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TORONTO, JULY 15, 1892.

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OFFICIAL CALENDAR

— OF THE —

EDUCATION DEPARTMENT

July:

- 15. Public School Trustees Semi-Annual Reports to Inspector, due. [P. S. Act, sec. 40 (13)].
- 20. The High School Senior Leaving, and University Honor Matriculation Examinations, begin.
- Reports on the High School Entrance Examinations to Department, due.
- Reports on the Public School Leaving Examinations to Department, due.

August:

- 1. Notice by Trustees to Municipal Councils respecting indigent children, due. [P. S. Act, sec. 40 (7); S. S. Act, sec. 28 (13)].
- Estimates from School Boards to Municipal Councils for assessment for school purposes, due. [H. S. Act, sec. 14 (5); P. S. Act, sec. 40 (8); sec. 107 (10); S. S. Act, sec. 28 (9); sec. 32 (5); sec. 55.]
- High School Trustees to certify to County Treasurer, the amount collected from county pupils. [H. S. Act, sec. 14 (5).]
- High School Trustees to petition Council for assessment for permanent improvement. [H. S. Act, sec. 33.]
- Last day for receiving applications for admission to the Ontario School of Pedagogy.
- 15. Rural Public and Separate Schools open. [P. S. Act, sec. 173 (1); S. S. Act, sec. 79 (1).]
- Last day for receiving appeals against the High School Entrance Examination.
- 16. Provincial Normal Schools open (Second Session).
- 25. Applications for admission to County Model Schools to Inspectors, due.
- 29. High Schools open, first term. [H. S. Act, sec. 42.]
- Public and Separate Schools in cities, towns, and incorporated villages, open. [P. S. Act, sec. 173 (2); S. S. Act, 79 (2).]



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From E. TROUGHT, Esq., Teacher, Member County Board of Examiners, Inglewood.

I have examined with some care Practical Problems in Arithmetic for First, Second and Third Classes, by Mr. White, Edmonton. Without the slightest hesitation I say that they are the best I have ever seen—the best in selection, the best in grading, and above all, the best for developing the reasoning powers of the child, and for exercising his ingenuity. A special feature of the grading is that principles which have been introduced are being constantly made use of in the succeeding problems which are in their turn introducing new principles, so that the whole work may be said to be one unconscious review. It is a great boon to Teachers.

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Gain Over 1890, \$21,454.00 - - -  
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Gain Over 1890, \$85,527.00 - - -

# The Educational Journal.

CONSOLIDATING

"The Educational Weekly" and "The Canada School Journal."

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## \* Editorial Notes. \*

PLEASE remember and tell those interested that this is not a sample number of the EDUCATIONAL JOURNAL. It is a general vacation number. We have curtailed some and omitted some of the practical departments knowing that our readers would scarcely care for them during the holidays. They will prefer to read what our leading educators had to say at Montreal.

WE invite the attention of all Public School principals and teachers to the list of Prizes for Model Lessons announced in this number of the JOURNAL. We hope to have a large and vigorous competition. There are, it will be seen, fourteen distinct prizes to be won, while the JOURNAL undertakes also to pay at a moderate rate for unsuccessful articles if approved.

Our subscribers will please remember that the JOURNAL takes vacation during the month of August. The next number will appear September 1st. It is our earnest hope and purpose to make the paper, during the school year commencing with that date better, brighter and more generally helpful than ever before. Please recommend it to your friends. We want to commence the school year with a large list of new subscribers.

IN this number will be found an interesting paper which was read some weeks ago at the Teachers' Association of Saratoga County, New York, by a young lady, who therein records her observations and impressions during a visit to the Toronto Schools.

The high compliments paid to Inspector and Mrs. Hughes, and to the Ontario system as exemplified in the Toronto schools are, we are glad to believe, not unmerited. Miss Osborn was evidently not in a hostilely critical mood, or she might, we dare say, have discovered blemishes and defects to modify her favorable impressions. But be that as it may, the paper is well written and instructive and it is always pleasant "to see ourselves as others see us," when they are well pleased with what they see of us. It may be helpful to many to have the strong points of our educational methods so clearly set forth.

THERE is, it strikes us, a good deal of sound sense in the following, which we clip from the *Public School Journal*, of Illinois. If the underlying principle is sound, it is capable of application to universities as well as High schools. Why not? All that either the university or the High school needs to know, or has any right to insist on, is that the entrant shall be able to do the work of its classes without hindrance to others. Who is in so good a position to know what he is capable of doing as those teachers under whose observation he has been for months or years?

The Chicago Board of Education has been considering how to admit pupils to the High schools. They have been coming in from Grammar, parochial, and private schools on the recommendation of the principals, without examination. There is now an effort on the part of some to return to the old method of examination. The present method is the best, provided there is sufficient backbone in the High schools to dismiss those who show themselves incompetent to do the work. A prompt and certain dismissal of such would act as a restraint upon a too free recommendation of incompetents by the principals.

SIR W. HART DYKE made a statement in the British Parliament two or three weeks since, touching the working of the Free Education Act which came into operation on the 1st of September last. Out of 19,600 schools in England and Wales, only 165 had declined to accept the Act, and it was estimated that between fourteen and fifteen thousand schools were now absolutely free schools. The Department had sanctioned an addition of fees under the Act in the case of thirty-one schools, and had refused the

raising of the fees in nineteen cases. So far as could be ascertained, the Act had been, in all its operations, a conspicuous success. The operation of the New Code had also been eminently successful. There had been a great increase of Penny Banks and depositors, and in the means generally of inculcating thrift. The contributions in aid of the Voluntary schools, instead of falling away, had greatly increased. The system of technical education had spread like a network through the country, but in many districts the County Councils had not known what to do with the money allocated to them, and wasted it on lectures, instead of devoting it to practical teaching.

THERE is a marked tendency in some educational circles in the United States which, we think, should be strongly deprecated. Taking on the guise of teaching patriotism, it seeks to Americanize everything, even history and literature. Great stress is laid upon the teaching of American history which is pretty sure to become in the hands of the average teacher and text-book writer, one-sided, bigoted, and therefore unhistoric history. The same tendency extends even to literature, as is seen by an announcement in the latest report of the Board of Supervisors for the city of Boston, that a book entitled *Masterpieces of American Literature*, has been authorized for the Grammar schools. Why not *Masterpieces of English Literature*, without the narrow limitation? Will the next thing be text-books of American arithmetic or American science? Why not inform the mind and mould the tastes of the Boston youth with the *best*, irrespective of nationality. Literature, like religion, should know no national boundaries. There is no surer means of producing a narrow, purblind, picayune patriotism, than this of teaching the young to look at everything through the colored spectacles of national prejudice. We refer to the matter because we notice the growth of a similar tendency in Canada, and the practice in the United States is constantly quoted in support of it. Let us rather aim at training up a race of broad-minded Canadians, lovers first of all of truth, and admirers of the beautiful and the good, wherever found. These will make the truest Canadian patriots.

## \* Hints and Helps. \*

### ARE EDUCATIONAL PAPERS TEXT-BOOKS?

ARE educational papers text-books, and do teachers rely upon them to take the place of text-books? Are the lessons with which some of the so-called educational papers are filled, from title page to the end, taken, and with little or no preparation on the part of the teacher, made to serve the purpose of the text-book?

These questions are suggested by looking over the legion of "practical educators" for which teachers are asked to subscribe. One of the thirty-eight pages before us has lessons so arranged that the teacher, if he is weak, or lazy enough to avail himself of such "helps," may teach almost every subject found in a school course. Can it be possible that teachers spend their leisure out of school without diligent and constant preparation of the lessons of the following day, and, at the last moment, seize an educational journal (*sic*) and come before the class, perhaps with paper in hand, and give the lessons from it?

Now, every intelligent teacher knows that nothing can take the place of conscientious and diligent preparation of the lessons he is to teach, and that any patched up lesson, made for him by another, is a delusion and a snare. The conscious power that a teacher gets from mastering the subjects he is to teach, adding something fresh and new every time he has to teach it, will give him an enthusiasm that will soon infect the class, while children will soon detect the imposition of a patched-up lesson upon them and resent it with restlessness, and perhaps open mutiny. Give the children grain, not husks; especially husks sampled out by some one in the trade, sorted and labelled and sent to you by mail.—*The Educational Review, New Brunswick.*

### UNGRADED SCHOOL TIME TABLE.

WE give herewith a time table for an ungraded school, which will, we hope, be found useful by many of our subscribers. Mr. W. C. Shier, of Uxbridge, who kindly sends it, says that he has used it, with slight changes from time to time to the varying requirements of his school, for more than five years, and has found it a valuable aid in his work. It shows the order of recitations, the time for each, and seatwork for the whole school during the day. Where two subjects are put down for the same time, it is understood that they are to be taken on alternate days. Canadian History and Composition come on Fridays only. To the country teacher this time table will speak for itself.

### EYE TRAINING.

BY MARGARET GRAHAM HOOD.

TEACHERS, do you ever stop to think why this pupil or that one does such poor work in a given time? Have you ever noticed that a pupil who spells poorly almost always draws poorly, and as often is a wretched penman?

So very often do we hear such a remark as this from some sorely tried teacher: "Dick doesn't spell well, and I know its just because he doesn't try, for he learns everything else readily enough." There are exceptions to every rule, but in nine cases out of ten, when you come to compare Dick's work in the different branches, you will find these things to be true. He not only spells poorly, but he draws poorly, writes poorly and in copying leaves out words. That all this points to imperfect seeing goes without saying, and the remedy is obvious—

train his eye. This can be done without changing your line of work in the least—simply change your methods.

In the first place, spend your greatest strength on those studies that appeal mostly to the eyes—the study of plants and animals and drawing. An eye that is swift to recognize the difference in leaves, will be equally swift to recognize the form of a word. An eye that will quickly separate a picture into the lines that compose it, will as readily separate a word into its component letters. In almost every lesson this training can be carried on with great benefit. In your number work it comes in finely for "rapidity." Step to the board, with a screen of some sort (the writer uses a palm leaf fan), write an example in addition, uncover and recover as quickly as possible and call for the sum. Begin with two figures, of course, but very soon you can extend the numbers to four and five, and get the answer almost instantly. In developing a reading lesson, step to the board, screen in hand, and write under cover some word you wish them to learn. Uncover and recover quickly and ask, "How many letters?" "What was the first?" "What was the last?" "The first two?" "The last three?" "How many vowels?" "How many consonants?" etc. Another way is to have them read a paragraph, either silently or in concert, and then question them about the spelling of the words, telling them never to try to spell the

## Teachers' Miscellany.

### SCHOOL IS OUT.

BY MARION.

THE clock has struck the hour of four,  
And school-room duties now are o'er,  
The books and slates in order laid,  
And benediction has been said,  
Now restless little ones in glee  
Await the words which set them free,  
Then chattering tongues and merry shout  
Do well betoken—"school is out."

What care they now for History's lore,  
For conquests won in days long o'er,  
No interest now in mood and case  
Nor e'en John Gilpin's famous race;  
They homeward trip with dinner pail  
And butterfly and blue-bird hail.  
No knotty sum to sigh about,  
They're free from care, for "school is out."

They frolic, laugh, and skip along,  
Or listen to the robin's song;  
They chase the noisy humble bee  
And shake the nuts from off the tree;  
They pluck wild rose and columbine,  
And garlands of the daisies twine,

### UNGRADED SCHOOL TIME TABLE.

RECITATIONS.	TIME.	FOURTH CLASS.	THIRD CLASS.	SECOND CLASS.	FIRST CLASS.
3rd and 4th—Arith.....	9.00—9.35				
2nd ".....	9.35—9.55	Arith.....	Arith.....	Arith.....	Arith.....
1st ".....	9.55—10.15	".....	".....	Arith.....	".....
4th—Lit. or Read.....	10.30—10.55				
3rd— ".....	10.55—11.15	Lit. (Written).....	Lit. or Read.....	Spell. (Written).....	Spell. (Written).....
2nd—Lit., Read. and Spell.....	11.15—11.30	Geo. or Hist.....	Lit. (Written).....	Lit., Read. and Spell.....	Lit., Read. and Spell.....
	11.30—12.00	".....	Geo. or Gram.....	Lit. (Written).....	(Go out).....
4th—Geo. or E. Hist. or C. Hist.....	1.00—1.25				
3rd—Geo. or Gram.....	1.25—1.45	Geo. or Hist. (Written).....	Geo. or Gram.....	Spell. (Written).....	Spell. (Written).....
Writing or Drawing.....	1.45—2.15	".....	".....	Lit., Read. and Spell.....	Lit., Read. and Spell.....
2nd—Lit., Read. and Spell.....	2.30—2.45	Gram. or Dict. or Comp.....	Arith. or Dict. or Comp.....		Lit., Read., and Spell.....
1st— ".....	2.45—3.15	".....	".....		Writing.....
4th—Gram. or Dict. or Comp. (3 and 4)	3.15—3.40			Geo. or Gram. (Writ.).....	
Singing or Temperance.....	3.40—4.00			.....or ".....	.....or (Go out).....

