?

SOLUTIONS.

1. (a) The dividend is evidently the square of the divisor. Ans., $2a + (n-1)d$.

(b) $1 + x^2 + y^2 + x + y - xy$. N.B. This may be written down without actual division if we remember that $(a^3 + b^3 + c^3 - 3abc) = (a+b+c)(a^2 + b^2 + c^2 - ab - bc - ca)$.

2. (a) The difference between the numbers is 2; and $(x+2)^2 - x^2 = 2(2x+2) = 2(\text{sum})$.

$$(b) (a+b)^3 = a^3 + b^3 + 3ab(a+b).$$

3. (a) $6(2x+3) - 5(3x+4) = 30$; $x = -120\frac{2}{3}$.

$$(b) x^2 + 14x + 49 + 25 - x^2 = 36x$$
; $x = 3\frac{4}{11}$.

4. (a) Let $x =$ price of a loaf, in cents; $n =$ number for \$1.

$\therefore nx = 100$ cents, in the first case. In the second case $\frac{3}{4}x =$ price of a loaf, and this multiplied by the reduced number $= 100 = nx$, as before. Therefore the reduced number is $\frac{4}{3}n$, since $\frac{3}{4}n \cdot \frac{4}{3}x = nx$. That is, the reduction is $\frac{1}{3}n = 2$; $\therefore n = 10$; price $= 10c$.

(b) Let $3x$ and $2x$ be the dimensions in yards; $6x^2 =$ area, $\therefore 6x^2 = (3x-100)(2x+100)$; $3x = 300$ yards.

$$5. (a) (x+2)(x-2)(x^2+2x+4)(x^2-2x+4);$$

$$(x^2+xy+y^2)(x^2-y^2).$$

(b) $a^3 + b^3$ is divisible by $a+b$. In this case $a+b = (x-mx+py) + (mx+y-py) = x+y$.

$$(c) (4a-3b+2c)(4a+4b-3c).$$

6. (a) Quotient $= 101^2 - 99^2 = (101+99)(101-99) = 400$.

(b) Restore the symmetry in the denominator by writing $a-b, b-c, c-a$ throughout; this makes each fraction negative. The numerator of the sum is therefore $-(p-a)(b-c) - (p-b)(c-a) - (p-c)(a-b)$; which is $-p[(b-c) + (c-a) + (a-b)] = 0$. $+a(b-c) + b(c-a) + c(a-b) = 0$; \therefore Sum $= 0$.

7. No definition of an axiom will include the proposition called axiom 12 in Euclid's system. See page 120, Sept. 1st, for a discussion of this so-called axiom upon which Euclidean geometry rests. Sir Robert Ball holds "that this proposition has never been proved and never can be proved except by the somewhat illogical process of first assuming what is equivalent to the same thing." Excluding this twelfth axiom, we may say that an axiom is the statement of a fundamental truth or belief which the mind perceives to be true by direct intuition and without the intervention of any analysis or comparison involving a chain of reasoning. The truth is perceived *immediately* and not *mediately* through the agency of some other proposition which is known to be true. As Webster puts it, "an axiom is a self-evident and necessary truth, or a proposition whose truth is so evident at first sight, that no process of reasoning or demonstration can make it plainer." The axioms are the logical units from which the whole of our other knowledge is, consciously or unconsciously, constructed. They form the link between every other science and mental science. *How do you know that this is true? What is truth?* These questions arise at the end of every demonstration and every scientific discussion. If the axioms assumed to be true are in reality false, the whole superstructure upon them must fall like a house built upon the sand. Such being the case the importance of a careful scrutiny of every alleged axiom is manifest.

It is worthy of note that Euclid assumes many other fundamental axioms besides the twelve prefixed to his elements; some of them might be called *physical* axioms, e.g. those which he names postulates, and some *rational* axioms, e.g. axiom 3. For instance in 1. 1 he takes for granted that the two circles will cut each other in at least one point, he takes for granted that the circles may be described no matter how great the radius; he takes for

granted that a triangle will result, no matter how small the given line may be, etc. These may be called *implicit* axioms as distinguished from the *explicit* axioms that are distinctly formulated. Arithmetic, algebra, physics, chemistry, etc., make use of axioms quite as freely as geometry does, although they are seldom stated in formal language. It may be noted that nearly all the mistakes made by our pupils resolve themselves into the tacit assumption of false axioms, and that the thorough correction of the error consists in exposing these wrong assumptions of something as self-evident which is not in reality self-evident, perhaps not true.

8. The most satisfactory proof of this proposition is obtained by the method of superposition.

9. Last case. It is evident the points must be on opposite sides of AB.

CORRESPONDENCE, SOLUTIONS, ETC.

ELIZA RIDLEY, South Mountain, solved No. 68.

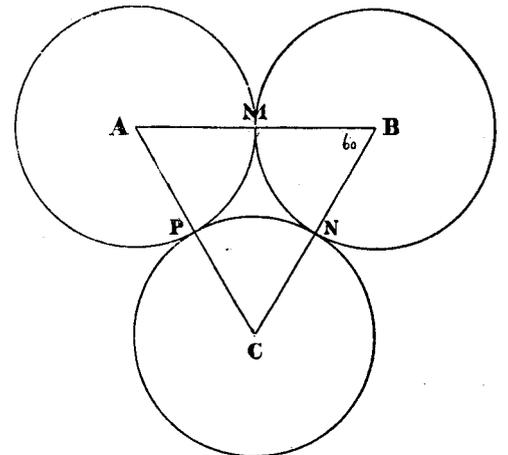
MARY DUNCAN (address not given), Nos. 92, 94, 95.

