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TORONTO, NOVEMBER 15, 1894.

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No. 13.

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Editorial Notes.

UNIVERSITY MATRICULATION.

AT the last meeting of the Senate of the University of Toronto, the matriculation courses were finally settled, and the curriculum will in a day or two be in the hands of the teachers.

Two important clauses have been embodied in the scheme:—

(1) Junior Leaving Certificates will be accepted *pro tanto* at both Part I. and Part II. of the matriculation examination; but candidates for scholarships and relative standing will not be entitled to this exemption in the case of Part II.

(2) At the examination of 1896 and thereafter, candidates for honors and scholarships will be examined only in the honor papers. They will not be required to take the pass papers, but the honor courses now include the pass course. Under this arrangement the Matriculation and the Primary, and Junior and Senior Leaving Examinations can go on concurrently; and, instead of extending over three weeks, all can be completed in six or seven days.

By dividing the examinations and making this important change, the University has done its share in reducing the pressure in the past of the system affected by its examinations. It now remains for the Education Department to do its share in completing the work of reform.

PLEASE note that the office of this paper has been changed from Room 20, No. 11½ Richmond Street, West, to Room 11, on the first floor of the same building.

WILL correspondents please excuse the absence of Question Drawer in this number. In consequence of loss of time in moving our office we are obliged to hold this and some other matters over for next issue.

AN aggrieved teacher complains to the *Independent and Nonconformist*, of London, Eng., of the low estimate in which his cherished profession is held by the general public, and gives the following instance from personal experience:

"A publican in his neighborhood called on him not long ago, and delivered himself as follows:—"I should like to have a word with you about my son. He's getting a young man now, and Professor C—, the phrenologist, says there are only three things that he's really fit for—an auctioneer, a commercial traveller, and a schoolmaster. Well, I don't think he's sharp enough for an auctioneer, and he's a bit too wild to go round the country by himself as a commercial traveller, so I am thinking of making him a schoolmaster—and if you happen to have a vacancy on your staff I think we might come to terms."

EITHER of the two papers which we give in our "Special" department in this number might with equal appropriateness have been placed under the heading, "Methods of Teaching." Both are eminently practical. Mr. Fenwick's interesting paper on the teaching of Indian boys contains many helpful suggestions which are equally applicable to the teaching of white boys and girls. Teachers of the younger classes of pupils, in particular, will do well to note his discovery that apparent attention on the part of the children did not necessarily mean intelligent apprehension of the ideas he strove to convey, or the meaning of the language he used. We should not be surprised if a little experimenting should show that it is often the case with white children also, though not, of course, to the same extent. Miss Davidson's success in making the study of Temperance and Hygiene interesting to children will, we are sure, stimulate others to try similar methods.

DR. J. J. FINDLAY, who is Assistant Commissioner to the Royal Commission on Secondary Education, which is now at work in Britain, was in this city a week or two since. At the request of the above-named Commission Dr. Findlay has been visiting the Eastern States and Ontario, with a view to reporting upon their sys-

tems of secondary schools. To a representative of the *Globe* Dr. Findlay declined passing any criticisms upon the Canadian system as he found it. One striking fact, however, he did point out. The main difference, he said, between the Ontario system and that of the various American States which he had visited was that here the State schools cover almost all of the ground, very few other schools being in existence, and most of those proprietary institutions; whereas in the United States there are a great number of endowed schools, independent of the State, and, from the ample means at their disposal, exempt from the necessity of consulting commercial interests that exists in the case of the proprietary school. Of the endowed school Dr. Findlay is a strong advocate, while he also believes in a good State system. The fewness of both proprietary and endowed schools is, in our opinion, a serious defect in our educational work, but it is a defect which we may hope to see remedied as the country becomes older and the number of wealthy men interested in educational matters larger. Our views may not, perhaps, be regarded as quite orthodox, but we should be glad to see a large increase in the number of private schools, whether proprietary or endowed, engaged in the work not only of secondary but of primary education. We know some persons who have been disappointed and astonished at the difficulty of finding really well-equipped and well-staffed elementary private schools, even in the City of Toronto. There are many who do not wish to subject their children to what they regard as the dull routine and unscientific cram which seem inseparable from a uniform public school system, who yet have been quite unable to find private schools of any kind approaching at all nearly to their ideas of what such schools should be. The day must surely come when many parents of moderate means and high educational ideas will unite to support highly qualified teachers in voluntary schools, for the benefit of their own children and those of others who may choose to take advantage of them. The numbers in such schools should always be strictly limited. In modes of teaching and government they would afford a much needed variety. The influence of their presence and competition would always be healthful upon the public schools. When the good time comes these schools will set new and desirable openings before ambitious and able teachers, and thus increase the lamentably small number of prizes now open to members of the profession.

English.

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

ON THE PARSING OF "LIKE."

THE word "like" occasions the teacher of grammar much trouble, chiefly due to the fact that our language has passed in very many features into a stage in which at times the true relations of parts of the sentence are obscured by the omission of words whose force, however, continues to be felt syntactically. The precise origin of "like" is somewhat obscure. The nearest Anglo-Saxon form to it was the adjective, "gelic," similar. It is probable that "like" is simply an aphetic form of "gelic" in its later form of "ylice," "ilike," "ilyke," "alyke," (compare "ywiss," for A. S. "gewiss"). This aphaesis was hastened, no doubt, by a similar change in the Norse "glik(r)," like, similar, which became "lik(r)." This is certain, that "like" appears in Middle English as an ADJECTIVE, meaning "alike," "similar." Thus Wiclif wrote: "The kyngdom of hevenes is lije (like) to an housbonde," Matt. xx. 1; "Do in lijk maner," Luke iii. 2; "Y (I) schal schewe to you to whom he is lijk," Luke vi. 47.

It will be noted here that when "like" is followed by a case it takes the preposition "to," "like to an housebonde," "to whom he is like." Similarly we find in the Authorized Version, "like unto a man," "to whom he is like." But modern usage almost invariably drops the preposition, and we have such a construction as:

"Whom art thou like in thy greatness." Ezek. xxxi. 2.

"I saw three unclean spirits like frogs." Rev. xvi.

"Among them all was found none like Daniel, Hananiah, Mishael and Azariah." Dan. i.

"What was he like? I have forgot him." Shakspeare, *All's Well*, i.

With a slight change of sense this adjectival value is preserved in the following sentences, where "like" means, "in a state make possible the action or event to follow." "Likely" is now generally used in this sense.

"He is like to die of hunger in the place where he is, for there is no more bread." Jer. xxxviii.

"You are like to lose your hair." Shakspeare, *Tempest*, iv. 1.

"I was like to be apprehended." *Merry Wives*, iv. 4.

"I am as like to call thee so again." *Merchant of Venice*, i. 3.

From this sense arose a colloquial use of "like" with the verb, "have," in place of "be." This construction is idiomatic and defies "parsing."

"We had like to have had our two noses." *Much Ado*, v. 1.

"Report being carried secretly from one to another in my ship, had like to have been my utter overthrow."—*Raleigh*.

A still further development with the verb, "feel," is found in recent times in such a sentence as, We did not feel like believing his story.

The Middle-English "like" was not only an adjective, but also an ADVERB (compare the adj. and adv. use of fast, hard, soft, loud, etc.), a use that is still common. Examples of this adverbial use are:

"Like as a father pitieth his children, so the Lord pitieth them that fear Him." Ps. ciii. 13.

"My fellow ministers are like (= equally) invulnerable." *Tempest* iii. 1.

With a shade of difference in meaning (= probably):

"Will money buy them? Very like (= probably). *Tempest* v. 1.

Another queer adverbial use is tacking on the word "like" as a modifier after a clause.

"A drop of good beer puts new sap into a man. It oils his joints like." Mayhew (in *Cent. Dict.*)

The adverbial use in comparisons, as in "Like as a father pitieth, so," etc., gave rise, under the influence of such expressions as "He is like me," to expressions such as "He reads like me." Strictly, "like" is here an adverb, "He reads like (in the same manner as) you (read)," but English constructions have constantly treated "like" as having the syntactical value of a PREPOSITION (compare the adjectives, *save, except*, etc., in their prepositional uses). Hence it is regularly followed by the objective case.