N.B.—Written seatwork must be examined by teacher at recess and noon.

word if they are not sure. When a child has been asked to spell a word and is not sure of it, have him open the book and look at the word. Help him to look at it critically, and then send him to the board to write it.

In language work have the children talk and write continually about things they see. Have the little ones make sentences about "what they saw while coming to school," "what they saw while on the beach," "what they saw while in the garden," "while in the woods." Give them a picture, a flower, an apple, anything to look at, and then tell about what they see. The variety possible in this work is without limit, but it is needless to give more here, as every thoughtful teacher can easily devise her own methods to fit the needs of her class. I believe this kind of work should be begun the very first day the child enters school, and pursued in every direction, in every variety, for the first five years, say from seven to twelve; and if this were done, not only would the spelling and writing and all subsequent school work be easier, but life itself, throughout its years, would be better and sweeter and the more worth living, for being trained to look with seeing eyes.—*Pacific Educational Journal.*

LABRADOR, a country which we always associate with Artic snowdrifts, icebergs, etc., has 900 species of flowering plants, fifty-nine ferns, and over 250 species of mosses and lichens.

The hills give back their merry shout,  
Nature seems glad—when "school is out."

School days pass and soon are flown,  
The child's to man or woman grown,  
But still he learns in the school of life  
Its pleasures or pains, its friendship or strife  
On its shifting scenes there's a bright ray cast  
O'er the heart as it turns to the happy past  
When a thoughtless child with no care or doubt  
He gambolled or sauntered when "school was out."

### IN THE TORONTO SCHOOLS.

BY ABBIE P. OSBORN, PRIN. SARATOGA TRAINING SCHOOL.

My pleasure was great when I learned that the board would allow me one week for visiting schools, and this pleasure was not in the least diminished when the remainder of the message was delivered, namely, that the board would like to have me go to Toronto, because the report had been brought to Saratoga that the synthetic method of teaching reading used there, produces results greatly to be desired. Accordingly the afternoon of December 4th found me en route, and the noon of the 5th saw me in Queen Victoria's dominions with a quiet Sunday between my easily accomplished journey and the week of school visiting.  
Saturday evenings Inspector and Mrs. Hughes



are "at home" to the teachers and their friends judging from the number present, their manner and conversation, these informal "homey" receptions are greatly enjoyed. They no doubt serve to strengthen the pleasant relations existing between Mr. Hughes and his teachers.

The absence of street cars, newspaper hawkers, bootblacks, and the like, on Sunday in Toronto, reminds one in a vague way of the millennium and leads him to wish for its speedy coming if the day is a sample of that time.

The business of the week began Monday morning with one half hour in the vagrant school. This school is for the benefit of those unfortunates whose home training or lack of it, irregular attendance, habits, and life in general render them undesirable members of the common public school. There were about 300 of these children from the kindergarten age upward. Miss Howe, the principal, was receiving money from one class, in payment, as enquiry revealed, for clothing which had come into her possession and which she disposed of to the children for a merely nominal sum, simply enough to encourage a spirit of independence. In the kindergarten about 50 little ones were busy making gifts for their parents and friends, which should adorn the wonderful Christmas tree, so soon to grow right in that room, without doubt the most beautiful and homelike place any of them had ever known. "The newsboys' class" is a distinctive feature of this school. These boys looked hard, like many of their kind one encounters in the streets of large cities. Their teacher gave the information in somewhat above a confidential whisper, that they were "fine fellows" and in their profession rather superior to newsboys in "the States." The genuine interest which Miss Fortune takes in her "fellows" is appreciated by them and they repay her by an interest in the work of the school which, if spasmodic, is genuine while it lasts, and promises sometime to become permanent.

My mental query as to why a woman should be in charge of such a school was answered during that half hour. It would be difficult to find anyone whose influence over human nature would be so helpful as Miss Howe's. She knows the homes of the children as well as the children themselves and all her efforts seem nobly seconded by her subordinates.

At Mimico, a suburb of Toronto, is located an industrial school, provincial, yet under the care of the local board. Here boys are received before becoming criminals, in time to correct such tendencies, if possible. This school is conducted on the cottage plan, so with the cottages, shop, farm buildings, school and principal's home there was quite a settlement. The boys looked very comfortable and tidy in their grey uniforms with a touch of red in collars and cuffs. They do the housework under the supervision of a matron, make their own clothes subject to the direction of an experienced tailor, learn to handle tools in the carpenter's shop and assist on the farm. The school work to be seen here is fully equal to that of similar grades anywhere in the city.

The school buildings in Toronto compare favorably with those of any city of equal size in the States. The yards are covered with plank and out-of-door recesses are indulged in by most of the grades. When the bell strikes for admitting pupils into the buildings, they form in squads in the yards and march in four or more abreast. Dismissals are effected in the same orderly manner. It would be difficult to dispose of such numbers more quickly and quietly. Marching seems popular in the Toronto schools. The children fall into step naturally, and yet I heard no instrumental music in any of the grammar schools, outside the kindergartens, unless I except an occasional mouth organ and a comb covered with tissue paper. Military drills are given by a master, and many of the commands given by the teachers are military orders, as "cover," "file," "about face," etc.

On entering any of the classrooms, a stranger is not made uncomfortable by a prolonged stare from fifty or more pairs of eyes. The pupils appear unconscious of a strange presence until the teacher says, "Class, I wish to introduce to you—— from——." Whereupon all stand, the girls make a courtesy, the boys give the military salute. After this seats and work are instantly resumed.

The kindergarten is a part of the public school system, and the spirit it seeks to develop manifests itself in the spontaneity shown by the children, in all grades, when requested to do or try.

The "tonic sol fa" is the system used for teaching vocal music, and the results, as heard in the schools of Toronto, must be gratifying indeed to the believers in that system. The Canadian children must, as a rule, have full, sweet voices, and take pleasure in using them, for the singing was excellent. Patriotic songs seemed to produce the happiest tones, and it would be impossible not to feel something of the enthusiastic, loyal spirit in which "Canada Forever" is rendered. It frequently occurred to me that there were several Canadians who really did not care to be annexed.

Patriotism is shown in the schoolroom decorations. The British flag abounds in all sizes and ages. It brightens every room, adorns the ever present picture of Queen Victoria, is folded about the often-seen portrait of Sir John Macdonald, is draped about the clocks, hangs from the chandeliers, and floats above some of the schoolhouses. The kindergarten children are taught how to make their country's flag. They are also taught to make curtains—light, breezy, artistic arrangements—manufactured from circles and squares of bright cloth, strung on staws. Another form of ornamentation are the drawings, in colored crayons, on the blackboards. Indeed, in all the lower grade rooms, with the exception of a small place for the teachers' use, the blackboards are covered with these often beautiful sketches. Possibly these attractive rooms may have something to do with the excellent discipline.

Industrial or freehand drawing has become neither a "feature" nor a "fad" in Toronto, but the pupils do a great deal of copying, and in this art show much proficiency and skill, as many are able to enlarge with accuracy the copied drawing. Plain sewing is taught to boys and girls alike, in some grades. One cherry-cheeked little girl gave me a doll's apron she had made, so I could show the "Americans" how nicely Canadians could sew. Toronto has the Government system of text-books, hence only one set of any kind is allowed for a grade. These books are far from being the best thing in the schools, their exteriors are not attractive, their interiors not fascinating.

The most noticeable feature of all the work is the reading. This is taught by the phonetic method, and the power the children gain to recognize words by means of the sounds which compose them is certainly remarkable. The teachers claim that reading is getting thought, and thought is not so clearly and easily gained if the mind is absorbed, or partially so, in the mechanical work of recognizing words, hence word recognition must become automatic. In order that this may be so, the letters after a certain order, together with the sounds they represent, are first taught, then the sounds are combined and words built until, when the alphabet is mastered, which is done the first year, the child can recognize and understand all the words in his own vocabulary besides nearly all others. The children are rarely allowed to read orally from books or cards, but after looking at the text give the substance in their own words, or write it and read their own productions. At the very first the little ones are allowed to give the sounds when writing on their slates, or reading from the board. This produces a short series of odd noises, not in the least inharmonious or order disturbing. After becoming somewhat familiar with the different letters and sounds they represent, this "out loud" work is abandoned and nothing but thinking sounds is permitted.

Connected with, and as an aid to this reading, are various expression exercises, or "vocal gymnastics," as they are called. These consist of representations of the Mother Goose plays, imitating the songs of birds, the crowing of roosters, cackling of hens, barking of dogs, mewing of cats, and so on, reciting poetry gems, in which actions may be introduced, and giving the sounds of many different combinations of vowels and consonants. Every teacher has her own chart, made by herself, and so especially adapted to the class she is serving. Some of these charts were very dainty and ingenious as well.

In Canadian schools religious instruction is compulsory, so the opening exercises are made up largely of prayers, extempore or prescribed, the reading of the Ten Commandments and other Scripture and the singing of some hymn. Each session closes with a prescribed prayer or invocation, very short and applicable.

The Toronto teachers, following the example of Inspector and Mrs. Hughes, are both cordial and courteous. They take pleasure in showing their

work (and why should they not?) and answer one's questions in the most kindly way without once acting bored. In reviewing my remembrances of that helpful week I can almost hear the air of "Canada Forever," or "God Save the Queen," and feel that co-operative spirit with which all connected with the Toronto schools seem blessed to a greater or less degree, and which, without doubt, tends to make those class-rooms places where one may find plenty of sunshine and gain inspiration for his own work.—*New England Journal of Education.*

## \* Correspondence. \*

### EUREKA.

In the realm of pure Mathematics, the ablest minds have been engaged for centuries in the discovery of something new; new principles, new methods, new applications, and it is quite unusual now for anything new to be added to the wonderful science of Mathematics.

Problem.—To find sets of whole numbers which represent the sides of right-angled triangles.

This problem has been repeatedly discussed in the EDUCATIONAL JOURNAL, particularly on page 191, November 1st, 1889, where a solution is taken from Professor Dupuis' Synthetic Geometry, barring the typographical errors therein.

This is an old problem, for I read a solution of it a few days ago in Bonycastle's Algebra for 1828, as follows:  $(a^2 + r^2)^2 - (a^2 - r^2)^2 = (2ar)^2$ , which is the same given in the EDUCATIONAL JOURNAL of November 1st, 1889, with different letters  $(m^2 + n^2)^2 - (m^2 - n^2)^2 = (2mn)^2$ , representing  $H^2 - B^2 = P^2$  in any right-angled triangle.

This general solution gives either too much or too little. It will not give (15, 9, 12), nor (39, 15, 36), nor 19 other sets in which H does not exceed 100, but it gives (10, 6, 8), similar to (5, 3, 4), and (26, 10, 24), similar to (13, 5, 12), and 13 others that are only multiples of other similar triangles.

Let us now eliminate from the solution of this problem all similar multiple triangles by limiting the formula, thus:—(m and n being whole numbers)

1. Let m and n be prime to each other, calling 1 a prime to all other numbers.
2. Let m and n either one be even, the other one odd.

The formula, thus modified, will invariably give H, B, and P, *prime to each other*, in every right-angled triangle derived from this modified formula.

Let me call each of these a *Prime* right-angled triangle. I believe that this modified formula will give every possible *Prime* right-angled triangle and that it will not omit giving any one. And I believe that there are no right-angled triangles of which the sides in whole numbers are not prime to each other, excepting similar multiples of the *Prime* right-angled triangles given, as above noted. It may here be noted that if m and n be both even, or both odd, or both have a common factor excepting 1, the formula will invariably give triangles similar to and a multiple of one of the *Prime* right-angled triangles derivable by the above modified formula, but the formula will not possibly give or solve a very great many of such similar right-angled triangles. But all these similar and multiple triangles may be easily derived by simply multiplication of the *Prime* right-angled triangles by the requisite factors.

I believe I may now claim the honor of having given this problem a *perfect* solution, and of having thus added an important item to the interesting science of Mathematics.—I am yours truly,

WM. S. HOWELL.

SOMBRA, July 4, 1892.

MISS ANGELINA BROOKS, whose knowledge of kindergarten methods has rendered her an authority in that line, has been making a study of the curb stone children of New York. She finds that there are 141,000 boys and girls, between the ages of four and six years, who spend their lives in the streets of New York, and never see the inside of a school. Miss Brooks is making every effort to kindle an interest in these waifs, which will result in the establishment for them of free kindergartens.—*Intelligence.*

# IMPORTANT \* \* \* TO \* \* \* TEACHERS! The Educational Journal.

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Any one of the following lessons:

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FOURTH READER—(6) Casabianca, (7) Burial of Sir John Moore, (8) The Road to the Trenches, (9) The Water Fowl, (10) The Brook.