C. R. CLAPP, Waterford, No. 92.

ARTHUR E. SMITHERAM, No. 92.

E. MOSGROVE, Kirkfield, 92, 93.

No. 92.—By MR. MOSGROVE.



Join centres of the 3 circles forming the equil. $\triangle ABC$. Those lines will pass through the points of contact (III. 12). Now the angles at B, A and C are angles of 60° \therefore each sector is $\frac{1}{3}$ of area of circle.

Area of the 3 sectors is $\frac{1}{3}$ area of a circle.

$$= \pi r^2 \times \frac{1}{3} = 2\frac{2}{3} \times 1^2 \times \frac{1}{3} = \frac{14}{9}$$

$$= 1.571428 \text{ sq. in.}$$

Subtract from this the area of the sectors and the remainder will be the area of MPN, the space enclosed by the circles, viz., .1606223 sq. in. (nearly.)

No. 93.—By MR. MUSGROVE.

Call the first quantity A, the second B, and use only the coefficients, thus :

A	1-7-3-5+42-34-21
B	1-11+25+19-49-21
C	1-8+8-30+23+15
B	1-11+25+19-49-21
D	3-17-49+72+36
3B	3-33+25+57-147-63
D	3-17-49+72+36
E	16-124-15+183+63
5D	15-85-245+360+180
F	1-39+260-177-117
3F	3-117+780-531-351
D	3-17-49+72+36
G	100-829+603+387
100F	100-3900+26000-17700-11700
H	3071+25397+18087+11700
30G	3000-24870+18090+11610
K	71-527-3+90
100K	7100-52700-300+9000
71G	7100-58859+42813+27477
	6159 6159-43113+18477
H. C. F. =	$x^2 - 7x - 3$

No. 94.—By MARY DUNCAN.

First note of \$187.25 is discounted for 39 days at 7%. ∴ proceeds = 187.25 - Discount, which is $\frac{39}{365}$ of $\frac{1}{100}$ of 187.25 = \$1.40; = \$185.85.

Second note of \$382.75 is discounted for 84 days at 7%. As above, the discount is \$6.17.

Proceeds = \$382.75 - 6.17 = \$376.58.
\$185.85 + \$376.58 = \$562.43 Ans.

No. 95.—By MARY DUNCAN.

Required income = \$1000.

\$100 of County Bonds purchased with \$91 + $\frac{1}{4}$ = \$91 $\frac{1}{4}$.

∴ \$6 income received by investing \$91 $\frac{1}{4}$.

\$1000 income received by investing

1000 \times $\frac{1}{4}$ of 91 $\frac{1}{4}$ = \$15,208.33 $\frac{1}{2}$ Ans.

PROBLEMS FOR SOLUTION.

The following were sent by E. R., Newboro.
96.—Find the volume of the frustum of a cone, the radii of whose ends are 7 ft. and 12 ft. 4 in. respectively and whose altitude is 9 ft.—No. 39, page 198, H. S. Arith.

97.—How many gallons of water will a circular vat contain that measures 12 ft. across the bottom, 15 ft. across the top and 6 ft. deep.—No. 96, page 202, H. S. Arith.

98.—When first after 4 o'clock, will the minute hand be midway between the fig. IV and the hour hand.—No. 13, page 212, H. S. Arith.

99.—A sum of money in two years, comp. int. added yearly, amounts to \$648.96 the P. W. of the sum for one year is \$576. $\frac{1}{2}$. Find rate per cent. and sum.—No. 22, page 227, H. S. Arith.

100.—The hour, minute and second hands of a clock revolve on the same centre. When first after 5 o'clock will the hour hand be midway between the other two.—No. 21, page 229, H. S. Arith.

Book Notices, etc.

Any book here reviewed sent post-paid on receipt of price. Address THE EDUCATIONAL JOURNAL, TORONTO.

Logarithmic Tables, by Prof. G. W. Jones, of Cornell University. Fourth edition, eighteen tables, price \$1.00.

This book should be on every teacher's desk. The tables of prime and composite numbers, squares, cubes, square roots and cube roots alone are worth more than the price of the book. G. W. Jones, Ithaca, N. Y.

Arithmetic; a Manual of 100 Questions and Answers, pp. 150, by Prof. W. A. Clark, National Normal University. G. K. Hamilton & Co., Lebanon, Ohio. 75 cents.

This is not a text-book, but a catechism of arithmetical facts and principles very briefly discussed, a few model solutions, some valuable facts in commercial arithmetic; most teachers would like to have it.

EVERY man who is educated at all must be self-educated.—Mark Hopkins.

THE heart has eyes that the brain knows nothing of.—Charles H. Parkhurst.

It is what a pupil does himself, not what is done for him, that educates him.—Payne.

THE child should be told as little as possible, and induced to discover as much as possible.—Spencer.

WHATEVER enobles and elevates man as man, strenghtens and enriches the state.—J. M. Gregory.

I COUNT that my real education began on the day that I resolved, when twelve years old, to read nothing that did not tend to advance my intellectual culture. Every weak book, or bad book, or merely exciting book you read tends to injure the power of discrimination. The conscientious desire to read good books may be a very little shoot planted in the mind of a boy or girl, but it has often come to be a noble tree.—Edward Eggleston.

School-Room Methods.

A LESSON THAT GREW.

BY SARAH L. ARNOLD, SARATOGA SPRINGS, N. Y.

THE following was published in the *School Journal* six or seven years ago. It seems to us to be so admirable in its way that we are tempted to reprint it again:

There has been much discussion of late in regard to the propriety of narrowing our school vocabulary to make ourselves understood by little children, by translating good English into the language of babyhood. It has been asked, and with reason, whether such belittling is not rather a hindrance than a help to true growth.