"Few in millions can speak like us." *Tempest* ii. 1.

"He flung down his shield,
Ran like fire once more."

—Browning, *Pheidippides*.

The adverbial use is found, though rarely (= "like as"), in such a construction,—

"And yet no man, like he, doth grieve," *Romeo and Juliet*, iii. 5; but this is obsolete.

The omission of the "as" in the conjunctive use of "like as," in such a sentence as "like as a father pitieth his children," etc., gives rise to the common vulgarism of using "like" as a CONJUNCTION, as in, "He speaks like (= as) you do." This usage is generally condemned, though we find a writer like Darwin saying: "Through which they put their heads, like the Gauchos do through their cloaks."

The use of "like" as (a) a NOUN and (b) a VERB, call for no special comment, except that the verbal use was originally impersonal.

(a) "His living like saw never living eye" Spenser, *F. Queen*, i. 7.

"I shall not look upon his like again." *Hamlet*, i. 2.

"One's likes and dislikes."

(b) "An it like your grace." *Tempest*, iv. 1.

MISCELLANEOUS EXAMPLES.

1. Yet like a star, with glittering crest,
Self-poised in air thou seem'st at rest.
2. For never read
Strangers like you that pictured countenance.
3. When I rear my hand do you the like.
4. If the other two be brained like us.
5. Solomon in all his glory was not arrayed like one of these.
6. Be strong and quit yourselves like men.
7. You are like to do such business.
8. 'Tis like to be loud weather.
9. Like cures like.
10. With ships the sea was sprinkled far and
nigh
Like stars in heaven, and joyously it
showed.
11. All I know
Of a certain star
Is, it can throw
(Like the angled spar)
Now a dart of red,
Now a dart of blue.
12. He is likest to a hog's head.
13. The boy is liker in feature to his father.
14. Books, pictures, and the like.
15. These are as like fools as any.
16. He ran like mad.
17. The cakes went like wild-fire.
18. Here is something like what I want.
19. He never felt like refusing the offer.
20. Such like offers are not to be refused.
21. Who is like unto Thee, O Lord.
22. How can they, like wretched, comfort me?
23. Like me no longer then—love me instead.

24. Though it looks like your work, it is none of you.

25. I like the work well; ere it be demanded (as like enough it will), I'd have it copied.

CORRESPONDENCE.

SUBSCRIBER.—In the extract: "From a child Surajah Dowlah hated the English. It was his whim to do so," "so," is an adverb.

F.H.H.—The analysis of: "An educated man stands, as it were, in the midst of a boundless arsenal and magazine, filled with all the weapons and engines which man's skill has been able to devise from the earliest times." The sentence is complex. The principal clause is: "An educated man stands in the midst of a boundless arsenal and magazine, filled . . . engines." The subject of this principal clause is "man"; verb, "stands"; extension, (place) "in the midst . . . engines." The phrase, "filled . . . engines," is a participial adjective phrase describing arsenal and magazine. This principal clause is modified by two subordinate clauses (1) "as it were," adverbial subordinate modifying "stands"; (2) "which . . . times," adjectival clause, modifying "weapons . . . engines." The analysis of (1) is plain; of (2) subject, "skill"; comp. of subj., "man's" verb, "has been"; completion of predication "able"; adverbial extension, "to devise . . . times." The phrase, "from the earliest times," is itself an adverbial modifier of "devise."

School-Room Methods.

READING.

NO. II.

BY LITERATUS.

IN No. I., c (ke: se, before e, i, and y), and f (ef), were inserted with typographical errors. Teachers will please correct.

Teach the name of a letter and how to write it. An artist should know the names of his tools. Take the letters one after another in alphabetical order. The order is necessary, and the sooner taught the better. Dictionaries and encyclopedias have their matter arranged alphabetically. Other works of reference, if not, have alphabetically arranged Tables of Contents. We want to enable our pupils to find out know: ledge for themselves.

In Anglo-Saxon times c was called ka. When the Normans began to use the language they softened the name into se, and it has been a stumbling-block in the way of learners ever since. Of all the words in our language, about ten and a half per cent. begin with this letter; nine per cent. when it has the effect found in the name ke, and less than one per cent. when it has the effect in se. Ch requires exceptional treatment and will be taken up by itself. In the First Part of the First Book of the Ontario Readers in most cases c ought to be called ke.

Exercise on c (ke), First Part First Book:—cab, can, car, cart, cat, cats, care; cob, cod, cot, cold, colt; cub, cup, cur, cut, cull, cuff: Second Part First Book:—camp, card, carp, cast, cars, Carlo, carried, cannot, Canada; cord, corn, corner, corners; (o like u short), come, comes, cover, color; curd, cups, curled, curtains; clad, clam, clap, class, clatter; clip, clod, clot, clots, clean, cleaned, clear, clearest, climb, club; crab, crabs, crib, creak, cried, cream, creature.

NOTE.—Naming the first letter of the above exercise ke suggests how the pronunciation of every word in the exercise begins. As intimated above, nine per cent. of all the words in the English language begin with c (ke). Have the learners spell and pronounce each word. Point out the similarities and differences of the words.

DIVISION OF FRACTIONS.

1. INVERTING THE DIVISOR.—Division means finding how many things, or parts, equal to the divisor are in the dividend.

All the Theory of Arithmetic is extremely easy, and the teaching of it delightful, when actual things are handled or seen.

Let class find how many 6 lines in 30 lines on slates; 4 lines in 20 lines, etc. Write after these when done $30 \div 6 = 5$; $20 \div 4 = 5$. Then $12 \div \frac{1}{2}$ in the same way, $15 \div \frac{1}{3}$, etc. In all these cases have them put down the lines and work it out. Next take $12 \div \frac{2}{3}$. They will divide into thirds first and then see how many $\frac{2}{3}$'s they can get.

Be in no haste to work out any rules.

When it comes to $\frac{3}{4} \div \frac{2}{5}$, they will have learned to multiply by 6 and divide by 5. When the rule is thoroughly mastered there is no need for speaking of "inverting the divisor." In the same way you never need speak of "common denominator" in addition of fractions. When they can add readily from applied examples, they have the rule learned, and after that the name is of no use.

It will be found in arithmetic teaching that the actual ability to do, and not name, definitions and rules is of the most importance.

2. Name of multiplicand.

(a) In 165 sheep at \$7 each, \$165 is multiplicand = cost at \$1 each.

(b) In 96 yards to feet taking 1 ft. in each yard. This would be done 3 times to get all the feet = $96 \text{ ft.} \times 3 = 288 \text{ feet}$.

3. It is a good sign to see teachers of reading coming back to the Alphabetic Method. It is to be hoped, however, that they will not stop going back till they come to the "most philosophic" method and "incomparably the best," which is to use none of these artificial methods. Why not teach in exactly the same way as the boy has learned to talk? Can any artificial devices make boys better readers than talkers?

HOW TO GET EXPRESSION.

"How shall I get expression in reading?" is a question often asked. The means attempted are many. "Read as you talk," the teacher says, forgetting that the child talks ordinarily with teeth close together and no visible opening between the lips. "Let your voice fall at a period," commands another, and straightway the lesson becomes to the child a search for periods and an effort to remember the rule. The solution of the problem will never be reached in these ways.