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A language lesson in the form of a talk between teacher and pupils, intended to be followed by a written composition from the pupils.

Any ONE of the following subjects may be chosen: (1) A Rain (or Snow) Storm, (2) Our School House, (3) A Sleigh Ride, (4) The Autobiography of a Jack-Knife, (5) The Inspector's Visit.

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Talk on Temperance, based on any topic dealt with in the authorized text-book.

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A Lesson on any ONE of the following subjects:

1. The Discoveries of Jacques Cartier.
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3. The Quebec Act.
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6. The Legislative Assembly and its Duties.
7. The Dominion Parliament and its Duties.

**CONDITIONS.**

1. All manuscripts submitted must be addressed "EDUCATIONAL JOURNAL, Prize Competition," and must be designated by a pen-name or motto, and accompanied with an envelope bearing the same name or motto, and containing the true name and address of the writer.

2. The successful manuscripts shall become the property of THE EDUCATIONAL JOURNAL. The JOURNAL shall also have the right to publish any of the unsuccessful manuscripts it may select, on condition of paying the writer according to its usual rates for accepted articles of that kind.

3. No manuscript or single lesson to contain more than 1,500 or less than 1,000 words.

4. All competitors must be teachers actually engaged at the time of competing as principal or teacher in some Public School in the Dominion of Canada. (The term "Public School" as here used does not include Grammar or High Schools.)

5. Any such teacher may compete in any number of subjects, but in no case shall more than two prizes be awarded to one competitor.

6. All manuscripts must reach the office not later than December 15, 1892.

Two practical educators of high standing will be selected to act as examiners, and assign the prizes according to the foregoing conditions.

## \* Editorials. \*

TORONTO, JULY 15, 1892.

### READING ALOUD.

THERE are few more desirable or useful accomplishments than the ability to read aloud with proper animation and with correct inflection and emphasis. The man or woman who can so read an essay, sketch, story, or poem, as to bring out the writer's ideas with ease and force and enable listeners to follow without undue effort, possesses a means of ministering pleasure and profit which should make his or her society acceptable in any circle whose society is worth cultivating. What is of even greater value, such a reader possesses a means of promoting the comfort and enjoyment of the home circle which, if wisely used, will contribute powerfully to make the home, as it should be, the most delightful place on earth.

Is there any danger that the ability to read well may become one of the lost arts? We have seen and heard some things of late in educational circles, which have suggested this question with a good deal of force. What is the effect of present-day methods of primary instruction in this regard? Is the tendency to put a premium upon good reading or the opposite? We do not now refer to what, for want of a better term, we may call "elocutionary" reading. There are elocutionary teachers and schools of expression, and Delsartean methods in abundance. These are no doubt all well in their places. We have no fault to find with them, or at least with the few of the better class of them which do really get something of nature and of science—if those are not really the same thing—into their systems and methods. But so far as our observation extends, it is not the mission of these teachers and institutions to teach boys and girls to read. In fact, it so happens that some of our acquaintances who seem most capable of enjoying good reading, and who find it a perennial delight, like to get as far as possible away from the average elocutionist, and hold Delsartean mimicries in abomination.

But we set out to inquire, simply for information, whether the favorite methods of teaching reading in the schools—from the Primary upward to the University—do not tend to the decay of good reading rather than the opposite. We do not dogmatize. Perhaps our suspicions are all unfounded. Perhaps the average boy or girl in the teens

and their brothers and sisters of from seven or eight to twelve in the Public schools, can read from the book or the newspaper more naturally, intelligently and expressively than those of corresponding age in the days when the art of reading was acquired by the more laborious processes which made constant demands upon the individual power of thought and conception. And yet our fear is not founded wholly on conjecture. Our observation does seem to teach us that children of tender years do make less rapid progress in the ability, not perhaps to astonish strangers by their powers of "word recognition," but to read an easy lesson or story in a book which they have not before seen, than those of the last generation who were taught by methods now deemed old-fashioned and out-grown. We have in mind cases in which boys or girls of six or seven, of ordinary brightness, who on entering school could recognize many words of three or four letters, are after a full year in one of the schools of highest repute, still unable to read an easy story in a child's paper. Had these children remained out of school, with a plentiful supply of appropriate books or papers and a very little judicious help and direction, they would, we have every reason to believe, have made much more progress in the ability to read. No doubt they would have been without some knowledge and training which they have gained in other directions. But is not the ability to read so fundamental, not only in its relation to all other acquirements, but in its bearing upon the formation of future habits and so of life character, that it is of exceptional value? There is manifestly no other occupation or pursuit which can take the place of a love of reading as a source of knowledge, an influence in the formation of character, and a lifelong, living fountain of pleasure, of solace, and of inspiration to right thinking and right doing. Should not, then, every other school exercise, no matter how delightful and profitable, be held in a certain subordination to the formation of the reading habit, and cautiously used if there seems to be the least danger that its undue prominence may possibly prove antagonistic to a taste for good reading?

But we have wandered from the point for which we set out. The connection is, however, readily seen in the fact that in order to the ability to read well aloud there must be long continued practice under the vigilant guidance of a competent instructor. Otherwise the pupil is almost certain to contract such slovenly habits of articulation, inflection and emphasis, and what is perhaps worse, to fall into such inveterate blunders and solecisms in pronunciation, that the attempt to read aloud will always be a source

of chagrin to the reader and an affliction to the hearers. Daily practice for years under a competent and vigilant teacher is perhaps the only safeguard. Surely there is no more improving or "developing" exercise for the higher mental faculties. But is the average teacher a competent authority in all these matters? Aye, there's the rub, in a thousand cases.

#### "A WRONG-HEADED TREATMENT OF OUR TEACHERS."

THERE is so much of good sense and hard truth in a recent editorial article in the *Montreal Star* under the above heading, that we are constrained to quote it entire:

"The vital importance of the teaching profession is one of those truths which we believe that we believe, without believing at all. When nailed down to it, we cannot but admit that the man or woman, who is, as it were, to represent the world to our boy or girl in their most plastic years, ought to be chosen with the greatest care; but we quickly escape from the 'nail' when our censor is gone, and read with complacency such as an advertisement from our own school board, as this:

WANTED.—LADY TEACHER FOR THE JUNIOR DEPARTMENT of \_\_\_\_\_ School. Duties to commence after summer holidays. Salary \$250 a year. Apply stating qualifications and experience.

"There is no silencing the clamorous tongue of such an action as this, by any amount of twaddle talked in mere words about the 'glorious opportunities' and 'great responsibilities' of the pedagogic calling. We do not deal that way with lawyers and physicians. If one of us gets into a business muddle that is liable to lose us a thousand or two, or ten, we do not try to get the cheapest weakling, who has managed to pass his examinations and can boast a bowing acquaintance with the law, to help us out. On the contrary, we buy the best advice we can find, and search out a lawyer too with a big capacity for fees, for he is pretty certain to be the best. And it is a curious comment upon our stupidity that in four cases out of five we are only trying to save this one thousand or ten, to make a financial crutch for the very boy whose habits of thought and mental training we are leaving to the \$250-a-year teacher. Let the same boy fall sick, and the cheap doctor is not called in. It requires a specialist who has 'walked the hospitals' in England and listened to lectures in Germany, to care for the lad's finger or his most classically Latin organ, but his mind—the jewel in the casket—can be left to a person to be chosen by pell-mell competition diluted by accident.

"This is not common sense. Who will attempt to say how much of a child's character is made by the first five teachers to whom it goes? Practically, it passes out of the home into the school, and for years the strongest adult character that it comes in contact with away from its own fireside, is the teacher. The very nature of childhood is to mimic. It is not at all a matter of reading, writing, spelling and arithmetic.

These are the very least things that a boy and girl learn at school. Every movement of the teacher tells them how to dominate—the instructive study of all human creatures, for the teacher easily dominates all in the school-room. If discipline is kept by frank and courageous honesty, the child learns that fair road to authority; but if the teacher rules by cunning and trickery, your boy is learning to be a sneak and a coward—and it can never be expected that he will throw it wholly off. How does the teacher treat religious topics? If he or she faces them with earnest faith and candid humanness, your child will get that imprint, but if the spirit be either Pecksniffian or Machiavellian, the young immortal will carry the mental scar to his grave if not beyond it. A dozen lessons in reading will bring up the subjects of loyalty, patriotism and country, and the child is eager to put the teaching of the home circle to the test of comparison with the opinions of this omniscient being who has become the mentor of his life. Is it a matter of no consequence to the parent what the result is?

"These are the opportunities of the teacher which make his calling rank so high in importance. There are trite sayings enough to the effect that the person controlling the earlier years of a child will largely make its future. Under our modern system, that person is, oftener than any one else, the school teacher. This is the situation in a nutshell, and the moral is that we should exercise the greatest care to get the best possible teachers, male and female. There is only one way to do this, and that is to pursue the plain course that we take in regard to all other professions. We must be willing—nay, determined to pay our teachers well, and thus to attract into the ranks of the profession the very best men and women in the community. Anybody can teach our lads to cipher, but it must be a man who will give them their first great impulse along the road of life, and it is not so important that our daughters learn polite letter writing as it is that they model their mental manners after those of a lady. At least as much care should be taken in choosing a teacher as in selecting a lawyer or a doctor. High qualities as well as lengthy qualifications should be required, and the position should be made sufficiently a financial prize, to bring the brightest talents into competition. It is the poorest kind of economy to save money by skimping the mental clothing of your child. It is folly for the community, and it is something worse for the parent."

THIS number is largely occupied with a report of the public meetings of the first Annual Convention of Canadian teachers. We are sorry that we have not room to chronicle the work of the various sections as well, but we thought it better to report pretty fully the general meetings, than to attempt an account of the whole, which would have resulted in a mere skeleton of dry bones. Some of the best things said and done in the sections may appear in future numbers.

## Educational Notes.

A SAD accident occurred at Upper Canada College a few weeks since, resulting in the death of a student named Sproat, from Milton. The deceased and a cousin were amusing themselves with sword exercise, when, by some means, young Sproat's throat was injured by his opponent's foil, with the fatal result indicated.

THE University of Toronto has suffered a serious loss in the resignation of Mr. W. J. Ashley, professor of political science. Mr. Ashley has accepted a similar position at Harvard. He came to Toronto about three years ago from England with a reputation already established there. In Toronto he has displayed an active interest in social questions, and has been regarded as a high authority on such subjects. His departure will be viewed with regret.

THE University of Chicago will take hold of the University Extension movement with vigor and has sent Mr. Henderson, heretofore secretary of the American University Extension movement, to Europe in the interest of farther investigation of the best method of proceeding in the matter. Recognizing that if intellectual life and activity is stimulated the learner will want to know more, this University will begin where others are in danger of stopping—at the end of the popular lecture feature, and take up the correspondence teaching feature.—*Ex.*

PROFESSOR THEODORE H. RAND, M.A., D.C.L., has been appointed to the Chancellorship of McMaster University, made vacant a year or two ago by the resignation of Dr. Malcolm McVicar. At a recent meeting of the Senate Dr. Rand signified his acceptance of the position. Dr. Rand is a graduate of Acadia University, Nova Scotia, and has had also the advantage of special study in connection with English Universities. In the course of a busy life he has filled successively the positions of Chief Superintendent of Education in Nova Scotia and in New Brunswick, the Chair of Education in his Alma Mater, the Principalship of Woodstock College and the Professorship in McMaster.

THE Clubman's Gossiper of the *Chicago Mail* visited a graded school in an Indiana town the other day and ran across a genuine specimen of a class unfortunately but too common where considerations other than educational qualifications enter into the make-up of a school board. It was "examination day" in the school visited, and the president of the school board—a large, pompous old fellow—was present. A reading class was called, and a bright little fellow arose and in a monotone drawled through a paragraph about a massacre in the time of Nero. "Ah! Um!" interrupted the "educator." "Will you please have the little boy read that verse again?" The paragraph was given again precisely as before. "Ah! Um!" exclaimed the wise man, smiling like a pleased chimpanzee, "why do you pronounce that word 'massa-ker'?" The youngster hung his head and made no reply. "It should be pronounced 'massa-cree,'" continued the board member, benignly. There was a painful silence for a moment; then the teacher meekly said:—"Excuse me, Mr. Blank, but the fault is mine, I think, if that word was mispronounced. I have told the class to pronounce it 'massa-ker.'" "But why, sir, may I inquire?" "I believe Webster favours that pronunciation." "Impossible, sir." "Well, that is a matter easily settled. Here is a copy of 'Webster's Unabridged'; suppose we refer to it." The "educator" seized the dictionary and hurriedly turned to the word. For a moment his face was a study. Then he removed his glasses, slowly wiped them on a red bandana handkerchief, and, replacing them, said very slowly, "I am perfectly astounded, sir, that Mr. Webster should have made such a mistake as that!"