Miss Oddways has been thinking about it. While considering the *pros* and *cons*, she gave a lesson in a primary class. The lesson was nominally a memory exercise, a part of every Friday afternoon being given to committing to memory some suitable selection. What would be "suitable" was the vexed question. Miss Oddways thought.

Leaving unceremoniously the carefully graded rhymes, in which array "Twinkle, twinkle, little star," "Little drops of water," "You'd scarce expect one of my age," etc., asserted their well-proved appropriateness, she proceeded boldly into the class-room, accompanied simply by a few stanzas of Tennyson's "Song of the Brook."

The children were waiting. "Let us sing," said Miss Oddways. They sang as happily as children will. Then Miss Oddways bade them watch her as she wrote upon the board—

"The Song of the Brook."

The five little words grew rapidly beneath her fingers. The bright eyes read as rapidly, and hands testified to quick thought.

"Who can read the name of the song we are to learn to-day?"

Everybody could; and everybody wanted to read it aloud. That done, they looked to see the song, but met a question instead.

"How many ever saw a brook?"

Everybody in the room; and everybody wanted to tell. Little brooks and large brooks, brooks in the fields and brooks in the woods, they knew. They had fished in them, picked flowers beside them, waded in the shallow places. There was no dearth of enthusiasm in regard to brooks.

"How many of you ever heard a brook sing?"

Some looked their wonder. One ventured to voice his incredulity in the proper circumflex: "Sing, Miss Oddways!" But one blessed child of intuition (that there are some such in every school Miss Oddways thankfully remembered) answered with kindling eyes: "Oh, I know what you mean! The sound the brook makes when it runs over the stones and the rough places." Then they all knew.

"Let us listen," said Miss Oddways, "and see if we remember it so well that we can almost hear it now." Breaking the hush that followed, she asked: "Would you like to learn a song that sounds so like the brook that you almost think you hear the brook speaking the words?"

A chorus of assent came as she turned to the board.

"I come from ——"

she began. "That is the beginning. Who knows where the brooks come from?"

They knew, the wise little people. They knew where brooks were found in the fields and the woods; and where, in the still woods, might be found their very beginnings. Some had been there, and knew how still and wild the places were. They watched eagerly while Miss Oddways finished the line—

"I come from haunts of coot and hern."

The "coot and hern" were discussed then. The children knew something of them both, and Miss Oddways added to their knowledge. Then they found that, knowing where the brooks come from and knowing, too, the habits of the coot and hern, they knew what "haunts" were. So they were ready to read the line together.

"I make a sudden sally,"

wrote Miss Oddways. Drawing a line under "sally," she told them its meaning, and used it in other ways, until the children understood.

"Now I have told you about one word; you may tell me about the other," she said, underlining "sudden" also.

"It means quick," volunteered Bennie.

"I wonder if this brook was a still brook or a noisy brook," says Miss Oddways.

"It couldn't be very still if it was singing," Jamie thinks for the class.

"What makes some brooks still, while others sing?"

"Oh," cried Bennie, "the fast ones sing!"

"Bennie may tell us what the brook says, in his own words"

It came after judicious questioning. "I come from the woods where the coot and hern stay, and I run all at once out of the dark woods into the field."

"How many ever saw a brook when the sun shone on it? How did it look?"

They fastened on many good words before "sparkle" came. Upon its advent Miss Oddways wrote—

"And sparkle out among the—"

They knew Flowers and ferns and stones and bushes. There was not time to talk long enough.

"Fern,"

the teacher wrote, adding,

"To bicker down a valley."

They knew that brooks found low places, and so were ready for "valley." They knew that no brook chose a path as straight as an arrow, but wound and wavered and trembled in its course. So they learned what "bicker" meant.

Then they repeated together the first stanza of the song.

"Tis surprising," said Miss Oddways, "how much these children know. They are born poets and we feed them on shavings. I'm almost ready to believe they could have written 'The Song of the Brook' themselves. Any way, they can sing it if you give them a chance. I don't know why we should dilute poetry until it cannot be recognized as such, when they appreciate the real thing. I'm not sure that I shall not go to the children to be taught. I shall think about it."—*The American Teacher*.

PRIMARY GEOGRAPHY.

LATITUDE AND LONGITUDE.—COMBINED.

POINT.—To develop idea of and teach *Latitude* and *Longitude*.

MATTER 1. Latitude is distance from the equator measured in degrees on a meridian, either north or south. Thus the North Pole is in latitude 90° north of the Equator, the South Pole 90° south of the equator, the Tropic of Capricorn is in latitude 23 $\frac{1}{2}$ ° south, the Tropic of Cancer is in latitude 23 $\frac{1}{2}$ ° north.

2. Longitude is a distance from a certain fixed meridian measured in degrees on a meridian either east or west.

The prime or first meridian is the fixed meridian from which longitude is measured, as latitude is measured from the equator.

Meridian of Greenwich—English.

Meridian of Paris—French.

Meridian of Washington—American.

Meridian of Ferro—Peruvian.

3. We can measure but 90° from the equator, while we can measure 180° from the first meridian. Hence the former distance is called latitude (breadth) and the latter, longitude (length).

4. Drill.

METHOD.

Review previous lessons on poles—meridian. TEACHER. Draw circles on the board. Child does so, stating what he has done. (Child always states what he has done.)

T. Draw diameters in these circles. (Child does so)

T. Draw second diameters at right angles to the first you drew. (Child does so.)

T. What is each fourth portion of the circumference?

CH. Each fourth portion of the circumference is a quadrant.