What do you desire? Expression,—expression of thought. The child is to give you the thought which he finds hidden in the sentence. What first? He must get it. What next? He must desire to give it, and realize that he is giving it. He should do this as naturally as he would toss a ball to you. You must question him as naturally as if asking him to toss the ball. But keep your mind and his on the ball, the thought. Avoid doing anything to direct the attention of the child away from the thought, to his inflection, his pronunciation, his attitude, his manner. Hold to the thought now and take another time for these items, when they can be first. It matters little whether the lesson is in first grade or eighth, the fashion of it is the same. Little Kate reads word by word the sentence, "Mary wore her new brown dress to school yesterday." Her voice is low and timid because she is not sure of her power. "Read again, Kate; tell me what Mary wore to school yesterday." "Yes, and now tell me where she wore her new dress. And now tell me when she wore it. Perhaps Mary has two new dresses. Tell me which one she wore to school." By this time Kate has forgotten to be shy, and she has a message to deliver in answer to your questions. "Now tell Jennie what Mary wore yesterday. Tell Paul. Tell me again." If instead, the teacher should say, "Emphasize brown, or yesterday, or new," or "Make these words strong," The child thinks of the words and emphasis, not the thought. And she does less thinking, by far, than when questioned as above. The more she thinks, the better her expression will be, because she has more thought to express. The words now represent ideas to her.—*Western Teacher*.

Science.

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

NATURE STUDIES.

MANY progressive American teachers are employing, with great success, observations on natural phenomena, to provide busy-work, materials for language, composition, number work and drawing, and to awaken interest in the general literature of nature. Much of the busy-work in Canadian schools is positive cruelty.

Try the following for a lesson in composition, and compare the interest of pupils, neatness of their work, and character of the work done with that you have been accustomed to receive. It is intended for a second class. Dictate the questions and give instructions that the pupils must write the answers only, these to follow one another as the sentences follow one another in their readers. Give two or three days for them to obtain the information and to write their results.

What season is it now?

What changes have taken place in the leaves of the trees?

What has become of the birds?

What wild birds are here still?

What has become of the squirrels and bugs?

Where will you find beech nuts now?

What is the farmer busy at now?

Are the nights or days now longer?

Is the weather as fine now as in summer?

Do we have as much wind and rain now as in summer?

Tell something else that takes place now which does not at any other time of the year.

The following is the first attempt of a town boy who has just entered the Second Reader. It is given, punctuation and all, just as written. The writing is very good. 1. Autumn. 2. The leaves have blown off the trees. 3. The birds have gone to the South. 4. Sparrows. 5. They have gone to there holes. 6. The beech nuts have fallen to the ground. 7. The Farmers are taking up the turnips now. 8. They are about the same length. 9. We have more rain and wind now. 10. The farmers take in their vegetables.

This composition was kept for three days by the experimenter and then handed back to the boy with the following remark: "Read this over to your mother and if there is any part she doesn't quite understand fix it so that anyone reading it may know just exactly what you mean; and correct any errors you may have made." The composition came back.

It is now autumn. The leaves have blown off the trees. The birds have gone to the south. Sparrows are here yet. The squirrels and bugs have gone to their holes. The beech nuts have fallen to the ground. The farmers are taking up the turnips now. The days are about the same length as the nights. We have more rain and wind now. The farmers take in their vegetables.

The exercise was self-corrected; there was an improvement in general arrangement, writing and clearness. The teacher may now take hold of it and sympathetically assist the child to improve it.

ANSWERS TO CORRESPONDENTS.

W. Van Dusen:

1. How can the longitude and latitude of any place be determined?

2. Give a good classification of winds, giving cause of each class.

3. Why are some parts of the Earth entirely destitute of rain?

4. Briefly describe the manufacture of pig-iron and steel.

ANSWERS:

1. To determine longitude. On board ships a chronometer is carried. This marks Greenwich or First Meridian time. Ascertain the time by the chronometer and also by a watch regulated by the sun (i.e., it is twelve o'clock at any point where the sun is in the zenith). The difference in time multiplied by 15 gives the degrees, East, or West, as the watch is faster or slower than the chronometer. To determine latitude. Find by a quadrant the altitude of the sun at say 12 o'clock. From the number of the degrees so found subtract the sun's declination for that

day (found in the Nautical Almanac); then subtract the number of degrees so found from 90 degrees and you have the latitude.

2. Winds may be divided into permanent, periodical, and variable. The first includes the trade winds; the second land and sea breezes and the monsoon; the third hurricanes, cyclones, tornadoes. For the cause of the first see High School Geography, also for land and sea breezes. The monsoons occur in the region of the Indian Ocean and are seasonal. They are *diverted* trade winds. When the sun is north of the equator, over Persia and Arabia, the monsoon flowing from the cooler ocean to the warmer land is turned northwest; when the sun is south of the equator they flow in the opposite direction. The cause of the third class is probably to be found in terrestrial magnetism. The limits of this column will not permit a full discussion of the subject. You should consult a work on Meteorology.

3. The answer to this question depends upon the second. Select any place, say the Sahara, where the rainfall is almost nothing. Indicate by lines the directions of the prevailing winds and the positions of the oceans from which they come and the mountain ranges these winds have to cross, and you will probably discover the cause.

4. Iron ore, coal and limestone, are thrown into a furnace, into which blasts of air are driven. The coal extracts the oxygen from the ore leaving iron which runs to the bottom of the furnace and is drawn off and run into moulds. This is pig iron. Steel may be made from this by first burning out the carbon contained and then adding sufficient pig-iron to give the proper percentage for steel. Consult any standard work on Chemistry.

W. G. M., Harriston.—5th Reader, Page 219, The Cloud. "In their noon-day dreams." J. E. Wells, M.A., F. H. Sykes, M.A., in Notes to High School Reader, have the following note:—"It is possible that Shelley here alludes to the prevalent and perhaps correct belief that the growth and perhaps development of plant life takes place chiefly at night and that the leaves and buds, dormant at mid-day, are awakened by the evening dews."

1. Is this theory correct? Please explain fully why it is or is not correct.

ANSWER:

The raw food materials taken in by the plant are assimilated or prepared for use, in the leaf, in presence of sunlight. It has been shown that growth in *length* takes place principally in darkness, and in *thickness* in light, (compare the lengths of trees in the middle of a deep wood with the lengths of those at the edge of the wood, also the respective girths of the trees). The poet may have had reference to drooping of leaves, owing to excessive evaporation, or stimulation from the strong rays of the sun at noon-day. This is frequently observed. Since he has referred to the awakening influence of the "evening dews" he had probably the idea of drooping on account of loss of water. It is not probable that Shelly had any accurate scientific fact in view. Since growth in length is more noticeable than growth in diameter, plants would almost appear to be dormant in the day-time.

NO DREAD OF TOIL HAVE WE.

"No dread of toil have we or ours;
We know our worth and weigh our powers;
The more we work the more we win;
Success to Trade!
Success to Spade!
And to the Corn that's coming in!
And joy to him who o'er his task
Remembers toil is Nature's plan,
Who, working, thinks,
And never sinks
His independence as a man.

"Who only asks for humblest wealth,
Enough for competence and health,
And leisure when his work is done,
To read his book
By chimney nook,
Or stroll at setting of the sun,
Who toils as every man should toil
For fair reward, erect and free;
These are the men,—
The best of men,—
These are the men we mean to be."

The Educational Journal

PUBLISHED SEMI-MONTHLY.

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

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

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THE POOLE PRINTING CO., LTD.,
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Editorials.

TORONTO, NOVEMBER 15, 1894.

PHYSICAL EDUCATION.

AT the last sitting of the International Hygienic Congress, which was held this year at Buda-Pesth, Dr. Albert Berzeczy, the Hungarian President of the section which devotes its attention to the Hygiene of schools, read a valuable paper on "Physical Education." Contrary to the general impression, which is that the English are far behind the continental nations in the physical training of the children, Dr. Berzeczy told his audience that the facts were the other way. Though the English have given less attention to physical training as an exact, methodised science, and have not expended the same ingenuity in the invention and use of systematized forms of drill, with a view to the development of each particular muscle according to a prescribed code, yet, in the Doctor's opinion, the rough-and-tumble athletics in the open air which form part of the daily habits of the English youth are far more effective for the end in view. This high authority has, we are not surprised to note, no confidence in any system of physical education which depends for its development on "Militarism." He strongly advocates the increase of juvenile sports out of doors, even to the exclusion, to some

extent, of the gymnastic exercises hitherto so strongly recommended.