A LOT of force is wasted in education by fancying that the cardinal virtues can be delivered in recipes. We acquire virtues by doing virtuous acts. The formation of good habits in school—neatness, concentration, thoroughness, punctuality, and so on—all of which have an ethical value, should be urged in every school-room. Good habits are the mechanics of virtue.—*Pres. Hyde, of Bowdoin.*



## Educational Meetings.

### THE DOMINION EDUCATIONAL ASSOCIATION.

#### FIRST ANNUAL MEETING.

THE Dominion Educational Association opened its first annual session in the city of Montreal on the 5th inst. The attendance on the day of opening was not so large as had been hoped, though probably as large as could have been reasonably expected under the circumstances. A Canadian, as distinct from a provincial educational *esprit de corps* has yet to be developed, and this convention forms an auspicious beginning. Several hundred teachers, representing more or less fully nearly all parts of the Dominion, were present.

The convention was called to order at half-past two by Sir Wm. Dawson, principal of McGill University. Amongst those on the platform were:—Hon. G. W. Ross, Minister of Education for Ontario; Hon. Gideon Ouimet, Superintendent of Public Instruction for Quebec; Dr. A. H. Mackay, Superintendent of Education for Nova Scotia; Dr. J. Runcon, Superintendent of Education for New Brunswick; Dr. S. D. Pope, Superintendent of Education for British Columbia; Mr. Sinclair, President of the Teachers' Association of Ontario; Dr. Humber, Chancellor of Bishop's College, Lennoxville; Rev. Dr. Adeenis, Abbe Verrean, of Laval University, and others.

Letters were read from Lieutenant-Governor Angers, Premier De Boucherville, and others regretting their inability to attend the opening of the convention.

#### SIR WILLIAM DAWSON'S ADDRESS.

Sir William Dawson, welcomed the delegates in a brief opening address. He said:

"Mr. Chairman, ladies and gentlemen: Ever since the foundation of the Canadian Dominion it has been felt that since we have no federation on educational matters it has become necessary that there should be a union of education, a Dominion association, irrespective of distinctions of race, Province, origin, language or creed, in the interests of that unity of our people which can alone be secured by the training of all our children, not as distinctionists or provincials, but as Canadians, and beyond this as citizens of the public empire. In welcoming you here we especially rejoice that this city, so closely connected with all parts of the Dominion, so representative in its own varied population, so thoroughly imbued with the spirit of Canadian unity, should have been chosen as its first place of meeting. In so far as McGill University is concerned, I can assure you of its hearty sympathy. Meeting as you do in the vacation we cannot welcome you with our full force of teachers and students, but we shall do what we can. In particular our buildings will be open to you throughout the time of the meeting."

#### OTHER WORDS OF WELCOME.

Hon. Mr. Ouimet, Superintendent of Education for the Province of Quebec, speaking in French, welcomed the teachers to Quebec. His speech, as translated in the *Globe*, was as follows:

"I am happy that the Educational Association of the Dominion of Canada has chosen the Province of Quebec for the place of its first meeting, and it is with a feeling of pride that I find myself in the midst of this concourse of distinguished people, belonging to various nationalities, and of different religious faiths, who have come from all parts of the Dominion to work with one accord for the grand cause of education. As the official representative of the Province of Quebec, of the noble cause in which we are all interested, a cause to which I have devoted the best part of my life, I bid you a cordial welcome. In the council which has the immediate conduct of our system of instruction the members who are representatives of the Roman Catholics and those who are representatives of the Protestants have always worked together with perfect harmony, and the agreement which has existed between them has rendered the accomplishment of my work both easy and agreeable. The Roman Catholic committee comprises twenty-two members, of whom eleven are bishops. The latter are ex-officio members. The

Province of Quebec is sub-divided for the purpose of public instruction into 1,009 municipalities, representing 1,217 school corporations, of which 915 are Roman Catholic and 302 Protestant. Statistics for the year 1890-91 show that there are 5,439 schoolhouses, of which 4,658 belong to commissioners or trustees. These and the grounds with them are valued at \$6,578,200. These schools are attended by 273,616 pupils, of whom 237,522 are Catholics and 36,094 Protestants. The number of professors and teachers employed in our Province is 9,428, of whom 7,956 are Roman Catholics, and 1,472 Protestants. The majority of the teaching staff is composed of female teachers. There are 19 Roman Catholic Boards of Examiners, who hold three sessions per year. In the years 1890-91 these Boards issued 818 diplomas, 664 being elementary, 152 model and 2 academy. The Protestants have but one central Board of Examiners, which issued 261 diplomas, of which 209 were elementary, 49 model and 3 academy. I can state unreservedly, without the slightest fear of contradiction, that in no country of the world where the population is composed of different religions are the rights of the minority more respected than they are in the Province of Quebec, where we, the descendants of the pioneers who have chosen this part of the new world, which is to be the birthplace of a grand Canadian confederation, recognize that the representatives of the different nationalities who live with us are to be treated as brothers."

Dr. Henneker, chairman of the Protestant Committee of Public Instruction for Quebec, said that in the Province of Quebec, where there was such a mixed population, six-sevenths of the population being French and only one-seventh English, the problem of how education was to be carried on was a very difficult one. He thought, however, that they had found a solution. He wished to say that they had always found on the part of their Roman Catholic friends the utmost desire to do them justice, and they had unbounded confidence in Mr. Ouimet, the Superintendent of Public Instruction. When the Protestant committee was formed it was found that the question of superior education had been very much neglected. Now their academies and High Schools, he ventured to say, were second to none. One great work still remained to be done. He referred to the question of elementary education, which was not yet up to the standard.

Mr. E. W. Arty, president of the Provincial Association and treasurer of the Protestant Association, Professor La Croix of French Association of Teachers, and Rev. Dr. Adams, Principal of Bishop's College, also made brief addresses of welcome and Rev. Abbe Verrean gave a lengthy address in French, and in the name of Laval University welcomed the visitors.

#### THE PRESIDENT'S REPLY.

Hon. Mr. Ross, president of the association, in reply to the addresses of welcome, thanked the speakers for their kind words. He referred in high terms to the work of Sir William Dawson, and said that better than all the noble benefactions that McGill had received was the life work of its distinguished principal. After dwelling upon the magnificent donations that had been made to McGill by generous donors, he said the Ontario people did not feel envious. There was no envy in the republican world of letters. He honored the citizens of Montreal, also the governors of the university and those who had contributed so largely to its present success. A pleasing tribute was next paid to the Hon. Gideon Ouimet, chief educational superintendent of the Province of Quebec. He was in the position of being under obligation to no party, and he could please both Catholic and Protestant, Conservative and Liberal. He (the speaker) had never been able to do this. The great question that now confronted the educationists of this country is, "Are we going to be provincial in our education any longer, or are we going to be national?" The legislators of the country had been meeting in Ottawa for 25 years, engaged in the noble work of passing laws for the people, but he was afraid that in spite of all this legislation Confederation is not as solidified as it ought to be, and that there was a lack of that national sentiment without which they could never hope to be a country. What the politicians had not done, what the people of the country themselves had not done, the twenty thousand school teachers of the Dominion should do. That should be the great aim of this association. He considered it an anomaly that the certificates of one

province should be refused by the examining boards in another province. Another great subject of complaint was the histories, which were all too provincial in their character, and there was a great need for a national history. They must do something to express their natural confidence in each other. They should set up a standard for examinations in all the provinces. The provincial character of the present history text-books was referred to, and Mr. Ross urged upon his hearers the importance of getting a text book similar to the one used in England, not a history of the county or province, but of the whole country.

Mr. Ross' patriotic address was the feature of the meeting, and was frequently applauded. Dr. Inch, Superintendent of Education for New Brunswick; Dr. Mackay, Superintendent for Nova Scotia; and Mr. Sinclair, president of the Ontario Teachers' Association, also briefly responded, and the opening proceedings closed with the singing of the National Anthem.

In the evening the members attended a conversation given in their honor at McGill University.

#### WEDNESDAY.

The second day of the session opened under favorable auspices. The attendance was fairly good.

Hon. G. W. Ross called the convention to order at 9.45. He presented a report of the Committee on the Constitution, of which he was chairman.

The report was referred to a sub-committee, to report on Thursday.

A communication was read from the secretary of the National Educational Association of the United States, conveying its cordial greetings and inviting the members to attend the association's convention at Saratoga Springs on the 12th inst.

#### ON HIGH SCHOOLS.

Dr. A. H. Mackay, Superintendent of Education for Nova Scotia, read a paper on "The True Scope and Function of the High School." The *Toronto Mail's* summary is as follows:—"The High school, he said, stands between the Common school and the Normal school or college. The course should occupy from two to four years, beginning at the age of 13 or 15. It may not be possible to fix a limit, but 13 is about the lowest possible age. But while, as has been conceded, Common schools should be free, what about the High school? Should it be made a charge on the pupil? No, it should also be free. The question is asked would not the youth of the country, if trained at the High school free, become lazy and a burden on the community, and the avenues of higher education become overcrowded. High school work is too hard to be a school for idleness; there is therefore no danger from overcrowding. Are there not enough children of the wealthy who can pay the cost of their instruction? Will not too many of the poorer children be educated? No, for the cost of board is ample protection. The rich and the poor should be taught on an equality, it is the best safeguard of the nation. There is no possibility of rule by this means falling into the hands of the oligarchy of wealth. The rich have still the advantage, but the leaders must needs pass through the High school, and there are numbers among the poor who, were higher education not free, would not have the opportunity of attaining their proper position. Therefore, do not put a tax upon the children of the poor. Thus the rulers, as is best for the interest of the State, can be drawn from all classes. Some argue that reading, writing, and arithmetic only should be taught free, and all other studies charged for. But a man may read, write, and cipher and still be a savage. The world is advancing at a rapid rate, and we must be educated to keep up with it. The nation that can turn out its products at a reduction of half a cent by cheapening the cost, using cheaper materials, or working up refuse, is going to secure the trade. To replace the tallow dip of the shambles by the force of the dynamo, coming through copper wire, we must be trained. The men thus trained are responsible for the advance in civilization. Men are useless for higher avocations without a foundation from High school education. It is not intended that they should be here trained for special professions or avocations, but that this training must needs be based on the education received at the High school. Thus the higher education, the foundation of all true advancement in wealth, is capable of producing more than harvests of corn. The boy begins to think with power; he feels his importance to the

State. Some wish to train all in the same lines, and let them shift for themselves afterwards as to what advances in learning they should make. Train all the dogs in the same way and what use would they be? Our fathers believed in this form of education. We are no brighter than they, but have greater opportunities. Let us make the most of them, and train up our youth for all phases of life. The High school should aim to assist the student to master the fundamental principles that underlie all forms of work. We cannot help doing work of educational value if we faithfully work at all, and we should aim at such work." The speaker then proceeded to discuss the various subjects that should be taught in the High school.

An interesting discussion followed, and was participated in by many of the teachers.

Mr. John Millar, Deputy Minister of Education for Ontario, thought that the High school course should be one to fit the pupil either for the university, or should he end with the High school, for that position in life which it had been decided he should pursue.

Mr. S. McCallaghan, Toronto, would not favor free education in the High school, for that would result in a lowering of their efficiency, seeing that they would then require State aid, and it was an axiom of the State that it should only provide free education to the extent that that affected citizenship. But he would meet the difficulty by instituting a system of scholarships which would provide a sifting process and solve the problem.

Mr. F. Tamblyn, principal of Whitby College, would have free education throughout.

Mr. Carlyle, Woodstock, inspector of Public schools of Oxford county, thought there was danger of going too low with High school work, and lowering the standard of the Public schools. The Public school was the people's college. The vast majority of the children of this country would receive nothing higher than a Public school education. Let the standard, then, not be lowered.

Mr. C. McGregor, Almonte High school; Mr. Jamieson, principal of the Morrisburg Institute; Rev. Dr. Hare, of Whitby Ladies' College and others, continued the discussion.

In the afternoon there was no meeting of the general Convention, the time being given up to the meetings of the sections. Five of these held meetings simultaneously in different buildings.