T. Divide one of these quadrants into three equal parts. (Child does so by means of ruler and compass.)

T. Divide each of the three parts into five parts. (Child does so)

T. Into how many parts have you divided the quadrant?

CH. I have divided the quadrant into fifteen parts.

T. Divide each of the fifteen parts into two parts.

T. Into how many parts have you divided the quadrant?

CH. I have divided the quadrant into thirty parts.

T. Divide each part again into three parts.

T. Into how many parts have you now divided the quadrant?

CH. I have divided the quadrant into ninety parts.

T. Divide each of the three other quadrants of circumference into ninety parts.

T. Into how many parts have you divided the quadrant?

CH. I have divided the quadrant into three hundred and sixty parts.

T. What are these three hundred and sixty equal parts of the circumference called?

CH. These three hundred and sixty equal parts of the circumference are called (T. or Ch.) *degrees*. (Write word *degrees* on board.)

T. How many degrees are there in a meridian circle?

CH. In a meridian circle there are 360°.

T. How many degrees are there in a meridian?

CH. There are 180° in a meridian.

T. How many degrees in a half meridian?

CH. In a half meridian there are 90°.

T. What divides a meridian into two parts?

CH. The equator divides a meridian into two parts.

T. What is a half a meridian?

CH. A half a meridian is that part of a meridian circle extending from the equator to either pole.

T. In what direction do the half meridians extend from the equator?

CH. The half meridians extend in a north and south direction from equator.

T. What is the distance from equator called which is measured by degrees on the half meridians both north and south?

CH. Latitude (T. or Ch.) is distance from equator measured by the degrees on the half meridians (or meridian) (T.) north and south.

T. What is this pole which has the north star above it?

CH. It is the North Pole.

T. What is the pole in the contrary direction from the North Pole?

CH. It is the South Pole.

T. In what latitude is the North Pole, north of the equator?

CH. The North Pole is in latitude of 90° north of the equator.

T. In what latitude is the South Pole, south of the equator?

CH. The South Pole is in latitude of 90° south of the equator.

T. What is in latitude 23½° north of the equator?

CH. The (T. or Ch.) Tropic of Cancer is in latitude 23½° north of the equator?

T. What is in latitude 23½° south of the equator?

CH. The (T. or Ch.) Tropic of Capricorn is in latitude 23½° south of the equator.

T. Explain concerning the Prime or First meridian.

Explain concerning the different Prime or First meridians.

Explain concerning the Meridian of Greenwich, its position, etc.

Explain concerning the Meridian of Paris, its position, etc.

Explain concerning the Meridian of Washington, its position, etc.

Explain concerning the Meridian of Ferro, its position, etc.

T. In what directions are the other meridians in relation to the Prime Meridian?

CH. The other meridians are east and west of the Prime Meridian.

T. What is the distance from the Prime Meridian called, which is measured in degrees on a meridian either east or west?

CH. Longitude (T. or Ch.) is the distance from the Prime Meridian measured in degrees on a meridian either east or west.

T. In what longitude is a city 50° east of Paris according to Meridian of Ferro?

CH. The city is in longitude 70°.

T. How many degrees can be measured from the equator either north or south?

CH. 90° can be measured from the equator either north or south.

T. How many degrees can be measured from the first meridian either east or west?

(CH. or T.) 180° can be measured from the first meridian either east or west. (T. explains meaning of words latitude and longitude.)

T. Why is the shorter distance from the equator called latitude instead of longitude?

(CH. or T.) The word latitude means breadth, and therefore would be a shorter distance than longitude or length.—*Evangeline Hathaway in Popular Educator*.

(See Editorial Note on the foregoing lesson.—ED. EDUCATIONAL JOURNAL.)

DIFFICULTIES IN SPELLING.

BY MISS ANNIE P. EVANS, TORONTO.

MISS EVANS says in an accompanying note: "As the words in the Second Part of the First Reader are difficult for little ones who are just being introduced to spelling, I have made the enclosed classification of irregularities for my own use, and having found it helpful, I forward it to you thinking that if you have room in the JOURNAL it may help others."

I.

Words sounding alike but spelled differently and having different meanings, in the Second Part of First Reader:

some—a few.	knew—understood.
sum—the amount of two or more numbers	new—fresh.
here—in this place.	would—chose.
hear—to perceive by the ear.	wood—fuel.
sun—light of the world	died—lost life.
son—a boy.	dyed—colored.
heard—listened.	sail—part of ship.
herd—a drove.	sale—exchanging for money.
pail—a bucket.	prey—victim.
pale—without color.	pray—to ask earnestly.
pair—two.	tail—an appendage.
pear—a fruit.	tale—story.
hour—a division of time.	pain—distress.
our—belonging to us.	pane—a sheet of glass.
knows—understands.	gait—manner of walking.
nose—part of the face.	gate—a large door.
rode—travelled on a horse.	misses—fails to hit.
road—a public way.	Mrs.—a married woman's title.
ate—took food.	week—seven days.
eight—a number.	weak—not strong.
meat—flesh.	been—had existed.
meet—to come together.	bean—a seed.
lain—rested horizontally.	peel—the rind or skin of fruit.
lane—road.	peal—to ring.
fair—honest.	might—had power to do.
fare—price, food.	mite—something very small.
weight—heaviness.	hole—vacuum.
wait—to stay.	whole—all, entire.
be—to exist.	dew—moisture.
bee—an insect.	due—owing.
we—plural of I.	yew—a tree.
wee—small.	you—person spoken to.
sea—a body of water.	sent—caused to go.
see—to observe.	cent—a hundred.
seam—to join by sewing.	scent—perfume.
seem—to appear.	right—correct.
feet—part of body.	write—to form words with pen or pencil.
feat—deed, act.	fore—first in order.
there—in that place.	four—number.
their—belonging to them.	by—near.
made—formed.	buy—to purchase.
maid—a girl.	hew—to cut.
two—a number.	hue—color.
to—towards.	Hugh—a name.
too—more than enough.	read—to peruse.
no—not any.	reed—hollow stalk.
know—understand.	