"Physical exercise," Dr. Berzeczy says, "should not be a lesson but a distraction, based on free movement and individual initiative. If the British people of the better class are the superiors of Continental nations from the point of view of longevity and the attainment of ripe old age, they owe it to their national sports and out-of-door exercises."

This is scientific wisdom. We have always believed that nature is, after all, the best director of children's gymnastics, and that, if science has a work to do in the matter, it should be in studying nature's methods and initiating them, or rather in removing artificial obstacles out of the way and giving free play to the natural instinctive activities. It is, perhaps, worth while to observe that in this, as in many other cases of development of human powers, nature always has regard to the individual, gives free play to the individual, cultivates the individual. No wearisome drill of boys and girls in a mass, in the direction of a dreary mechanical uniformity, in which the attitudes and motions of each shall be made as much like those of every other as possible can compare in efficiency with the individualistic, spontaneous methods. Let any keen observer, free from military, scientific, patriotic, or any other prejudices, compare the movements of one hundred boys in a broad field, free to invent their own games and follow their own methods, with the precise, machine-like movements of the same number of boys engaged in military drill, every attitude and movement being according to rule, and cramped into a mechanical similarity to that of every other boy, and he cannot, we think, be long in doubt as to which will produce the best physical and educational results.

In view of Dr. Berzeczy's remarks one feels like parodying Bacon's sage saying with reference to the tendency of a little learning to lead one away from religion, and say that, whereas a little science sometimes leads us away from nature and her methods, a deeper study of science will inevitably bring us back again to be taught by her methods and guided by her indications, as graven in the structure of both mind and body.

THE TEACHER'S DIFFICULTIES.

In the following article from the *New Zealand Schoolmaster*, the unpleasant and discouraging side of the teacher's work is set forth not more graphically than truly. It is very evident that human nature, in parent and pupil, trustee and critic, is much the same on both sides of the globe. It will be borne in mind, of course, that the writer is dealing with the disagreeable

side only. True, in the closing paragraph, he gives us an inspiring glimpse of the other side of the shield. It is only a glimpse, but it is sufficient to suggest that that other side might be presented in very attractive shape and color. It is, moreover, worth while to note that there is, for a resolute and ambitious nature, a certain stimulus in recognizing clearly what giants must be met and conquered before one can become master of the situation. It is, in a manner, comforting and helpful in the hour of faint-heartedness, to know that one is surrounded on every hand by a great army who have met, or are meeting, the same difficulties, and that multitudes have overcome and are happy in the consciousness of a victory more or less complete. Their unspoken sympathy is like the echo of the heavenly voice which says to every true worker, "Be not weary in well-doing, for in due season ye shall reap, if ye faint not":

"The teaching profession is exposed to more disagreeable, humiliating, and exasperating experiences than any other. Official supervision would be tolerable even if severely exercised by inspector, plus chairman, plus half-a-dozen zealous members of committee. But when there is added to this hydra-headed form of control the fault-finding of say half-a-hundred parents, guardians, and relatives, it may be easily understood that a teacher's life is capable of becoming a most unenviable one. But we do not propose to discuss these things as if they were difficulties. As a matter of fact it is usually found that a few years' experience enables a teacher to acquire the happy tact of brushing past the annoyances he encounters, or he becomes quite callous against their power to pain. There are, however, real difficulties in the work of teaching that experience only renders more trying. The manifold and manifest failures in the profession prove this. Many who do not absolutely fail, or to whom no way of escape from their position presents itself, drag along a miserable existence, resulting from their inability to cope with these difficulties.

"Nowhere may a man be more tormented than in a school-room. A teacher's life is really a paradoxical one, being largely spent in combining opposites and harmonizing contraries. To begin with, he must learn to teach and rule at the same time. His mood must be one of cheerful kindness, without degenerating into good-natured pithlessness. He must condescend to the lowest powers of child-life, and also be to every pupil the embodiment of infallible judgment and unbounded intellectuality. Constant intercourse with his scholars creates familiarity, but there must be no encroachment on their submission and respect towards him, or relaxation of rule on his part. In his work he must keep exactly to the defined track, yet guard against mechanical drudgery or mill-horse routine. Each day's teaching must be cut into slices like a loaf of bread, but every lesson must be a finished whole. The teacher

must make his instruction so simple that every child may take it in, but he must also develop the faculties by exercise on more difficult material. He must excite emulation, but repress jealousy. His praise must never foster conceit, for the boy-bantam is a most objectionable little person to deal with. His blame must not rouse resentment, or drive to sullenness or despair. He must refine and restrain the coltish temperaments of his pupils without checking the free flow of natural spirit. He is required to make indelible impressions on susceptibilities as soft as wet plaster.

In finding motive power the teacher has constantly to be choosing between coaxing and force. His class-room is probably overcrowded, but he has to discriminate individual peculiarities, and work at once on a class as a whole and on its component units. Perhaps the greatest difficulty of all is to determine whether morality or intellectuality is the more important aim of his work. Unfortunately the latter often far outruns the former. Conscience says to the honest teacher:—'Cure in your scholars meanness, selfishness, indolence, cowardice, and create their virtuous opposites, and never mind percentages or reports.' The Educational Powers appealing to the teacher's self-interest says:—'Cure dullness, ignorance, bad memory, and create receptive and retentive, and reproductive mental powers.' To whichever side the teacher may choose to direct his chief force, he is expected to produce equally excellent results from most unequal materials. Many a "sow's ear" is given, but a "silk purse" is required. Every valley must be exalted and every high place brought down to the dead level of uniformity. Wood, hay, stubble, must all alike be prepared to stand the same trial by fire with the gold, silver and the precious stones. Children of the most diverse characters and temperaments, whose homes, haunts and habits are widely different, must, by the teacher's manipulation, be made to fit into the educational mould with perfect exactness. Together with all this, every teacher has his 'peculiar' pupils, the offspring of more peculiar parents, the treatment of whom breaks down all rules. Often wilful, stubborn and defiant, these darlings must not be punished.

"As to the amount of knowledge required in a teacher, there is a popular notion that very little will suffice. The standard's syllabus certainly appears simple enough in its requirements. But every practical teacher knows that to carry out the syllabus faithfully really requires thorough knowledge of many text-books on each subject, and that a teacher must keep abreast of the latest works. Moreover, a teacher must excel in every branch of learning. To use a Hibernianism, he must be a specialist in nearly a dozen subjects. The lawyer, doctor, and preacher may narrow down their studies to legal, medical, and theological works respectively, but not so with the teacher. He is not free to determine even the relative value of the various subjects, but must be willing and capable to teach each and all of them like an expert. He must be prepared to supply a voracious appetite for quantity, and an

imperious demand for superlative quality. In view of these difficulties it is not a matter for wonder that so many fail in the profession.

"One is rather inclined to ask: 'Who is sufficient for these things?' Luckily there is a contrast. There are teachers who are so happy in their calling that the 'rod of empire' would not tempt them to resign their work. With a healthy body, a buoyant spirit, and an indomitable will, all things become possible. The teacher who holds a high ideal of his profession, and who is filled with a true sympathy with youthful life, finds even more than the average of happiness in his daily duties. The man who can retain a happy youthful spirit, and who can 'bound up the stairs three steps at a time' will have very few cloudy days to depress him. Of course every teacher is ready to think that he has the 'hardest cases.' Be it so; skilful doctors like to tackle bad cases. Let us likewise concentrate our thought, patience and effort on our difficulties and we shall surely overcome."

THE COMPETITIVE EXAMINATION IN CHINA.