#### THE EVENING MEETING.

The attendance was larger than at any previous meeting. Dr. Inch, Superintendent of Education for New Brunswick, presided. The principal speakers were Mr. J. L. Hughes, and Hon. G. W. Ross. Mr. Hughes dealt with the Relationship of the School to the State. He first defined what he believed to be the limits of the State's prerogative as against that of the individual. The only sure foundation on which constitutional government should rest was the educated citizenship of its subjects. Mr. Hughes took the radical position that the State should insist on an educational standard for each child before it was permitted to go to work. Such a standard would be better than an age limit. As a reform, he urged the provision of free textbooks and free higher education. "The highest education should be open to the poorest child." The justification of the school-tax was the same as the justification of any other tax. No man could live in a country without sharing in the advantages of a national educational system. Therefore, every man should pay a school-tax. Moral training was of paramount importance. A purely "practical" or utilitarian system was monstrously degrading. The poor man's child had as much a right to a literary, musical and artistic education as had the rich man's. Physical, mental and spiritual development must go on together. Religion was not the memorizing of a creed, but the living of one. We got correct conceptions of truth by being true, of honor by being honorable, of nobility by being noble. Degrees of religion were not marked by place in the church. The conscientious, hard-working man in the country schools who taught high ideals was a true religious teacher. We could see evidences of the coming noon when Protestants and Roman Catholics would work together in this work of moral teaching. On this point he paid a high tribute to Archbishop Ireland and Bishop Spaulding, in whose utterances he saw predictions of a reunited religious school system. He hoped that the great dominant aim of State education in the future would be character-building and that in this Protestant and Roman

Catholic would agree. Denominational national schools carried to a logical conclusion were an absurdity. He made a strong plea for the right of every parent to send his child to what school he wished, quoting from Cardinal Manning to this effect. We, therefore, protested when any prelate interfered with the parent's right in this by threats of church discipline or any other. In conclusion he eulogized State schools as the fortresses of liberty and patriotism.

#### EDUCATIONAL TENDENCIES AND PROBLEMS,

was the title of the Hon. Mr. Ross' evening paper. The Association, in his judgment, was formed, he said, for the establishment of a national school system.

He predicted that the Association would solve educational problems that now puzzled legislators. Absolutely free schools and free text books were called for by the tendencies of the times. As to the limits of the public school course, he declared he held conservative views. It was the easiest thing in the world to extend the limits of the Public school beyond the safe and proper limit. After all three R's fixed the line fairly well. History was but an extension of reading. It should not be a mere narration of dates, but should involve the acquisition of a literary taste and a true patriotism. What was most needed by every child was inspiration. The Public schools should give this, and higher education would surely follow.

He strongly approved of the Kindergarten system as the beginning of the Public school course. It was the method requiring most study in Canada today. There was indeed great danger that much power would be lost by a failure to fix the limits for public, high schools and universities. It was absurd that the latter should do elementary work. It was the duty of the Association to overlook the whole system and attempt to delimit the work of public, high schools and universities. How to secure the best trained teachers was another problem. He outlined the Ontario system of professional training, showing how the model schools provided candidates for the Normal schools. Another grave problem was the difficulty of keeping experienced men and women in the profession. Their loss meant an enormous loss of money and power. The trouble was that teachers were under paid. The problem he asked the Convention to endeavor to solve.

#### ANOTHER GREAT GRIEVANCE

was the direful irregularity of attendance. Over one-fifth of the children of Ontario attended only 100 days in the year, despite the boasted system of that province. He had passed through the Ontario House the most stringent Truancy Bill ever enacted on this side of the Atlantic; and he thought it was none too stringent. But compulsion was always a last resort and a questionable procedure. As a better alternative he had always urged the adoption of missionary work on the part of the teachers. Every teacher in Ontario had not only a license as an educator but also as a missionary. He was expected to go out into the highways and byways of life and drive the urchins in; and then by his methods of teaching and kindness of manner to so win the heart that they would never wish to leave the schools. And by the power exercised by 20,000 such teachers the public opinion of the Dominion would be so moulded that soon compulsory laws would be needless and would be repealed.

#### THURSDAY MORNING.

The attendance at the Dominion Educational Convention to-day was very small. Dr. Inch, of St. John, N.B., submitted a report from the Committee on the Constitution of By-laws of the new association. These were considered clause by clause and all passed without much discussion, except that which provided that the meetings and deliberations should be open to all interested in education. Dr. Carlyle objected to this. The association was a professional body. It was a parliament of teachers. The indiscriminate admission of the public would swamp the teaching element, and frustrate the object for which the association was formed. He wanted "interested" changed to "connected." Dr. Harper also objected to the general admission of the public. They might attend their gatherings in the evening, but their regular business meetings should be purely professional. Dr. Mackay, on the other hand, would have all intelligent persons present. They wanted the men of brains, and the taxpayers, and all who patronized education to be

present to see their work. Sir William Dawson said there might be a sentimental interest and an interest worth for practical purposes one dollar a year. He thought the committee should reconsider that clause, and to-morrow morning define in definite terms what they meant as between "interested" and "connected." This did not prevail, however, and "interested" was carried by the Convention.

#### THE SCHOOL AND THE UNIVERSITY.

The constitution having been passed, Dr. E. D. Warfield, president of Lafayette College, Easton, Penn., was introduced to speak on the "Relation of the School to the University." The purpose of every institution, the speaker said, is to make men, and such men as will prove good citizens. Men come into the world under various conditions and propensities. They are influenced by heredity and environment. Heredity may have all the influence claimed for it, but it is modified by character. Character, likewise, gives the impress to environment. True instruction must aim at the greatest good for the greatest number. Higher education takes from out the great mass we call the common people the uncommon people capable of higher attainments. In one respect we are all common people, for we have all much in common, and in another sense we are all uncommon, for we are all different and capable of doing something better than anyone else. The end and aim of all schools is to give the pupil as broad an education as possible and leave to the individual the pursuing of his after course according to his own inclinations. We are establishing technical schools, that citizens may be raised to the highest mental and physical development. Thus we expect to raise the dignity of labor to the glorious old standard when all men will consider it elevating. The mass will thus be lifted above the dull, dreary paths of life. There should be discrimination in our universities. The youth who goes there because his father sends him, or to be fitted for society, should be separated from him who is working for a higher position. They retard his advancement. There is a close relation between the High school and the university. Much therefore depends on the High schoolmaster. University reformation must begin with a reformation of the schoolmaster. The college is not intended to turn out a thinking machine, but a man of the world, practical and capable of steady progress. We want men that will be masters in their own subjects, and the good and properly equipped school is what will help the university to pursue its onward course in these lines.

Dr. Hare, of the Ontario Ladies' College, Whitby, spoke of the difficulties in choosing a proper course for ladies' colleges. Should we follow the old plan of giving them a society training with music, etc., or fit them for university or Normal schools or what.

The next subject was "Ideal School Discipline," by Mr. G. U. Hay, principal of the Victoria and Girls' High School, St. John, N.B. The speaker said that school discipline had a somewhat forbidding sound at a time when the class-room was vacant, more especially while they were gathered in the beautiful and interesting city of Montreal, and when those from the east joined hands with those from the west either for the first time or to renew the pleasant associations of former years. The various ideals of the teacher were then touched upon—how some were realized and others remained visionary. The ideal of school discipline must be that which had its spring in the mutual love and respect of teacher and pupil, which assured industry and attention by maintaining good order and exciting zeal and a love for knowledge, and which prevented or repressed by irregularities of conduct and tended to train resolute wills, steadiness of purpose and characters capable of self-control. Such discipline not only assured the government of the school but trained for the duties of citizenship.

In the afternoon the various sections again held exclusive meetings.

#### THE EVENING SESSION.

A splendid audience assembled in the High school assembly hall in the evening to listen to an address by Principal Grant, of Queen's College, on the subject of "Universities in Canada." The hall, which seats over fifteen hundred people, was completely filled.

Hon. Mr. Ross occupied the chair and introduced the speaker of the evening.

Principal Grant in introducing his subject said

## AN HISTORICAL SKETCH.

that the ideal university would be the perfect expression of the highest civilization. The actual university is the expression of the highest life of a nation. The nation must be a tree of slow growth; the slower the growth the more valuable the fruit. So, too, with a university. Judged by the definition he had given there were few great universities. It would be absurd to look for one in Canada yet or in fact on this Continent, though the institutions claiming the high sounding title of university were legion. Canada was not yet a nation, it was only trying to become one, and was not quite clear as to what road to take. When Confederation was established, education was declared by the constitution to be a provincial and not a national concern. The universities were therefore more or less provincial. No doubt matters would change in this respect. In any event the universities must be a factor of prime importance in the future. The Dominion Educational Association, he was glad to see, was national and not provincial. It would be of great service if it tended to remove sectarianism and provincialism, and inspired them with pride in their common country, and taught them the lesson that the country was greater than any Church or party. While there were as yet no great universities, it was encouraging to find that satisfactory provision had been made for higher education, and that remarkable progress had been made, especially since Confederation. Dr. Grant then proceeded to give a brief sketch of the university position in the various provinces. The position of the universities in the Maritime Provinces was a matter of congratulation. As to Quebec, the remarkable development of McGill showed that Canada is rapidly realizing that she is coming of age intellectually. What was now needed in Ontario, Dr. Grant said, was that the High school curriculum should harmonize with the university curriculum. The greatest praise was due to the people of Ontario for the liberal way they were providing for secondary education. Dr. Grant summed up the results of the university question in five points: 1. There were no bogus universities in Canada, and if any were started they would certainly be found out. 2. The key to university progress is right matriculation standards. 3. The best work is often done where the students are few. 4. They must beware of purchasing the so-called university extension at the price of the university. The difficulty is greatest in the Province of Quebec. The fact that Canada is bilingual is the great obstacle to its unification. Every child whose parents destine him for a university course should be taught from infancy to speak French and English with equal fluency. This may be a high aim, but it could be accomplished, and a population so instructed would lead the whole continent. Dr. Grant closed with a patriotic appeal to his hearers to be true to the country.

At the conclusion of the address a most interesting and successful exhibition of calisthenics was given by Miss Barngren's young lady pupils.

## FRIDAY.

The Convention concluded its three days' sessions. A general meeting of the Association was held in the morning, when the constitution was finally adopted.

The Nominating Committee presented the following as the officers for the ensuing year, and they were elected:—For President, Hon. G. W. Ross, Minister of Education for Ontario; Vice-Presidents, Hon. Gideon Ouimet, Quebec; John McMillan, Ontario; Dr. Inch, New Brunswick; Dr. MacKay, Nova Scotia; D. J. McLeod, Prince Edward Island; Daniel McIntyre, Manitoba; Stephen Pope, British Columbia; James Brown, Secretary of Board of Education N.W.T.; Secretary, Rev. E. J. Rexford; Treasurer, E. W. Arthur. Directors—S. Sinclair, Ontario; James L. Hughes, Ontario; U. E. Archambault, Quebec; Dr. Kelly, Quebec; G. U. Hay, New Brunswick; Supervisor MacKay, Nova Scotia; Dr. Anderson, Prince Edward Island; A. S. Rose, Manitoba.

Professor Cueva submitted a letter received from the Spanish Educational Association, sending its greetings to the Canadian Association, and tendering an invitation to send a delegate to the Columbian Centenary celebration in Madrid in October. This letter was received with applause, and a resolution was adopted thanking the Spanish Association for their greetings, and choosing Mr. Cueva as a delegate to the Madrid celebration.

Rev. Abbé Verreau, of Laval University, then read a paper entitled, "An Historical Sketch of Teaching in Canada from its Beginning to the Present Date." In opening he said that, unfortunately for himself, when he referred to education in Canada for the past, the word Canada embraced the Province of Quebec only. However, after this grand Convention he would be in a position to include in his educational Canada all the provinces from ocean to ocean. He then went on to explain that they could readily admit in all humility that the first centres of learning in North America were furnished by the two most intelligent races in Europe, and those centres could be traced back to Boston and Quebec. In this province the light spread from Quebec to Three Rivers and to the present great metropolis, Montreal. The first nucleus of a teaching establishment could be traced as far back as 1636, when the Jesuit Fathers opened a school in Quebec with twenty pupils, which school was continued under their management until the Conquest. After a brief historical sketch of the other educational institutions, Abbé Verreau, referring to the Conquest, said that "it had brought several immense advantages not fully appreciated by the historians of Canada. With the new regime the obnoxious corvée disappeared, as did also the military service, which, although glorious in itself, did not provide the family with bread. Left in the bosom of his family, the French-Canadian, who felt somewhat diffident of his new masters, found it necessary to provide alone for himself. He became a carpenter, a blacksmith, and a weaver as well as a farmer, and from that date appear the home-made cloth and linen which allowed the people, if not to make a fortune, at least to amass enough to live in most comfortable circumstances. A lapse of hardly fifteen years worked an immense change, and when in 1775 the Bostonians, as they were called, entered the country, what surprised them was the comfortable life of the farmers, and the gaiety and good humor which they had preserved from their ancestors." The lecturer then passed rapidly over the period extending from 1800 to 1841, during which the school system gradually and beneficially developed itself. From 1841 to 1851 was the great struggle for the present system of education. Now the workers in the cause of education could consider themselves as kings and masters of the situation.

Mr. D. J. McKenna, principal of the Victoria Industrial school, Toronto, read a paper on the education of juvenile offenders, in which he sketched the methods and described the history of the institution of which he is the head.

Mr. James Seth, of Dalhousie College, read a paper on "Psychology in its relation to the art of teaching."

## \* English. \*

Edited by Fred. H. Sykes, M.A., EDUCATIONAL JOURNAL, Toronto, to whom communications respecting this department should be addressed.