II.

The final "e" of the following stems is dropped when "ing" or "ed" is added:

have,	shine,	come,	squeeze,
rove,	love,	strive,	care,
make,	live,	hide,	blaze.
thrive,	judge,	improve,	

The same change occurs with other endings, as broken, spoken, forgiven, nobler, nicer, whitest, wisest, and also in Irish, which is difficult to learn in connection with Ireland, but the difficulty is somewhat removed if classified with the others.

III.

In the following stems the final letter is doubled before endings, thus:

putting,	tanning,	getting,	dragged,
skipped,	running,	dropped,	
tipped,	snapped,	scrubbed,	really.
sunny,	muddy,	forgotten,	
hap(per-haps)	happy	happen.	

IV.

In the following compounds one of the letters of one of the words is lost:

al-most,	al-though,	al-ways,	al-ready,
wonder-ful,	thank-ful,	beauti-ful,	un-til.

V.

Words containing silent letters used in the Second Part of the First Reader:

light,	through,	would,	night,
though,	should,	might,	dough,
could,	bright,	although,	sight,
ought,	listen,	right,	bought,
fasten,	fight,	thought,	often,
brought,	high,	caught,	before,
nigh,	towards,	gone,	sigh,
builds,	calm,	comb,	either,
folks,	climb,	ceiling,	call,
limb,	earnest,	stalk,	lamb,
early,	talk,	walk,	hour,
whole,	knocked,	wrap,	know,
write,	knew,	wrong,	knit,

In the following words ending in y, the final y is changed to i before the ending "ed," but left unchanged before "ing."

cry,	spy,	reply,	satisfy,
try,	fly,	supply.	

In pretty, tiny, and easy, the y is changed for all endings, and beautiful and holiday (holy day) might be classed here.

In terrible, ease, and gentle, the e is dropped when adding y.

TEACHING VERSUS TELLING.

How marked is the difference between teaching and telling was illustrated in a schoolroom not a hundred years ago. The subject being taught was grammar. The sentence upon the board was, "A large black horse walks very slowly." Said the teacher, "'A' is an adjective because it refers to 'horse.'" Now, what is 'A'?"

P. An adjective.
T. Good. Why?
P. It refers to "horse."
T. "Large" is an adjective, because it tells what kind of a horse it is. Now, what is "large?"

P. An adjective.
T. Why?

P. It tells what kind of a horse it is, etc., etc. And this was called teaching. The same sentence was given by a teacher having a class of pupils beginning the study of grammar.

After getting the pupils to make several statements about familiar objects, they were informed that such statements were sentences. Then they were educated in, or had drawn out from them the fact that in each statement made there was a portion of the sentence that made the statement, and another that the statement was made about.

Several sentences illustrating this division were given by the pupils, and the parts indicated. The word that makes the statement was then selected; afterwards the word about which the statement was made. Following this came the fact that both *telling-words* and *naming-words* had other words added to them, giving additional facts concerning them. All this without a definition, merely drawing out from the pupils the several relations of the words to each other. Every new relation taught was copiously illustrated by sentences made by the pupils themselves. Having mastered the relations, the teacher in a few words told the pupils that *telling-words* were *verbs*, *naming-words* *nouns*, words added to nouns *adjectives*, words added to verbs *adverbs*. The pupils were then requested to name the different parts of speech and give their reasons, which they did without a mistake. Is not this the more excellent way?—*S. in the Educational Review*.

Primary Department.

READING.

II.

RHODA LEE.

AFTER teaching and making every possible use of the five letters specified in the previous paper we may proceed with a little more speed. No invariable order for the letters can be given. They should be taken in the order in which they seem most necessary to the formation of sentences. With this in view we have taught the sounds as follows:—*m, a, t, s, p, e, c, r, h, o, d, n, f, l, i, b, u, g, w, y* (as in *my*), *k*.

After these have been taught leave the remaining simple sounds and take up some of the easier combinations, such as *ar, sh, ee, oo* and *ch*. A great many words may be found containing these sounds and the lessons will be full of interest to the children: *j, v, x, y* and *z*, may come next. We have left these to the last as not being so necessary in forming easy sentences or stories as we call them. "Y" has really three sounds as shown in *yes, fly* and *funny*.

Following this come the long sounds of the vowels—*a, e, i, o, u*. The diacritical marks must of necessity be used at first but are discarded as soon as possible. Teach the effect of the silent "e" upon the vowels as in the words *make, mete, time, bone, tune, etc.*

There are still a number of combinations to be taught. Some are more difficult than others, but at this stage the children will grasp them very quickly and may be given a new one every day. The combinations are, *th, ou, ea, av, ay, ng, nk, oi, oy, oa, ow, wh, qu, ph, au, aw, tion, sion*.

Peculiarities such as soft *c* and *g* (marked ç and ġ) should be next studied; also the broad sound of *a* (marked â), and silent letters as *w* in *write*.

b in *limb, comb*.

l in *talk, half*.

gh in *night, caught*.

This work will occupy in the average class about four or five months. At the end of that time the children will be able to recognize any word placed before them. Any new and unfamiliar word containing silent letters or peculiarities in sound must be marked the first time it is given. For instance, conversation, percentage or Montréal would be marked as shown. In long words such as the following syllabicate and mark the accented part—

Phil - a - del - phi - a.