THE lack of courage and spirit shewn by the Chinese troops thus far in the war with Japan is a marvel to those who have been accustomed to think of the Chinese as a people very tenacious of purpose and reckless of life. To whatever cause may be due their ridiculously easy defeat, it is evidently not to be accounted for by any lack of education, in so far, at least, as this can be secured through a rigid examination system. A late number of the *Nineteenth Century* gives the following account of the way in which these examinations are conducted:

"The Chinaman does not sit at a desk for three hours and then go out again. Once he is in, whether he like it or not, he must stay there for three days. And, as he has to provide for his own wants during that time, he requires a great deal besides his writing materials. Some rice will be issued by the government on the second day, but probably not on the first and third; and in any case it will very possibly be of doubtful quality, so that he will do well not to trust to it. He therefore lays in a substantial stock of provisions, cooked rice, biscuits, ham, hard-boiled eggs, anything that will keep and will not give trouble in preparing. Still, he generally takes a tiny stove and some charcoal, so that he can warm up anything if he desires to do so. His teapot and teacup and a stock of tea he will be quite certain to remember. The attendants will bring him hot water when wanted. Matches and candles should not be forgotten, nor his pipe and tobacco if he be a smoker. Then, though the days may be hot, the nights will be cold. He must have extra clothing to put on in the evening, and a large thickly-wadded quilt, which, wrapped around him, will serve at once as a blanket and a quilt when he

goes to sleep at night. Lastly, his cell is exposed to the rays of the sun if the sky be clear, or the rain may beat in if the weather be wet. He should, therefore, have a light screen and an oilskin sheet which he can hang up if required. All these things together form a load which will tax his strength pretty severely when he comes to carry them into the place. This probably he will have to do himself, as wherever the rules are strictly observed no servant or porter is allowed to pass through the portals."

The *Schoolmaster*, to whose summary of the article we are indebted, completes the description as follows:

"The tests being distributed, the candidate is free to occupy himself with them as he likes. 'He may work, sleep or eat at whatever hours he pleases. He may chat with his neighbors if he finds any inclined for relaxation.' But he has to make a home of his cell for two nights. On the third day he must deliver up his paper and depart before dark, and he may do so as early as he pleases. After one night's rest at home, the candidates reappear for the second set of papers. After three days again comes a night's rest, and then the hall is entered for the last time. The length of stay is the same and when it is at an end, the contest is finished." 'The examination,' says Mr. Bullock, 'is a pretty severe trial to anyone of a weak constitution. A death in the enclosure is not a very rare thing, and sicknesses are often caused, either by the heat, if the weather be particularly fine and clear, or by the cold and damp if it be wet and windy. Still, the delicate-looking Chinese scholars, men utterly unused to active exercise, support the inevitable hardship and discomfort better than the infinitely more vigorous and athletic young gentlemen of England could do.'"

JAPAN is just now occupying a very large place in the world's history, and everything pertaining to the institutions of the country and the characteristics of its people is of special interest. The statistics of education for 1892 were published a few months ago. From these it appears that out of a census population of 41,696,847, the number of children of school age is 7,356,724, of whom 55.14 per cent. are under instruction. In the 19 national government, 23,216 public, and 2,140 private schools, above the elementary grade, there are 62,555 male and 4,267 female teachers, and 2,298,311 male and 987,391 female pupils. Much the same proportion holds of the elementary schools. In many schools the second foreign language has been replaced by such subjects as agriculture or commerce. According to a writer in the *New York Nation*, this is due to the enormous expansion in late years of the Japanese language, in vocabulary at least, by the coinage of new terms expressing modern and scientific ideas.

Special Papers.

HOW TO MAKE PHYSIOLOGY, HYGIENE,
AND TEMPERANCE INTERESTING.*

WHEN these subjects were placed on the curriculum for public schools many parents objected, considering the time spent on them as wasted. Have we met those objections with scientific reasons? Many teachers do not feel the due importance of these subjects, and therefore do not teach them as thoroughly, or with the same spirit, as other subjects.

Perhaps the best classification of the kinds of activity which constitute human life is given by Spencer. They are: "(1) Those which directly minister to self-preservation; (2) Those which, by securing the necessities of life, indirectly minister to self-preservation; (3) Those which have for their end the rearing and discipline of children; (4) Those which are involved in maintenance of our social and political relations; (5) Those which make up the leisure part of life." That those are in their proper order you may see at a glance. The actions and precautions by which we secure personal safety must clearly take precedence of all others. Could there be a man as ignorant as an infant of surrounding objects and how to guide himself among them, he would be very certain to lose his life the first time he went into the street, no matter how much learning he had on other matters. And as ignorance in all other matters would be less promptly fatal than ignorance in these, it follows that knowledge which leads to self-preservation is very necessary. The fundamental part is well cared for by nature: how to balance the body; avoid collisions; what objects will injure if they fall on the limbs; pains of fire and sharp instruments—these, and various other information needful for avoidance of death or accident, the child is ever learning. What we are called upon to see to is that there shall be free scope to gain this experience. But this is not all. Besides mechanical damage the body must be protected against the disease and death which follow breaches of physiologic laws. Without health and energy the other activities of life become more or less impossible. True, nature guides us here, but we hush her voice so often that at last we do not hear her. If the tired body and brain got rest; if the oppression of a close, foul atmosphere led to ventilation; if there were no eating without hunger; no drinking without thirst—then would the body be but seldom out of working order. Look at the people round about you. See the number who have brought upon themselves illness which a little knowledge would have saved them: heart disease following rheumatic fever brought on by exposure; eyes spoiled by wrong positions in study; strains from silly feats of strength. Not only have we pain, weariness, gloom, waste of time and money, but a hindrance in the discharge of all our duties. In the wear and tear of life, in the struggle and strain of society, physical energy and staying power give their possessor an immense advantage. In our haste to be wise let us not forget to preserve our strength. We do not hold that the possession of this knowledge would wholly do away with the evil. Our present phase of civilization compels men to transgress. We neglect after good for present gratification. Vigorous health and high spirits conduce to happiness; then teaching to produce these is most momentous. Therefore such a course of physiology as is needful for the understanding of its general truths and their bearing on daily conduct is an all-essential part of a rational education.

I have succeeded in making the subject interesting to a large percentage of my class. I

*An address given by Miss Agnes Davidson before the Teachers' Association of East Middlesex.

have an intense love for the subject. That touches the pupils. A few minds are from the cradle self-moved, but the law of the soul is that it waits for some one who has gone over the path to point out to it the way. As fire comes from fire, so our personal education starts in some one who is glowing with the flame. All culture is a contagion. We touch some one who has the strange passion, and lo! we also have the divine madness. We use parts of animals to illustrate parts of our bodies, bones, heart, lungs, liver, etc. I may know when an animal is to be killed—it may be but chicken for dinner—and I give the pupils from that home hints for observations. These are then brought up in class. Sometimes they are so interested in some point that it is spoken about first thing in the morning. Other experiments are made by the whole class at home; putting bones in fire to burn out animal matter, or in vinegar to abstract mineral matter. Each lesson is introduced by an analogous talk and carried on in a conversational manner. Let me illustrate.

In the early talk about our bones we talked about a clay model which we had shaped; how careful we were where we placed it—on a level surface where nothing would fall on it or crush it. What has that to do with bones? If we saw the many odd shapes we would realize. Then we talked about the little Chinese girls' feet. Then we examined the chicken bone, which had been soaked in vinegar. We found it quite pliable. Children's bones are something like this—more animal than mineral matter. If they are to be my little soldiers they must not wear clothing to press their bones out of shape; and, hardest of all, they must not sit or stand in a bad posture. If they get but one thing from our talks I hope it is a desire and a determination to carry their bodies in a correct position. They will then have done a great deal towards fortifying their bodies against disease, to say nothing of the symmetry of form which they have acquired. The lesson on teeth given a short time ago illustrated my method more clearly. In assigning the lesson I told a little story about two boys carrying a heavy basket; one got lazy and made the other do all, while he put his hands in his pockets. They soon guessed that it was our teeth which were lazy. Before next lesson they were to use mirrors and fingers to get shape, coloring, and number of teeth, their own, baby's and older persons; break a tooth, examine, then put in acid; examine teeth of cow, horse, sheep, fish, and snake; jaw bones of a cow to show sockets. The lesson was taken up in this order: conversations based on observation and experience; observation stimulated on necessary points; sketches on board; oral recitations with and without notes; written recitations; reading from different text-books; composition. Teeth as a whole—color, size, number at different times and in different animals. From tooth of cow or horse placed on each desk pupils get parts and structure. Uses—cutting (front), tearing, grinding (back), seizing, chewing, weapons. Care—cleansing after meals with tepid water; relative merits of salt, charcoal, soap and powder for cleansing, and of wooden, quill and metal tooth-picks; effects of decaying bits of food; tartar, cracking nuts, biting thread. Names of teeth—incisors, canines, pre-molars, molars. I do not give many scientific terms, nor go into the subject too deeply. I aim most at interesting the pupils and forming a basis for applying hygienic truths. We do not have to educate our children, we need only to set the wheels going and then the young hearts turn them; and as the head grows older the wheels will run the more rapidly.