## NEW BOOKS IN ENGLISH, ETC.

*Poems of Wordsworth.* Chosen and Edited by Matthew Arnold. 2s. 6d. Macmillan & Co.

The "Golden Treasury Series" has won itself a permanent place in the esteem of every reader of books. We do not here need to commend the careful editing and faultless printing and binding of the volumes of this series. Nor do we need to call attention to the selection of Wordsworth's poems which Mr. Arnold made with such discriminating judgment and to which he prefixed an essay that charms one, both by its wise criticism and by its perfect style. Since the first publication of his selections in 1879, every one has become familiar with them. What is noteworthy in the present re-issue, however, is that the publishers, with commendable liberality have, while retaining the merits of the earlier issues, reduced the price of the volumes from 4s. 6d. to 2s. 6d. This is all the more a matter of rejoicing for us, since poems—all in Mr. Arnold's selections—of Wordsworth are prescribed for study in our High schools during the coming year. It will be interesting to see what schools will use an edition containing all Wordsworth's best work and an introduction by the master of literary criticism in our

own time rather than the meagre grist of the annual annotated editions.

*Cathcart's Literary Reader.* A Manual of English Literature. By George R. Cathcart. Pp. 541. Price \$1.15. New York: American Book Company.

The Reader before us has many admirable features. By its chronological arrangement of authors from Shakespeare to James Russel Lowell, it presents a view of the full stream of English literature. The two introductory chapters supply outlines of style and of English literary history previous to Shakespeare. The selections fall into four groups—Elizabethan literature, the literature of the Commonwealth and Restoration, the literature of the eighteenth century, and that of the nineteenth. Each group is introduced by a short dissertation on the literary tendencies of the age and a brief review of its most famous names. Footnotes throughout the volume supply necessary definitions for obscure phrases, and the data required for the right literary setting of the extract. Copious biographies and a very extensive series of portraits, drawn admirably by Mr. Jacques Reich, aid us in realizing the lives and characters of the men whose work make up the volume. As to the selections themselves, by which after all the real value of the book must be determined, we scarcely think that Sydney Smith, the inimitable humorist of his age, is well represented merely by serious pieces, while George Eliot's best work is not the character of Dr. Lydgate; but inappropriate selections are the exception, while eminently suitable ones—such as the groups of Elizabethan lyrics and English sonnets—are the rule. As in our own H. S. Reader, the literature of science is not neglected. Characteristic bits of Lyell, Tyndall, Huxley, Agassiz, Gray, Dana, occupy forty pages of the volume. The paper, printing, and binding leave nothing to be desired. From all this it will be plain that Cathcart's Reader is prepared with great care and thoroughness, and in its revised form is brought up to every requirement of the schools of to-day.

*Sella, Thanatopsis, and other Poems.* By William Cullen Bryant. Pp. 95; price 15 cts. Boston: Houghton, Mifflin & Co.

Twenty-seven of Bryant's poems are contained in this booklet, which makes the fifty-fourth number of the "Riverside Series." The poems chosen afford excellent ground for study of Mr. Bryant's poetical gift, embracing his nature-poems such as "The Death of the Flowers," "The Fringed Gentian," "Robert of Lincoln;" his patriotic poems such as "Our Country's Call," "Abraham Lincoln;" and his highest flight in serious poetry, "Thanatopsis." The selections are preceded by a brief sketch of the poet's life, and accompanied by notes, so that the little volume is admirably suited for school use.

*Andersen's Bilderbuch ohne Bilder.* With Notes and Vocabulary by Dr. Wilhelm Bernhardt. 35 cts. Boston: D. C. Heath & Co.

This volume, forming part of Heath's Modern Language Series, contains thirty of Andersen's imaginative sketches rendered into German. The originality, tenderness and power of these "pictures," aided by Dr. Bernhardt's excellent notes and full-page illustrations, together with a full vocabulary, should make this a favorite volume for junior work in German. In those of our own schools where sight-reading is practised, it will be found very helpful and entertaining.

*A German Science Reader.* By J. Howard Gore, Ph.D. 80 cts. Boston: D. C. Heath & Co.

Several attempts have been made of late years to compile introductory German readers that would pave the way, not to general German literature, but to German science. The need of special training in the vocabulary of science is obvious, for the purely literary vocabulary has little to do with *Versteinerungskunde, Fernsprecher, Schichtenordnung, Stickstoff*, etc. The volume before us is the most satisfactory that we have examined. Dr. Gore's selections are sixty-five in number, covering all departments of science. They have the merit not only of being selections from representative scientists, but of having unity in themselves, in so far as they deal with some definite physical property or occurrence

in nature. The volume is supplied with notes and full vocabulary, and is attractively bound in blue-and-gold.

## \* Science. \*

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

### ZOOLOGY.

(Concluded from last number.)

If your dissection has been carefully made and washed, your drawing should show the septæ or thin internal muscular partitions between the segments. Note where these internal septæ do not correspond to the external segmentation. In order to render the alimentary canal more conspicuous, tie a thread around the posterior extremity, and with a fine blowpipe inserted at the mouth blow gently. If you have nowhere punctured the canal in dissecting, you will bring it into view clearly. Note the comparatively small buccal cavity followed by an enlarged pharynx, this is succeeded by an elongated esophagus with glandular sacs attached. Following this is to be observed a somewhat muscular dilatation known as the gizzard. Snip off an inch or so of the intestine, open and examine. Draw.

In segments 9 and 10, note two little sacs. They are the receptacula seminis. Find their openings.

The testes are paired and in the 10 and 11 segments; the openings of their ducts in the 15th segment.

The ovaries are also paired and in the 13th segment, opening on the ventral aspect of the 14th.

In a second large specimen, open laterally. Try to make out the ventral nerve cord and trace. Note also the longitudinal blood vessels on both dorsal and ventral aspects, the cross vessels connecting these in each segment.

For more detailed work in connection with the earthworm, recourse must be had to special texts. The outline lesson here given will be sufficient for the requirements of the Senior Leaving Examination.

### THE YOUNG ENTOMOLOGIST.

By no means a rare sight now-a-days is the youthful collector, with his insect-net, standing guard at some gas or electric light, ready to pounce upon every innocent moth or fly, first lured, then bewildered by the brilliant rays. Nature has fashioned many forms of insect-life. Each has its own and many enemies. There is one almost insatiable—the boy collector. He can hardly see a winged creature but he must throw his net. It matters not if he has secured the same species dozens of times, it rather annoys him that it is not something else and out goes its life. What gain compensates for the spoil of life? Life is life in an insect as in the higher animal forms. Destroy respect for it in one and its value is depreciated in the other. What has been gained? A few cases of pinned and likely unnamed specimens which in a few years are thrust into the garret or crumbled by neglect; a little skill in mechanically distinguishing species, and a little of the form but less of the substance.

The objection that the study so pursued is hardening seems to be well grounded. Teach boys to respect life, to study its marvellous phenomena not in the outward form alone but in reality, and you will awaken more enthusiasm for the true spirit which should underlie all biological enquiry.

### NATURAL SCIENCE IN THE PUBLIC SCHOOLS.

PRESIDENT ELIOT says our school system is not all right. Many countries of northern Europe are ahead of us. He deplores the fact that our youth have not access to the interesting fields of science and literature except through the medium of the High School. A small percentage of the public school children reach the High School. Shall all outside remain in ignorance of these great branches? Is the rut too deep to get out of? Do you find your language and composition lea-

sons in the primary grades often dull and disheartening?

The following is the printed opinion of Miss Hendry, of Hamilton, in reference to this work:— Describing an interesting course of studies of a living frog; which was kept in a temporary home prepared for him, she says:

"At the end of a month, these children, who entered the Public school last September, can describe the frog orally, can read printed stories about him, and can write short descriptive stories of him of their own composition.

"They have learned to love this little frog, and all other animals for his sake.

"Their powers of observation have been wonderfully quickened, and they have found their school work a delight."

### PHYSICAL LABORATORY OUTFIT.

A SOMEWHAT serious question for school boards and science masters, has arisen from the demands of recent years for individual work by students in science. To the board, the question is a financial one; to the teacher the requirements are modified by the size of the class, time at disposal, and the curriculum. School boards often complain of the frequent change in the latter, thus entailing a constant expenditure for apparatus, much of which is rendered useless by subsequent changes in the course. Unless there is a considerable multiplication of sets of apparatus, the classes must be small, the time lengthened, or the curriculum curtailed.

Very much can be done by pupils themselves in making apparatus, thus lessening the cost, but this requires time, and the necessities of the curriculum and very often of the time-table practically prevent the accomplishment of this end.

The question is a serious one to science masters, who are already seriously handicapped by having thrust upon them, too often, the charge of other departments. As an illustration, a High school recently advertised for a teacher capable of taking classics, mathematics, and science. We had thought the day of one-master High schools was at an end.

Many simple devices for preparing pupils' apparatus must occur to all science teachers. If their combined experience could be collated, the difficult problem would soon disappear. As a contribution to the Simple-apparatus Fund, the following are offered:—

(1.) To study capillary action, make tubes by melting glass tubing in a gas jet and draw out when soft. A little experience is all that is necessary.

(2.) Measuring dishes for fluids can be made by pasting a graduated slip of paper on a test tube.

Will the science masters add to this?

Contributions will be promptly acknowledged.

### NOTES OF A LESSON ON THE TELEPHONE.

(Contributed.)

APPARATUS:—Grenet cell, coil of copper wire, galvanometer, a long tin tube tapering at one end to a small orifice.

Previous knowledge; the electric telegraph.

(a) Suspend by a thread a piece of thin paper in front of the small orifice; speak clearly into the opposite end. What is the effect on the paper? Loose window panes rattle after a heavy clap of thunder. Why?

(b) Connect the ends of the copper coil with the battery and with the galvanometer. Note the deflection. Cut the wire. What effect? Join again by twisting the cut ends. Compare the deflection of the needle with the result in the preceding experiment. If there is a difference how do you explain it?

Hold the ends of the cut wires very close together so that the air space is exceedingly small; what result? How can you increase the resistance in a circuit? Why should all connections be firmly made?

(c) Now show diagram of the simple telephone. What will be the effect on the electro-magnets of a feeble current in the encircling coil?

How can the current-strength be made variable and sensitive?

(d) The remaining portion of the work on the telephone is becoming familiar with the mechanical details. An instrument will give this.

### ANSWER TO CORRESPONDENTS.

T.E.T. (1) The age of trees can be determined only approximately. Climate, location, soil, must be ascertained or known, and the circumference considered. There must also be some experience with the same species whose age has been determined by the ordinary method.

(2) In a straight line to the heart forming the medullary rays.

(3) Yes, there are two types, the Exogens as in (2) and the Endogens.

## For Friday Afternoon.

### BE THOROUGH.

WHATSOEVER you find to do,  
Do it, boys, with all your might;  
Never be a little true,  
Or a little in the right.

Trifles even  
Lead to heaven,  
Trifles make the life of man;  
So in all things  
Great and small things,  
Be as thorough as you can.

Let no one speck their surface dim:  
Spotless truth and honor bright!

I'd not give a fig for him  
Who says any lie is white!  
He who falters  
Twists or alters

Little atoms when we speak,  
May deceive me,  
But believe me,

To himself he is a sneak!

Help the weak if you are strong,  
Love the old if you are young;  
Own a fault if you are wrong,  
If you're angry, hold your tongue.

In each duty  
Lies a beauty,  
If your eyes you do not shut,  
Just as surely  
And securely

As a kernel in a nut!  
Love with all your heart and soul,—  
Love with eye and ear and touch;  
That's the moral of the whole,  
You can never love too much!

'Tis the glory  
Of the story  
In our babyhood begun;  
Our hearts without it  
(Never doubt it)

Are as worlds without a sun.

If you think a word would please,  
Say it, if it is but true;  
Words will give delight with ease  
When no act is asked from you.

Words may often  
Soothe and soften,  
Gild a joy or heal a pain;  
They are treasures  
Yielding pleasures—

It is wicked to retain!  
Whatsoever you find to do,  
Do it then with all your might;  
Let your prayers be strong and true,—  
Prayer, my lads, will keep you right.

Pray in all things,  
Great and small things,  
Like a Christian gentleman;  
And forever,  
Now or never,  
Be as thorough as you can.

As a rule sarcasm is out of place in a school-room. It should never be used in dealing with younger children. Among the older ones there is occasionally a nature that can appreciate sarcasm and perhaps is better for receiving it. In the majority of cases sarcasm stirs a bitter feeling, which it should not be the aim of the teacher to arouse. The result of sarcasm is one of two emotions; either a hurt, wounded feeling, or one of retaliation—a desire to give an answer as sharp as the remark. This in an immature mind will fall short of sarcasm and be simply impudence.—*Ex.*



## \* Special Papers. \*

## PAST, PRESENT AND FUTURE.\*

UPWARDS of forty years have elapsed since the Educational system of Ontario was established on its present, general basis. For one-half of that time I was closely identified with its working and progress. This seed-sowing and infantile period is called the Past, extending from 1850 to 1871. For the last twenty-one years there has been an advanced and improved system of organization and administration, which may be called the Present running from 1871 to 1892. And from the outlook of 1892 we shall try to get a glimpse of the future, by watching and considering the trend of the various educational currents and movements that are influencing the school system of our province.