Trans - por - ta - tion.

These words may seem long and beyond the first year scholar, but they do not present the slightest difficulty to the children strained in word recognition by the phonic system.

When possible impress the new sound by associating it with something familiar to the child. For instance, "s" is the goose; "h" is the tired letter; "o" the little girl who did not want to do what she was told; "u" what the little girl said when she slipped on the ice and fell; "sh" the shunting engine. In introducing the letter *f* speak of him as the boy who

always wanted to play engine. He went around saying "f." He had been on a train one day, went with his *father* and brother *Fred*. After the children make the letter and get the sound, mark the words for ear-exercises (written on slates) into a story. It may run somewhat in this way. The train went very *fast*, they passed a river on which some men were making a *raft*; came to a station where his uncle and cousin *Fan* were waiting. The story may go on to tell how he *fed* the *calf*, did not *fret* to go home but grew quite *fat*, etc.

After as many words have been given as it is possible for them to write with their yet limited number of letters take some stories on the blackboard. Give one at a time and allow each child in turn to whisper the sentence to you.

Fred ran fast.

Fred had a raft.

Fan fed the calf.

Fan had a red frock.

Instead of writing the sentences on the blackboard we may give each child a slip of paper on which a story containing the new sound has been written. In this plan no two children have exactly the same story, and so we can be certain that the work is done independently, no help being derived from the little whispering which it is impossible to avoid at first.

BUSY WORK—

1. Write *at* five times and put a letter before these two each time, so making five different words. Do the same with, *ot, et, ad, od* and *ed*.
2. Write as many words as you can containing the sound of "f."

LETTER-BOX.

All communications should be sent to the editor of this Department, RHODA LEE, 114 Richmond St. W., Toronto.

I.—My children read in the second part of the first book and read fairly well. Should I give them other reading beside that contained in the book? I believe in supplementary reading but am afraid we shall not get through the reader by the end of the term if we indulge in much of it. What would you advise? M. T.

By all means introduce the supplementary reading. Cut out stories from magazines. Sunday school papers, etc., and paste them on cardboard. You will find a great many of these stories much more suited to your class than those of the reader. Encourage the children to read at home and allow them occasionally to bring their story books to school. Do not be troubled if you do not get through the text-book. Arouse in the children a delight and interest in reading and they will read that and everything else they can find.

II.—Do you think it possible for a country teacher who has all grades in her class to have calisthenics, marching, etc., every day? SUBSCRIBER.

A teacher in a school of this kind needs these physical exercises more than any other. The time given to them is not lost. She will control her class better and the children will undoubtedly work much better, with some little exercise between lessons or study-time.

III.—What is meant by a *class recitation*? PRIMARY READER.

By the term Class Recitation we mean one in which every member of the class takes part. The old fashion of singling out one pupil to stand upon the platform and speak a piece was an extremely bad training for little children. How much more pleasure it gives teacher, parents and visitors to see a whole roomful of eager life and eyes than one little nervous piece of humanity perched up for a recitation! How much more profit to the children when all get the training in memorizing and expression that even one good selection gives.

CLASS RECITATION.

THE ROCK-A-BY LADY.

EUGENE FIELD.

THE Rock-a-By Lady from Hushaby street
Comes stealing, comes creeping;
The poppies they hang from her head to her feet,
And each has a dream that is tiny and fleet;
She bringeth her poppies to you, my sweet,
When you are sleeping!

There is one little dream of a beautiful drum—
"Rub-a-dub!" it goeth;
There is one little dream of a big sugar plum,
And, lo! thick and fast the other dreams come,
Of popguns that bang and tin tops that hum,
And a trumpet that bloweth!

And dollies peep out of those wee little dreams
With laughter and singing;
And boats go a floating on silvery streams,
And the stars peek-a-boo with their own misty gleams,
And up, up, and up where the Mother Moon beams,
The fairies go winging.

Would you dream all the dreams that are tiny and fleet?

They'll come to you sleeping;
So, shut the two eyes that are weary, my sweet,
For the Rock-a-By Lady from Hushaby street,
With poppies that hang from her head to her feet,
Comes stealing; comes creeping.

SANTA CLAUS.

ANON.

A jolly old fellow whose hair is so white,
And whose little, bright eyes are blue;
Will be making his visits on Christmas night,
Perhaps he will call upon you!

A funny old name has this funny wee man,
You know what it is without doubt;
He climbs down the chimney as fast as he can,
And then just as quickly creeps out.

He carries a bagful of candies and toys,
And leaves them wherever he goes,
For good little girls and good little boys,
So hang up your little white hose.

WORDS TO BE AVOIDED.

A TEACHER at Wellesley College has prepared for the benefit of her pupils a list of words to be avoided, among which the following appear:

"Expect" for "suspect."
"First rate" as an adverb.
"Nice" indiscriminately.
"Had" rather for "would" rather.
"Had" better for "would" better.
"Right away" for "immediately."
"Party" for "person."
"Promise" for "assure."
"Posted" for "informed."
"Postgraduate" for "graduate."
"Depot" for "station."
"Stopping" for "staying."
"Cunning" for "smart," "dainty."
"Cute" for "acute."
"Funny" for "odd" or "unusual."—*Ex.*

WITH books as with companions, it is of more consequence to know which to avoid than which to choose, for good books are as scarce as good companions.—*Cotton*.

Hints and Helps.

THE DISTRICT SCHOOL-HOUSE.

WHAT CAN BE DONE FOR TEN DOLLARS.

BY J. A. B.

WHEN I got my school I found it had been built seven or eight years, and nothing had been done to it since that time. The directors were busy farmers and unless I went to work, no one was likely to improve matters; they were willing to pay for the place being cleaned up, but had no time to see about it.