Hygienic laws are taught with each lesson. Constant watchfulness and much repetition is necessary. To permit the pupils to occupy awkward positions or to practise disagreeable habits is to neglect an important duty and to inflict often a life-long injury. To guard against whatever is injurious to health, leads to de-

formity, or will make the pupils in after years socially offensive, is the first duty of the teacher. How many pupils there are who are personally disagreeable and perhaps intolerable to the society to which they belong by education and intelligence, because of some habit which might have been corrected in childhood.

Almost immediately they learn the necessity of ventilation from the care which they see you taking about it in the school-room; opening windows at recess, and keeping those on the lee side open all the time. During the winter I make a practise of asking, "How many opened their bedroom windows this morning?" I consider diet very important and wish I could do more on that point. Much must be learned by experience. A great deal of attention must be paid to clothing. The teacher should practise what she preaches; no tight belts, stiff waists; clothing hanging from the shoulders; side garters, etc. Those who have clothing interfering with the movements of the body either remedy the defect or take no part in the physical culture lessons which we have for a few minutes every day. These are not so much to promote growth as to correct false position and habits of sitting, standing, or walking, and thus guard against deformity of body and lack of symmetry of development. The lessons will not do all this, but the pupils desire to have perfect bodies and watch for defects. I have several pupils who take regular exercise at home, because of round shoulders, narrow chests, toeing-in in walking. Much good work is done on play grounds. I enjoy the foot-ball, base-ball, pull-a-way and hopping hats as much as my pupils. They shout for me to come out if I show an inclination to remain in. The teacher's presence on the play-ground prevents improper language and squabbles, and she sees faults which may be corrected. Let us instil into our pupils the desire for perfect bodies.

When we, as members of the W.C.T.U., appealed for prohibition, we were told that until the people were educated to ask for it we could not get it.

We were also told to stop the demand and the supply would stop. We decided that the best way to do this was to educate our children so that they could give a physical and moral reason to everyone for prohibition. So we had scientific temperance instruction placed on the curriculum. Many get alarmed at that word "scientific" and say the subject is not interesting to children. This is not so. My early lessons in temperance are taught as suggested by Miss Wills in the EDUCATIONAL JOURNAL for Feb. 1, 1893. We talk about "the house in which we live; the little builders (blood globules); passages (veins and arteries); the engine (heart); the breathing machines (lungs); the kitchen (stomach); cooks (gastric juice and pepsin); furnace (liver); the telegraph lines (nerves); the manager (brain). How reverently they think of the Great Builder—God. In connection with this they are taught the effects of alcohol: it dries up little builders; over-works engine; makes the walls of the engine red hot; seizes hold of cooks; puts furnace out of working order; loosens the telegraph wires; makes the manager sick and stupid. Expand this story—tell it to your pupils and see if it is not interesting.

Do I succeed in what I am aiming at? O, no; it takes a great shovelful of hot coals to start a fire of green wood, but a spark will make mischief in a powder magazine. Jean Paul Richter, watching how the meeting clouds were streaked with fire and roared with thunder called them "the powder houses" of the sky. Thus there have always been a few minds which a spark could set on fire. Many of us were green wood and had to be set on fire with many a shovel-full of hot coals, but both kinds of soul are valuable when the flame once gets under way.

THE TEACHING OF ENGLISH TO INDIAN CHILDREN.

BY A. M. FENWICK, HIGH SCHOOL, MOOSEJAW, ASSA., LATE ASS'T PRINCIPAL BATTLEFORD INDUSTRIAL SCHOOL.

In your experience as a teacher have you ever been humiliated after teaching a subject for some time, by ascertaining that an important and fundamental term, one that has been in constant use, has not been understood by your class? In endeavoring to deal with a child who possesses some defect that threatens to spoil and fatally injure his character, have you not found sometimes that home surroundings, false ideals firmly implanted, have counteracted all that you could do? Magnify either and both of these an hundred-fold, and you will begin to appreciate the obstacles that confront the teacher who assumes charge of Indian children.

To overcome the difficulty of depraved and vitiating surroundings—you have perhaps heard of the reply of the Indian agent when asked the condition of life on the reserve, "like hell on earth"—to overcome this difficulty our Government has adopted the policy of Industrial Boarding Schools. In placing his offspring in one of these schools the parent promises that for a certain specified time the child shall be under sole control of the Principal. The child, at the age of ten or twelve, is thus removed from the evil environment of reserve life. By the constant practice of cleanliness and order, an effort is made to replace that indolent, uncleanly, and undesirable life by a better.

It is with this child—stripped of his blankets, leather leggings, lice and long hair—with some forty or fifty of his kind, that the teacher has to deal. An instructor inexperienced in teaching Indian children speedily finds himself in difficulty. His explanations are received with rapt attention. For a talker, it is "glory." One can rattle away for half-an-hour, and all but the little ones are attentive. When the time comes for work on the part of the scholars there is but little result. The teacher explains again. He attributes the failure to lack of expressive power on the part of his scholars, or to half-a-hundred causes rather than the correct one. Happy man who does not waste weeks before the consciousness dawns on him that he is speaking in an unknown tongue—that even his elder scholars have but a vague idea of the substance of his carefully prepared lesson. Then, like a well-known member of his profession, will he resolve, "I had rather speak five words with understanding, than ten thousand words in an unknown tongue."

At first the teacher must be content with slight progress on the part of the child. Everything is novel to the stranger from the tepee. Clothes and cleanliness, trousers and towels, shoes and stockings, food and fun—all are strange. The descent of the stairs requires study and skill—especially with the clumsy, hard things that have been fastened to his feet. Some of the new ways are very disagreeable. The face and hands must be washed three or four times a day, even when they are not black. White stuff gets in his eyes and pains. Rubbing makes it worse. Then there are meal-hours and bed-times. He cannot play all he wishes to, this boy whose life has hitherto been one grand game of motion and self-will. He must work half the day. Here again things are uncongenial. All unskilled and uninteresting work falls to his share—feeding the pigs, cleaning the stable, pumping the bellows (perhaps for a boy smaller than himself), picking up nails, sweeping the shoe shop, or doing kindred jobs whereby his instructor may make him useful. The other half is spent in the house with some other boys and a white man. (How incongruous to his training if it should be a white squaw!) In accordance with the treaty, the Government must maintain a school on each Reserve. Here children are coaxed to school with rations of biscuits. The teacher is, as a rule, a half-breed. The salary offered is usually

insufficient to tempt any but inexperienced and untrained teachers. If he has not attended that farce of farces, a reserve "school," everything is indeed strange. Scratching a stone on another stone; watching the white man and trying to repeat sounds after him; sulking because the boys laugh at his attempts; thinking of, and hungering for his parents, and his little brothers and sisters, and for his old free, time-reckless life—it is very miserable and very distasteful. Still some things in the new life are good. There is plenty to eat. Meat and bread, and—most cherished of all—tea, are given him in abundance. He appreciates these after his diet, scant enough at times, of such varied items as, gopher, fox, badger, bannock, deer, dog, or the flesh of an unfortunate horse. His spring bed, warm, clean and dry, is something to wonder over, after a life experience of a blanket spread on the hard tepee floor. Among other things that may be placed to the credit side of the new life are the games and the dances, of which there are many.