Beginning then with the Past, let us try and condense into a reasonable compass, its salient and striking features. To understand the past, let us visit a school section such as existed more than forty years ago. There stands the schoolhouse, an ungainly looking log building, so constructed as to convey the impression that the builder had striven to make the place as rough and ugly as possible. You enter the building. The first thing that attracts your attention is a large box stove, and the atmosphere is so oppressive as to show that the laws of ventilation are neglected. At the far end is a small platform, on which stands a chair and also a plain, substantial desk. Behind it is seated the master, with a rod or pair of taws lying beside him. In front of him are some rows of rough unpainted forms, without any backs. Along the sides of the building are long, badly constructed desks, which are used in turn by the pupils, while most practice the art of penmanship on their slates. The books are of various kinds, some having only the Bible or New Testament, and others venerable looking volumes known as "Collections" brought by their fathers from the old country. The clothing is generally as varied and plain as the surroundings. The teacher is usually advanced in years, maintains strict discipline and stern "taws" laws. The whole appearance of everything indicates the strictest economy as if education were a luxury, and not a right and necessity. And the trustees were timid about any expense, as they had every year to face their constituents, many of whom were opposed to education, and called the trustees to strict account for any expenditure that was deemed unusual or extravagant. Books on arithmetic were of various kinds and qualities. Histories were scarce and rarely used. There was no geography, except that of Morse, which glorified the United States as the greatest nation in the world. And yet, amid such plain surroundings, were reared not a few able scholars and teachers, as well as numbers who became our future legislators, judges and leading men. It was a day of small things, not to be despised.

The system of Inspection was exceedingly simple. Each township was usually under the charge of a local superintendent, who had from two up to twenty schools under his charge. He was in most cases a minister, who undertook the work from a sense of duty. This made the religious question easy of solution, and led to the introduction of the Bible into most of the purely Protestant schools. In a good many cases, the catechisms of the churches, Protestant and Roman Catholic were taught. Everything was, however, in a very imperfect state, and the friends of education were ready to despair, unless some improvements took place soon. But when the crisis came the Lord raised up a superintendent of Education, equal to the emergency. He was a native of Ontario, and was thus free from the prejudices and prepossessions of old countrymen. Acquiring a self-taught education under great difficulties, he knew exactly what system the country required. He was not trammelled by old University traditions and training, and he had powers of controversy which made him a match for any opponent. It was an era in the history of Education in Canada, when Dr. Ryerson became its chief head and promoter.

He took in the situation at once. Borrowing several features of his system from other lands, he established what was in its main elements an or-

ganization of his own contriving. He formed in each county an examining board composed of the Local superintendents, and the trustees of the grammar schools, who were then par excellence the educated class of the community. These kept a watchful eye on the teachers, and gradually weeded out the incapables.

Two circumstances greatly aided this improvement. The establishment of the Normal school, and the more general employment of female teachers. The ultra-conservative element in the province became alarmed at these innovations. It was argued that the Normalites, as they were called, would prove a set of educational prigs. Gradually, however, when these much maligned men began to take charge of schools it was found that they did better work and brought on their pupils more quickly and satisfactorily than any other, and the prejudice against them was in this way speedily rooted out. The opposition to female teachers was more pronounced, and came in some cases from true friends of education. This opposition would have been all the more serious, had it not been for an act of injustice committed against the gentler sex, injustice which even yet has only been partially remedied. The trustees soon found that the female teachers did the work better than those of the male sex, "on smaller salaries." This question of economy finally decided the matter, and the women triumphed over all opposition, which they invariably do, when they have set their minds upon a thing.

The only drawback was that the superior training and intelligence of these teachers as well as other excellencies, made them in great demand as wives, and led to large numbers of them being carried off into the field of matrimony. This, however, was not an unmitigated evil, as in their own homes they became the fast friends of education, and its enthusiastic promoters.

If then, during these twenty-one years, the teachers were improved in character, in intelligence and scientific knowledge of their profession, much is due to the preponderance of female over male.

A second question that engaged the earnest attention of Dr. Ryerson was the selection of class books for instruction. Those selected after careful thought were the Irish national books. The choice was a wise one. Their chief excellences were the admirable sketches of Bible history interspersed throughout these works, the condensed universal history of the world, which they contained, the excellent summaries of Science and Natural history, and the skill and taste displayed in the selection of those articles best fitted to teach and commend the grace of piety and true patriotism. The favorite grammar was that of Lennie, the inventor of the system of Sound as distinguished from Alphabetic teaching. It was a simple and clear work, on the constructive system, with a number of easily understood rules. And for those who wished to pursue this branch of study in its higher department, Kirkham was recommended—a thoroughly philosophical grammar. For spelling, no modern work has excelled that which was then in use, "The Spelling Book Superseded." The books on arithmetic and the kindred higher branches were of various kinds, until they were eventually superseded by the works of Sangster, which were not only of native origin, but were also of superior excellence. As the Province advanced in education and intelligence, new books were added and new methods introduced.

The system of inspection during these years was simple and minute, although not so scientific and technical as it now is.

The Inspector had only a small number of schools under his charge. It was with him in most cases a labor of love for education. He was intimately acquainted with each of his teachers, took a deep interest in their welfare, and aided and encouraged them in their work.

A burning question, that long agitated the school sections was, "How were the schools to be supported?" After years of agitation and discussion, the friends of Free Education gained their end, and it was finally settled that the schools should be open to every child, poor or rich, free from any fee, and that the funds necessary for the support of the schools should be raised by a tax on the property in the same way as the municipal assessment.

Summing up these twenty-one years of the infancy and youth of our educational system, extending from 1850 to 1871, progress and prosperity can be inscribed on its whole course.

To aid us in our survey and enable us to reach a correct view of matters, let us pause and look around on the educational world of Ontario, as it existed in 1871, premising that only a few rough and imperfect outlines can be given. These must be filled up by the further researches or the carefully trained imagination of the reader.

The log school house has been very largely superseded by a frame or brick building, neat and graceful in its appearance. The rough forms and desks have been replaced by seats and desks, according to the best plans and forms of modern educationists. The room or rooms have a bright, cheerful and orderly appearance. The grounds are laid out neatly and ornamentally, and the old box stove is often replaced by a more becoming heater.

The Province possesses a body of teachers, of good character, of more than ordinary intelligence, and chiefly raised in respectability and moral power, on account of the large proportion of female teachers. Among the people has been created a thirst for education for their children, and they have grown more liberal and generous in their support of the schools. Although the salaries of the teachers have been greatly increased during these years, yet they are still small and inadequate, and in the case of women scandalously low. The teachers too have risen in the social scale, and occupy an honorable place won by their praiseworthy labors and commendable lives. The inspectors and examiners have grown into a body, representing very extensively the intelligence and best educational minds of the Province.

The text books have been gradually changed and improved, and are now largely of native production, and are imbued with a healthy national spirit. Libraries of excellent books have been established in many of the townships and school sections, and knowledge and science have been widely diffused throughout the Province.

At the head of these educational movements is placed a great mind and an admirable administrator, who, a born controversialist, has fought many a battle and won many a victory over prejudice and error, in his earnest efforts to make Ontario the best educated province in the world. And now Dr. Ryerson and many other educationists feel that a more rapid advance is needed, and more extensive changes required to enable education in the Province to keep pace with the requirements of the people.

## THE PRESENT FROM 1871 TO 1892.

Passing from the *past* to the *present*, several important changes are made which are calculated to improve the educational status of the Province.

The standard of qualification for teachers is so raised that the first-class certificate under the old system becomes the third-class of the new, and the examinations are made so severe and stringent, that only those possessed of more than average attainments and intelligence can pass them. And in addition to Normal schools in Toronto and Ottawa, Model schools are established in every county, to show the teachers how to teach, and to specially train them for their work. And to these and the Normal schools, has been lately added a school of Pedagogy. The examining Boards are also reduced in numbers to five members and experts in many cases appointed to the office. The local superintendent is replaced by county inspectors, who have under their charge from 70 to 120 schools, and require to devote their whole time and energies to the work. They are in most cases trained teachers who have made the art and science of teaching the study of a lifetime. Other important improvements follow in rapid succession.

High schools are multiplied wherever needed, and intermediate between them and the Universities are established Collegiate Institutes. Teaching institutes and meetings for the training of teachers, showing them how to teach, are set up in every county; the Universities are brought into close and living contact with the entire school system; graded schools are established where it is possible for them to be formed; the standard of education is growing higher and higher from year to year, and every effort is being put forth to make the system as perfect as possible.

Care is taken to provide suitable text books, and experts are constantly at work upon them, so that we have the cheapest and best text books of any country in the world.

The admirable kindergarten system is being in-

\*A paper read by Rev. Dr. Gray, before the East Simcoe Teachers' Association. Reprinted from the *Orillia Packet*.



roduced where practicable, and its principles are slowly prevailing and influencing the more exalted departments of instruction.

The teachers have now become a large and influential class, proud of their profession, intensely earnest in striving to improve it, and able to influence the Government into making such alterations and improvements in the working of the system, as they deem desirable.

During the present 21 years, then, the progress has been as marked and as marvellous as during the past 21.

#### THE FUTURE.

Looking into the future history of our educational system, what forecast may be made on the lines of probability? For years an undue prominence has been given to mathematical and classical studies. In the future we believe that the prominent and principal study will be that of the English tongue. Its formation and history, its structure, its principles and its excellencies and defects, will constitute the main sum and substance of the educational training of the future. Educated men and women will pride themselves on their thorough acquaintance with their native language, and the English classics, such as Shakespeare, Milton, Addison, Macaulay and Scott will be diligently read and studied, while towering above all other classics in its anglo-saxon simplicity, grandeur and sublimity, will stand up our English Bible, with its Revision sister by its side. Already this movement is largely influencing our school system and becoming one of its prominent features.

The future child too will when 2 or 3 years old, be sent to the kindergarten nursery, established in towns and villages, then enter the kindergarten school, and continue to be trained through the public and High Schools, as well as the Universities, on the same simple principles, and every safeguard will thus be provided that the brain, the muscle, the mind and the moral nature of the future Ontarian will be so carefully and so wisely educated, that the whole system will stand forth erect and steadfast against all evil and error, and promotive of what is good and true and right.

It is, however, to be always remembered, that no mere training, although excellent in itself, can root out the old Adam of iniquity in the heart of every child. It is only the Holy Spirit, who exercises this great power of destroying the old man, and of making us new creatures in Christ Jesus.

Another prominent feature of the future will be the vindication of the rights of female teachers. They will not only be seen occupying the highest places, but also in the matter of salary, they will be placed on the same footing as the so-called lords of creation.

In the newspaper of the future such notices as the following will be found:

"We have pleasure in intimating that Miss Lucy Beattie, A.M., L.L.D., has been appointed Deputy Minister of Education, and has already entered on her duties. The Government are to be highly commended for appointing to so important an office a lady so eminently qualified as Dr. Beattie."—*Toronto Globe* of 1924.

"The corporation of Toronto have done themselves credit by selecting as the chief Inspector of the Toronto schools, that distinguished teacher, Miss Madge Merton, B.A., LL.B. Her past experience as a teacher gives her peculiar qualifications for the office."—*Toronto Mail*, 1910.

"We are gratified to learn that that eminent educationist, Mrs. Gladstone, B.A., Ph.D., has been appointed principal of the Barrie Collegiate Institute. We expect to hear of a career of prosperity awaiting the institution from so popular an appointment."—*Barrie Advance*, 1920.

"It is with feelings of peculiar pleasure that we are able to announce that Miss Lucy Blacklock, B.A., D. Sc., has been selected out of several candidates as inspector of schools for East Simcoe. Miss B. had a brilliant University course, having gained several scholarships and two gold medals in Natural Science and Philosophy, and has since proved a most successful teacher."—*Orillia Times and Packet*, 1920.

Did time permit, other forecasts might be made indicating other tendencies in the operations of our school system. But we shall, without further pursuit of this subject, close our paper with a few words of advice to the teachers.

1. Be proud of your office of teacher. Next to the ministry, it is the noblest and most inspiring

work in which one can engage. It may well call forth every power of mind and body.

2. Seek as much as in you lies, to purify, elevate, and ennoble your work and office. A great future awaits your profession, and it maybe awaits you, for I may be addressing some of the Inspectoresses and Principalesses of the future, or even a prospective Deputy Minister of Education.