On the first Saturday, with the help of one of my bigger boys, I kalsomined the ceilings and four walls; and at intervals during the next two weeks painted (two coats) the base board. This was three feet high, and we painted it a nice bright brown, with a black moulding at the top. The window frames, sashes, and so on, we painted two coats of white.

The next thing was the blackboard, which was of paper, and hung like a sash; we took it off and with strong paste thickened with glue, fixed it solid to the wall. Between the windows, we sandpapered the walls and made three small blackboards each 4 feet by 3 feet, and put a neat moulding round them. These were well coated with slating and a good coating given to my old blackboard, which was 18 feet long. I then made three neat shelves and painted them, for my books, stencils, and various apparatus. There was no window over the door, only a dirty piece of old board, which for seven years had let in the rain. I covered this with stout paper, painted it, and put round it the moulding that I had to spare from my blackboards.

In wet weather a ladder was always laid down to the door; I made a roadway, and a platform three feet wide, so that no one need walk through the mud; also I fixed a scraper outside the door.

The out-house doors had neither proper hinges nor fastenings; I took them off the hinges and made them open and shut properly.

The yard had never been cleaned up. I collected five large heaps of chips, broken bottles, cups, spoons, covers of readers, and I do not know what besides. The wood was all neatly piled, and great heaps of odd pieces of wood gathered up, which was too good to burn with the rubbish.

No one would know my school now, and it has cost not quite \$10, of which nearly \$4 was in connection with the blackboards. Today I laid out two large flower-beds, and have secured a lot of flower-seeds and also a promise of enough trees to plant all around the school-yard.

It is quite a new idea to the people for a teacher to take all this trouble. It might have been done years ago.

There was neither globe nor dictionary in the school; both have been bought for me since I came. What is the result of all this? Does it pay for the teacher to spend so much of his time over it? Yesterday I was told by the mother of one of my boys, "Last year I had a dreadful time getting my boy to school, as he used to cry every morning; now he is always ready by half past seven."

I have boys who used to be from half an hour to an hour late every morning last year; they have never been late once with me. In fact, I have only twice had a boy late, and each time he had more than two miles of mud to walk through.

I have boys who used to get the "strap" nearly every day, not only last year but before that; the strap has not been out of the desk since I have been in school.

This has been done in two months, but of course I have had the help of the children all through. I had one or two rough boys, but now that they have a horizontal bar, base ball, quoits, and other gymnastic exercises their high spirits are directed into proper channels.

The children all say "it is twice as nice coming to school now, everything is so clean and

nice." I found that a washstand, basin, and towel were highly appreciated by the youngsters. If it had taken twice as much time as it did, I would have willingly sacrificed my leisure. I can do twice as good work, as everything is in good shape now.—*School Journal.*

LETTER WRITING.

WE again wish to impress upon the minds of our teachers the great necessity for special attention to the instruction of pupils in the art of Letter Writing. There is no common habit which so accurately tells of character, as does the letter written, of the personality of the writer; and there is no line of habit more easily trained if proper attention is given to the subject, by competent teachers, when pupils are at the trainable age. There are few people, comparatively, who are able to write an entertaining, bright and gossipy letter, and there are a still less number who are capable of writing a correct business letter.

At least one period each week should be carefully devoted to this branch of education. If you are not sure of competency and correctness of style you should procure a reliable treatise on the subject and take self cultivation, before attempting to instruct pupils. It will not be time wasted if spent for your own benefit.

Remember, where date and heading should be placed, pay particular attention to manner of addressing and beginning of letter.

There is much of good style in an elegant and correct closing of a letter, as also in the method of signature. The envelope too! How many realize the impression a stranger forms of the writer of a letter, from the outside of the envelope? There is one proper place for a stamp. It takes no longer to place it straight and right side up, than to slap it on wherever it happens to stick. Then the address, do please, teach your pupils that next to using good and clean stationery, the writing an address on an envelope, in a way that will not make the receiver ashamed, is important. When we receive a soiled and poorly addressed envelope, we always feel as if a private fumigating furnace would be a luxury; but when we take up a spotless, smooth, plainly and properly addressed envelope, we feel a spontaneous growth of respect for the writer even before we see the signature.

You may easily represent upon your board by chalk outline the shape of letter paper and envelope, and give a careful lesson by talk and drill upon the subject, and require letters embodying the special principles taught, to be written to imaginary persons, or addressed to yourself or some member of the class.

You will readily awaken much enthusiasm and pride in the subject. Do not make confusion by mixing up the ideas of the different kinds of letters in one lesson. Indeed it will rather be necessary to spend several lessons before perfecting either branch of correspondence education.

Do what you can to improve this much neglected part of common education.

We suggest below headings for subjects of different lessons on the art of letter writing; one lesson at least may be well spent on each point.

- | | |
|---------------------------|------------------------------------|
| 1. The parts of a letter. | 10. A letter ordering periodicals. |
| 2. The address. | 11. Change of address. |
| 3. The heading. | 12. Ordering books. |
| 4. The salutation. | 13. Ordering bill of goods. |
| 5. The body of a letter. | 14. Make out a bill. |
| 6. The conclusion. | 15. Give a receipt. |
| 7. The superscription. | 16. Invitation. |
| 8. Manner of folding. | |
| 9. A business letter. | 17. Regrets. |

CLASS MANAGEMENT.