In the first six months, then, little progress in school-work need be expected. The novelty must wear away before the child can do much. In this time many words are picked up, and at the end of this time the child may express in an imperfect way his more common needs. But shyness and reticence must wear off, and confidence in, and a liking for his teachers, must develop, before real work can commence.

The teacher will find, as we have indicated, that till his children master English, little or no progress can be made in other subjects. The more the teacher realizes this, the more will he exert himself, till this end is attained.

Naturally, direct teaching of English begins with the use of notional words. Of these, palpably, the names of familiar objects are the first. All the articles in the school-room are named again and again—*slate, book, window, floor, glass, wall, chimney*, etc. A boy is placed before the class who names and touches his clothes and parts of his body. An enormous picture of a boy is placed on the board; the senior pupils copy it on their slates, naming the different parts of the body. Great mirth is provoked by the uncouth English sounds. Invariably, however, the laugh is turned when the teacher demands the Indian term. Some unpronounceable guttural compound is given, that brings ridicule on the teacher's best efforts.

This work of naming objects and of obtaining notional words, must be undertaken in a systematic manner. The order matters little, providing the familiar comes before the unfamiliar. The following plan was followed by the writer. A day was given for each room in the Main Building. We had names of things in (1) *The School-room*, (2) *Dormitories*, (3) *Wash and Bath-rooms*, (4) *Dining-room*, (5) *Kitchen*, (6) *Sewing-room*, and (7) *Office*. The names of the different *Out-Buildings* followed. Then came their contents—names of things in, (1) *Carpenter's*, (2) *Blacksmith's*, (3) *Shoe Shops*; (4) *Stable*, (5) *Recreation Room*, (6) *Hospital*, (7) *Laundry*, (8) *Bakery*, etc., etc. The monotony of these lists was broken by lists of, *relatives, things a boy should be, things he should not be, (cross, sulky, etc.) the animals and birds he knows, games he can play, colors (with picture to aid), things he eats, things that grow on the farm, etc.* When these lists are becoming exhausted, lists of names of actions may follow. They may be taken up under the duties of the different members of the body, e.g.,

LEGS—*kick, walk, run, (trot, gallop), jump, hop, skate, dance, kneel.*

EYE—*see, open, shut, (awake, asleep), cry, look, wink.*

MOUTH—*eat, drink, spit, whistle, talk, sing, laugh, cough, swear?*

HANDS—*hit, write, shake, box, hold, catch. (What do you call the hands of a bird? dog? cat? horse? mouse?)*

NOSE—*smell, sneeze, breathe, bleed, snore.*

The list might be taken up again in this way: WHAT DO YOU DO AT NIGHT? *Sleep, talk, snore, breathe, shut eyes, lie.*

WHAT DO YOU DO IN SCHOOL? *We study, read, learn, write, draw, stand, sit, march, strike (calisthenics) speak, sing.*

WHAT DOES THE BLACKSMITH DO? the CARPENTER? the CLERK? etc. WHAT DO YOU DO AT MEAL-TIME?

Another form of exercise is the following:— FILL IN THE BLANKS TELLING WHAT THESE ANIMALS OR PEOPLE DO. *Birds—nests. Gophers—holes. Skunks—smell. Blacksmiths—horses.*

These lists are suggestive of the line and the spirit in which the teacher will work. His ingenuity and the peculiar circumstances surrounding his class must guide. Should the members of the class be ignorant of these words, act the "motion" and give them till next day to ascertain the English expression.

Words that are not notional must, for the greater part, be taken up in any order. In the drills given above many of the more ordinary words will have occurred.

Pronouns are perhaps most important. After an oral lesson, with visible application to boys, girls, cats, dogs, boxes, benches, and everything in sight, an exercise on the Nominative as follows might be written on the board for the senior scholars. (It will of course first be explained in particular.)

1. I have cut — hand.
 2. Come here — bad boy.
 3. — legs are tired.
 4. Boys like to play but — like to work too.
 5. — called Mary but — did not come.
- etc., etc,

After tolerable proficiency is secured in the use of the Nominative, the Possessive and Objective might be undertaken.

The Articles are much abused if used at all. Examples are readily obtained. If possible elicit the difference between *a* and *the*. (Point),— "Is this a desk or *the* desk?" "a chair or *the* chair?" "a prairie or *the* prairie?" etc.

An exercise for seniors as follows:—

1. See — cow on — grass. She has — calf.
2. — cow gives us milk. We drink it out of — cup.
3. — bottle in — desk is broken. It has — spool for — cork.
4. I saw — man and he asked me for — piece of bread.
5. — school is — good place to live in.
6. If you get all — sentences you are — good boy.

Such words as *under, over, in, beside, between, on top, there, here, this, that*, give but little trouble. A useful exercise is the giving of a word to be used in a sentence. If the teacher is sure that he has the exact equivalent, it is helpful if the Indian word be given. There is danger that the exact equivalent may not be used, thus forming a wrong association. Experience has shown the writer that it is best to use Indian but very little.

Before the class has progressed to this stage, sentence-building should be begun. Here again the great point is objective teaching. Let the actions described be acted, that there be association of word and idea, e.g., Billy is called to the front and in coming up kicks the platform. "What did Billy do?" "Do that again, Billy." "Billy kicks." This is written on the board. Everyone is delighted at William's astonishing deed. "Billy kicks—what?" "The platform." So "Billy kicks the platform," is written on the board. "Billy kicks the platform—how?" "Hard—with his soo," comes from the class, and "Billy kicks the platform hard with his shoe." This is a good beginning, but Billy thinks he has received sufficient and sulks. He is relieved and another boy is called up.

Lists should be transcribed in charts for

permanent use in drill and reference. Colored wax crayons and a little trouble will make a bright and useful ornament for the room.

Let all teaching be teaching of English. Arithmetic problems are perhaps the best test of a class's progress. Even every word has weight. With senior classes it is unadvisable to read the questions to the class. Let them puzzle them out for themselves. If an unusual word is used the teacher might ask if there is any word that is not understood.

The teacher must keep his ears open. Words "conspicuous by their absence" in the daily vocabulary of his pupils may be quietly suggested in class. Again and again will the teacher prove the verity of the saying that it is the work of ten men to root out the wrong, of one to plant the right. The use, or mis-use of the pronoun is a case in point. In gender, number, and case there is marvellous and manifold misapplication. "Where is Peter?" "Gone to see his mother." No disrespect is intended by the announcement of the arrival of never so distinguished a personage—"Here it is."

Yet must the teacher exercise great tact in this matter. "Well done, boy"; say you. So it is. He has voluntarily used English instead of his own tongue. Conceit is an entirely inadequate term to apply to an Indian youth. Expect nothing from him when you have "taken down," ridiculed, smiled at him, or as he puts it "make fool of me." Yet these characteristics, by judicious handling, are the means of effecting anything and everything.

The Indian youth is clever and quick. It is his cleverness that deceives at first. He shows all he knows while appearing to know everything. The teacher must study him. He must learn his habits of thought, his prejudices, his character and his point of view. With sympathy, "substitutional," if we may coin a word, and tact, he will win the confidence, develop latent talent, and grow enthusiastic in the education of those who will otherwise prove sulky, untractable, and uninteresting.

Correspondence.

"THE INFANTRY."

To the Editor of the EDUCATIONAL JOURNAL:

Sir,—In your last issue "Fair Play" objects to some of the words and phrases I used in my former letter, and I propose with your kind permission to justify each particular word.

(1). "The Infantry." The suffix *ry* denotes collectiveness; Infantry, a collection of infants; Infant, a minor, one under legal age. Is not the term precise and well adapted to describe the "Crusade of the Children?" What fraction of one per cent. of the students-in-training who will shortly displace a large number of teachers of some years' experience, represents those who are NOT legal infants? Where is the offence in calling things by their right names?