3. Above all, keep this fact in view, that the highest and most ennobling influence of a teacher is not physical, or even mental, but moral and spiritual, and that, therefore, the most perfect ideal of a model and successful teacher is the christian instructor, as wielding the most powerful, moral and spiritual influence.—*Orillia Packet*, June 2nd.

#### "OUR AIMS."

FOLLOWING is the concluding portion of an address, with the above title, read by Mr. N. E. Hinch, Principal of Camden Public School, before the Lennox and Addington Teachers' Association, at its recent meeting:

"Our aim is or should be to help along, to push with all our vitality, the new civilization which our school system represents. The aim of the old civilization was and is to-day to hold nations and communities to the strictest conformity to governments, dogmatic authority, religious creeds and unwritten laws of society. The old plan was to keep the sexes separate, the followers of creeds apart, and instil into these minds dogmas and beliefs that produce character without freedom, education without liberality; that perpetuate and produce dogmatism and bigotry but not freedom. It will produce vassals or followers who comply with the negations, with the 'Thou shalt Nots' of the decalogue, but who have not the slightest freedom of thought or action which has for fundamental truths or principles the nine beatitudes of our most worthy God-man, Christ. We in Ontario to-day are by no means free from this dogmatism, but is it not our duty and high and noble privilege to crush the viper which saps the life of our country's best and noblest impulses? To the fray, my fellow-teachers, we must go, but we must take heed how we go. What we want in this land of ours is untrammelled liberty in thought, word and deed. The puerile doctrine of teaching boys and girls to do right in hope of some reward, or to avoid evil for fear of punishment, must go the wall sooner or later, and the sooner the better for humanity. This doctrine has held sway for ages, and what are its results? Nothing, absolutely nothing. It is a nonentity. The principle we must instil into the youth of to-day is to do right because it is right, and avoid wrong because it is wrong. We can promote this in our work day by day, and it is our duty to God, to our country, as well as to our pupils, and to ourselves, so to do.

"This is the age of democracy and it is the brightest that has yet dawned upon this world. Our schools are little democracies, because in them all castes, classes and creeds congregate and unite in learning to love and live for one another. Under the benign power and influence of these public schools all that bigotry of the past and present, all that narrowness of mind and thought, which nurture blind following of fixed dogmas and precepts disappear—must vanish into nothingness, and make way for the effects of our system, which is a deep feeling of sympathy for all, of freedom in religious belief and all that appertains to it. Get men to do right because it is right, and you stop all corruption in politics and everywhere. We cannot undo the past but we can create the future. We can guide the destiny of the world by implanting the broad principles of right into the youth in our schools, and impregnating their minds with a sense of virtue and uprightness that time can never efface, but which with age and nutrition will develop and mature into perfectness. 'As is the teacher so is the school,' is no untruth. It should be and I believe is the aim of this convention and of our system, to have all classes, creeds and castes dwell together in unity and charity. Bigotry begets and fosters bigotry, and the sooner we sweep it away, the sooner will we see this land make rapid strides in progress and development. We can do this, we can inculcate the practice of virtue, we can smother and make extinct all sectarianism, by making our schools non-sectarian as they should be, in fact as well as in name. Let us exalt the

generations yet to be born, by an exaltation of ourselves. Let us be thoroughly educated men and women, free from bias, free from prejudice, and free from sect in our school rooms. Let us be men and women fully competent to take the untold treasures of truth, brought to light in this mighty nineteenth century, to our school rooms day after day, and let us ingraft them into the souls of our precious charges. It is not so much what we teach as how we teach, and it behooves us as an association to fight for and sustain with our best efforts all that will conduce to greatest liberality, all that will make our schools of the future temples of high and noble purpose. Let us forget to squabble over petty methods and devices, and let us raise ourselves into the higher atmosphere of principles and laws of unbiased thought and development.

"Our profession is surely tending towards the head of all professions, where it ought to be, and an army of teachers of the character I have described will of necessity make the people free. This convention of teachers can do no grander or greater work, than to carefully, thoughtfully, and profoundly consider the training and work of the teachers for our future schools—not the dim and distant future, but the future that is drawing upon us with to-morrow's light. The results of our work as teachers and as an association must permeate throughout the length and breadth of the land. Its influence will not fritter away, but will be handed on, passed along, and the water-rings, we start, so to speak, will extend benignly over the whole earth. The greatest thing on or in earth, is love; so says Prof. Drummond. We need look no farther. If we have a love for our work no fears of its success should be anticipated. What more precious legacy can we leave behind us in the hands of the people than to leave them so that they effectually may work a grand destiny for themselves, for this country, for this continent, and hence for the entire world."

## Primary Department.

### SHANTY TOWN SAVINGS BANK.

"PLEASE, Miss Pleasants, how many pennies have I now in the bank?" said bright-eyed little Fred. He had earned two cents that morning by carrying for Widow Smith. At Fred's school a savings bank had been started. Fred was working hard to save money enough to buy himself a pair of new mittens. His eager eyes danced for joy when he was told that he had twenty-five cents, and that to-night, after school, Miss Pleasants would go with him to buy the new mittens.

It is not necessary for us to take this trip with Fred, as we all know how proud and manly he felt selecting and paying for his mittens. But let me tell you more about this savings bank.

Fred's school was down in Shanty Town. His school-mates were from the most forlorn and wretched homes in the city. Many of them were destitute of the necessary articles of clothing. But that did not keep them from stopping in the numerous candy stores on the way to school and investing every penny that they could possibly get in the cheapest kind of candy. Miss Pleasants had been presented with more than her share of these confections, and many words of advice had been given to the purchasers with no apparent effect. It finally became quite a serious subject with her.

Winter had begun; many frost-bitten hands had to be rubbed, and little bare toes were peeping from under the desks. Johnnie, who had no scarf, had a very bad

cough; but yesterday Johnnie had ten cents to spend for candy.

The idea of a savings bank suggested itself to Miss Pleasants. So during the morning talk she told the children about her plans, and when they saw the neat book with their names written in it, they were delighted. It was not many days before nearly all of the children had some money in the bank, and at the end of the first month new shoes, mittens, slates, and other necessary articles had been purchased. Many kind acts for schoolmates in sickness have been done since this bank has been in existence, and never before have the children been so comfortably dressed and provided with school materials.

Is not Miss Pleasants teaching her little flock one of the great lessons of life—to take care of the pennies and spend them profitably?—*American Teacher*.

### HOLIDAYS.

ARNOLD ALCOOT.

SOME time during the next six weeks your thoughts will probably turn again towards school work, and perhaps you will take up the JOURNAL for July the fifteenth, which may as yet have remained unopened. In this case the reader's mind will naturally recur to the Opening Exercises of the school programme. "How shall I vary and improve these for the coming session?" Hitherto I have assigned topics such as, Love, Kindness, Obedience, etc., and we have taken Bible verses, gems, songs and stories, bearing on the special subject under consideration. A committee of pupils was appointed to take charge of the topic some days before it came up, so that all would be in readiness. Friday morning the opening exercises were generally prolonged, and a review of the week taken. As the pupils had a large share in the work, often conducting the whole exercise, of course the interest was secured and maintained. But the question which intrudes itself, and which is very pertinent is, how *vary* and *improve*?

It is true I have never taken, in all the course assigned for these exercises, a definite plan on such a line as this, viz., the boys and girls of the Bible. Now, do you not think that variety in this way must improve this department. Let the lessons on these boys and girls be as pleasant and as entertaining as any in literature, and the effects resulting must be good. We should lead our pupils to discover from the actions of the boys and girls in the stories, what kind of children they were, with reference to special traits of character, whether truthful or untruthful, kind or unkind, manly or unmanly, unselfish or selfish, generous or mean, etc. These lessons might be nicely tabulated on the blackboard, as they are taken in class, and will form excellent subjects for composition.

### PHYSICAL EXERCISES.

These must be added to and varied. Pure Calisthenics followed by devitalizing exercises, together with Delsartean movements, and these succeeded by brisk turns, the right turn, left turn, left about, etc., as preparation for the final marching with flags and sword by "officers and captain" make

one of the best ten minute periods of the day. There should now be breathing exercises which lead to music.

With reference to my new plans for Music, Arithmetic, Development and Language Lessons, Geography, Writing and Drawing, nothing at present, as these shall be offered from time to time as required.

This is holiday time,—a time for rest and recuperation of the great nerve centres of the human system. Not a time for idleness, but a time for a complete change of occupation.

Mere knowledge of music will not enable one to play on a musical instrument, nor of anatomy to perform skilfully a surgical operation. Neither will mere knowledge of the principles of teaching enable one to become a *teacher*. Earnest thought and work under Divine guidance and blessing bring the sure harvest of reward.

### A NUMBER GAME.

PASSING quickly through the aisles, crayon in hand, I place a number on each slate, not going beyond sixty. A boy or girl is then called to the platform, holding the slate so that all can see the number. The children rise in turn, hold up their slates, and, telling what their numbers are, ask the pupil on the platform a question. When he fails to answer correctly, he goes to his seat, and the one who asked the question answers it and takes his place.

Suppose the boy's number to be 45, the questions will run like this: "My number is 37, how much more is yours than mine?"

"My number is 10; if cents, how many 10 cent tops could you buy, and how much over?"

"My number is 27, add mine to yours."

"How many nickles in your number?"

"If my number be taken from your number, what will be left?"

"Your number is how many times my number?" etc.

This calls for close attention and rapid thinking. If the scholar who is being questioned is a little slow in answering, the others grow wild with excitement, and in their eagerness to answer for him rise from their seats and even press forward as far as the platform. But noise and confusion of this kind does not hurt a school, and the teacher will feel amply repaid by a look into the bright faces and shining eyes of the happy little people.—*Sara E. Clark, in Intelligence*.

### PRIMARY READING.

JAMES PALMER.

IN the May number of *School Education* I find an article under "Word Work for Beginners," in which the writer shows that she has a clear conception of one of the fundamental laws of education, to wit: That children should be encouraged to do things themselves instead of waiting to be helped.

She says: "In teaching beginners to read, as soon as possible they should be taught how to make out words for themselves." And in speaking of the Word Method says that "when fifteen words are learned the pupils have not gained any power

to master the sixteenth word." True words were never spoken.

She then proceeds to give us her method, of word-building, by means of the sounds of the letters, from which it appears that there is still hope that we may some day get back to the old way which, after all the experiments that have been tried, seems to have been the most fruitful of good results.

With an experience of sixty years in the school room, both as pupil and teacher, I confidently assert, that, with all our boasted educational advantages, with tasty and commodious school-houses, supplied with all the modern appliances for helps in teaching, with our normal schools and institutes for the training of teachers, we do not turn out as good readers as was done in the days of log school-houses with slab benches, and but a few helps of any kind.

There must be a fault somewhere. It cannot be in the teachers, for as a rule, they are much better educated than formerly, and most of them have received special training. The children are certainly as well endowed with natural abilities as were those of the past generation. The fault must be in the method of teaching.

There is a plan which I have used for many years, with excellent results.

After the pupils have learned a portion or all of the alphabet, I have them read short words on the reading chart, by naming each letter in its proper order, the teacher using a pointer and pronouncing the word after they have spelled it correctly, the pupils pronouncing it after the teacher. After using all the short words on the reading chart place a book (the common speller is the best) in the hands of each pupil and have them read in the same manner, beginning with short words and gradually advancing to those which are longer and more difficult. Always pronounce any words which no one of the class is able to pronounce, and be sure that all pronounce it after you.

This exercise may be varied by word-building, etc., but do not put pupils to reading stories till they have mastered quite a number of small words, so that they can call them readily by sight without spelling.

By this method pupils incidentally learn the sounds of the letters. They may be aided by calling their attention to them, but with small pupils it is better to depend on their learning the sounds incidentally, as they are apt to become confused and discouraged if required to learn more than a very few things at once.

In this way the pupils learn to recognize all the letters in a word at a glance; not only all the letters in *one word*, but those of several, and this ability must be acquired before they can become good readers. The scholars are also soon able to make out words for themselves, thus relieving the teacher from constant interruptions by pupils who have words which they cannot pronounce.

Now, dear reader, having given you my plan, I trust if it does not meet your approval you will criticize it as you may think it deserves, for the truth is what I want, and if you can show any good reason why my plan is not the best, I am willing and anxious to learn.—*Ec.*

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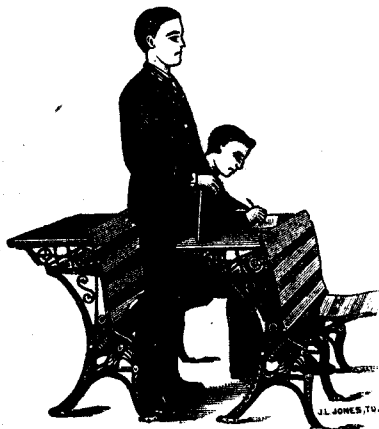
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