IN instructing do not always conduct a class recitation in the same way. Some teachers are governed so entirely by routine that their pupils can almost calculate to a certainty the next action and word. When pupils are busy with mechanical work, as in solving problems or writing exercises, generally let them work independently of you, always of each other; but observe their work as it proceeds, for in this way you may study mind action. When pupils are left too much to themselves we do not know how much of that which they produce correctly is by accident. We should avoid the other extreme of helping pupils too freely; help them to

help themselves. It is better not to call on the poorest scholar at the opening of the recitation, for it produces discouraging results and clogs the progress of the lesson; nor should we call on the bright pupils altogether; the effect is not good on their minds, while the minds of the dull ones remain inactive. Be patient with slow pupils; if one does not respond to your question, shape it differently, try to adapt it to his mind, search for his known, and then, gradually retrace your steps to the original inquiry. Always put your questions to the entire class; name the one to answer afterward; this serves to hold the attention of all. Usually name the pupils; do not say, "who knows?" The tendency is for some to neglect to try and summon their little stock of knowledge. Sometimes put a question and incite ambition by asking, "How many know?" Have but little concert recitation, and never except in review, to enlighten the class. Insist on attention, but seek rather to win than to enforce it. Be sure the attention is genuine and not feigned. Questions addressed to such as may feign attention will test the quality of it. Do not measure the success of a recitation by the glibness of the answers; the quality of a recitation should be measured by the thought it has developed in the minds of the pupils. Lay stress on endeavor; one pupil may gain more development of mind by trying to answer, though he fail, than another does by answering correctly. Have an aim in every recitation, and judge at its close how much you have accomplished in real mind work in the pupils. Commence every recitation with a review; this may be brief, but it should be certain. If possible, close every recitation with a review of the main points of the lesson.—*Intelligence.*

THE little I have seen of the world and know of the history of mankind teaches me to look upon the errors of others in sorrow, not in anger.—*Longfellow.*

It is curious to imagine what wonderings and discontents would be excited if any of the great so called calamities of human beings were to be abolished; death, for instance.—*Hawthorne.*

WHAT has he done? That was Napoleon's test. What have you done? Turn up the faces of your picture cards! You need not make months at the public because it has not accepted you at your own fancy value.—*Lowell.*

SUBTRACT from a great man all that he owns to opportunity and all that he owes to chance, all that he has gained by wisdom of his friends and the folly of his enemies, and our B obdignag will often become a Lilliputian.—*Colton.*

A great deal of talent is lost in the world for want of a little courage. Every day sends to their graves a number of obscure men who have only remained obscure because their timidity has prevented them from making a first effort.—*Sidney Smith.*

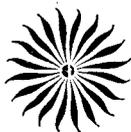


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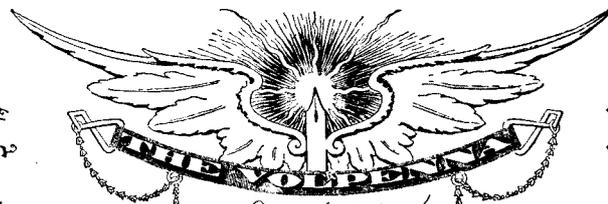
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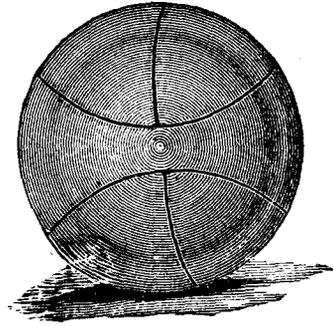
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OFFICIAL CALENDAR

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December:

- 15. Municipal Council to pay Secretary-Treasurer Public School Boards all sums levied and collected in Township. [P. S. Act, sec. 118.]
- County Councils to pay Treasurer High School. [H. S. Act, sec. 30.]
- High School Treasurer to receive all moneys due and raised under High Schools Act [H. S. Act, sec. 36 (1).]
- 20. Reports of Principals of County Model Schools to Department, due.
- Reports of Boards of Examiners on Third Class professional examinations to Department, due.
- 21. Provincial Normal Schools close (Second session.)
- Last day for notice of formation of new school sections to be posted by Township Clerk. [P. S. Act, sec. 29.]
- 22. High Schools close, first term. [H. S. Act, sec. 42.]
- Public and Separate Schools close. [P. S. Act, sec. 173 (1) ; S. S. Act, sec. 79 (1).]
- 25. CHRISTMAS DAY (Monday).
- New Schools go into operation. [P. S. Act, sec. 81 (3) ; sec. 82 (3) ; sec. 87 (10) ; S. S. Act, sec. 4.]
- Alteration of school boundaries in unorganized Townships takes effect. [P. S. Act, 41 (2).]
- 27. Annual Public and Separate School Meetings. [P. S. Act, sec. 17 ; sec. 102 (1) ; S. S. Act, sec. 27 (1) ; sec. 31 (1).]
- Last day for submitting by-law for establishing Township Boards. [P. S. Act, sec. 54.]
- 31. Semi-Annual Reports of High Schools to Department due. [H. S. Act, sec. 14 (12).]
- Protestant Separate School Trustees to transmit to County Inspector names and attendance during the last preceding six months. [S. S. Act, sec. 12.]
- Rural Trustees to report average attendance of pupils to Inspector. [P. S. Act, sec. 206.]
- Semi-Annual Reports of Public School Trustees to Inspector, due. [P. S. Act sec. 40 (13).]
- Semi-Annual Reports of Separate Schools to Department due. [H. S. Act, sec. 28 (18) sec. 62.]
- Trustees Report to Truant Officer, due. [Truancy Act, sec. 12.]
- Auditors' Report of cities, towns and incorporated villages to be published by Trustees. [P. S. Act, sec. 107 (12).]

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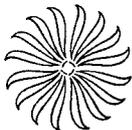
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