(2). *Experience*. Would FAIR PLAY consider *Indecorum* a better signature? I cannot get rid of my experience of the past years, painful as it has been. Year after year, year after year, I have watched the exodus of about 1000 teachers, who had just begun to acquire a little skill in the art of educating their pupils; year after year, year after year I have seen good teachers make way for the "crusaders," who turned them out by a method like that described by TEACHER in the fine examples he cites from the year 1894. I am compelled to plead *Experience* of the most disgusting kind; and I cannot help a derisive smile when your correspondent, and other good people like her, speak of public school teaching as a "respectable profession." It is respectable, honorable, noble, but it is no profession; unless we give the word a new meaning for the sake of *decorum*. Those who are displaced, who have sincerely devoted themselves to the work, who have tried hard to do that work better and better each session, who are now underbidden and forced to retire at the end of this year, will pronounce the word *decorum* with a sarcastic inflection that would no doubt shock the sense of propriety your correspondent possesses along with "a charitable and just disposition." It seemed altogether un-

necessary for *Fair Play* to mention that she is not a teacher. No teacher would speak as she does of the crime, the base crime—if she prefers that expression to the phrases "inexcusable meanness" and "absurd thoughtlessness"—the *profitless* crime, I say, against the whole body of teachers, of sneaking about to trustees and offering to take the school at so many dollars a year less than the resident teacher is receiving. There is no *profession* in existence that would tolerate such a state of affairs for one year; but my sad experience bids me remember that this has been true of public school teaching for many years past, more than I care to remember.

(3). *Teacher factories*. I quoted the statistics of the year 1892. Of 1283 candidates 58 failed to receive certificates. How much per cent. does that make? What does that fact mean? Does it mean that 1225 of these 1283 "young men and women of limited means, who, perhaps, have gone in debt to educate themselves for their chosen profession" (?), "are qualified by natural endowment and subsequent education to undertake the work of the true teacher and educator? Nonsense! Even FAIR PLAY, who would excuse a crime on the plea of "stern necessity," does not believe that. It means that the Model School Masters and the County Boards fail to do their duty; it means that, as a whole, they pass incompetent candidates who will never become efficient teachers; it means that their officers have very little of the real professional spirit in them as a body, and have not nerve enough to reject illiterates and those destitute of the natural qualifications for the office of teacher. They are altogether too full of sympathy for "the young men and women of limited means," and they do not seem to care a straw what becomes of those who have shewn by actual work that they have in them the powers and facilities that mark the real educator. Let us sympathize with TEACHERS! Let the examiners stop tampering with the standards, and see that the novices win their admission by merit. Mr. Editor, I dare not just yet tell you of the queer things some County Boards have done in various parts of this fair province in the way of passing candidates. It may be too much for you at present, and it might shock the fine sentiments of your correspondent. In the meantime I call the County Model Schools "factories," because they work up all the material offered, good and bad, the "culls" amounting to a less percentage than the sawdust in a common lumber mill.

(4). *Senseless young recruits*. What does *senseless* mean? I used the word to mean without sense, judgment, prudence, foresight; and in No. 8 of my letter I fancied I justified the term by pointing out that before the end of five years "retribution will long since have overtaken" those who in the Autumn of 1894 were guilty of disgraceful and unprofessional conduct in underbidding older and better qualified men and women. *Nemesis* has no pity; and those who have this year appealed to the most sordid of motives in the hearts of trustees, will next year find the same motives sufficient to cause in themselves chagrin and some little touch of remorse.

I thank FAIR PLAY for admitting frankly every one of my positions, and I hope that a little more study of the problem will convince her that it is on the whole better and wiser to "blurt out the truth," even abruptly, and perhaps in a rather disagreeable way, than to plead "decorum" and "stern necessity" on behalf of a crying evil. What has FAIR PLAY to say on behalf of the thousands of boys and girls who are to catch the inspiration of their future lives from "a poor senseless minor" who "does underbid in order to get a start in the world?" "Would anyone with the least charity or fellow-feeling for a brother in distress" fail to pity those unfortunate boys and girls? It may ease *Fair Play's* forebodings to know that I fully considered the terms I used with reference to "a class in which there are those of the gentler sex." Intellect has no sex; teaching power has no sex; and an argument founded on sex is of the feminine gender. Thanking you sir, for the hospitality of your columns,

I am, yours truly,

SAD "EXPERIENCE."

[It is perhaps but proper that we should inform "Experience" that his guess in regard to the sex of "Fair Play" is wide of the mark. It, does not, of course, at all affect the argument, but "Fair Play" happens to be a gentleman, not a lady, of experience in the profession.—ED. JOURNAL.]

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—In the following I address myself particularly to the model school principals and county examiners who may be readers of the JOURNAL.

The salaries of public school teachers are approaching the starvation point and many of our best teachers are being lost to the profession, being replaced in many cases by others less efficient. I am not so much concerned about the former. Let the laws of supply and demand regulate the salary question. The latter, however, is a matter serious enough to engage your best attention. In this age of progress the standard should be going up, not remaining stationary, or as some say, actually going down.

Trustees are not to blame, as some would have us believe. They would be remiss in their duty did they pay more than they can get their work done for, especially when every applicant has a certificate of fitness signed by an inspector and other educational specialists.

Who then is to blame? The Minister of Education? Well, perhaps a little. At any rate he fails to appreciate the situation when he inverts the order of cause and effect, and says that the requirements for third-class professional work will be increased *after* or *when* the trustees pay higher salaries.

Probably faulty regulations may be to blame, and perhaps there are other explanations; but will the gentlemen who control the granting of third-class certificates ponder the following:

(1) The schools ought to have the very best talent of the country in charge of them.

(2) No individual interest should be regarded in comparison with the interests of the children of the country. Plucking an aspiring candidate is a minor matter compared with even the chance of allowing an incapable to take charge of a school.

(3) Many candidates pass the primary by the skin of their teeth, and are, on the testimony of high school masters and model school principals, sadly lacking in point of scholarship. Probably many more would fail did not the examiners to some extent make allowance for the immaturity of the candidates.

(4) When these students are tested on a professional course said to require special study, and are judged as men and women aspiring to discharge one of the most important duties in the state, it would be fair to assume that a large percentage would fail to pass the written examination, and that others would be found wanting in teaching power.

(5) The official reports for about a dozen of selected schools, admittedly among the best, is as follows:

During the years '91, '92, '93, Durham passed 46, Milton 65, Napanee 76, Picton, 67, Renfrew 123, St. Thomas 108, Whitby 54, Simcoe 67, and *not one* candidate was rejected at these schools. In the county of Huron, Clinton and Goderich passed 158 and rejected 3. In Oxford, Woodstock and Ingersoll passed 114 and rejected 2. Morrisburg passed 62 and rejected 1. Lindsay and Kincardine passed respectively 96 and 67, each rejecting 4. In Lambton, Forest and Sarnia passed 129 and rejected none, and so the record runs along.

(6) How are these facts reconciled with what preceds? If any county was suffering from a scarcity of teachers I have nothing to say. Failing that explanation the following questions are in order:

(a) Has three months in a model school matured and trained these recruits so that all are qualified to teach? If so, let us quit applying the name profession, to a calling which almost anybody can prepare for in three months.

(b) Do the model school principals consider it their duty to pass all who go the rounds of their schools and the examiners consider that all who write should obtain certificates. If so, let us abolish all examination tests and require only attendance at a model school.

(c) Will the examiners and teachers offer the plea that they are unable to discriminate between good and bad, and therefore give certificates to all alike? If so, let us have a change of examiners, or try some other plan of deciding who are fit to teach.

Whether you agree with my conclusions or not matters little, provided you are started to think upon this subject. My own opinion is, that if candidates are judged by the maturity they manifest, no age limit is necessary; and if

boards and principals of schools will let the reputation of masters and schools be secondary and reject every candidate who is weak in either scholarship or teaching, much may be done with the regulations we have. I hold these views as the result of careful study and inquiry and a considerable experience as

A COUNTY EXAMINER.

ONE REASON WHY.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—Much is, and has been said, as to why teachers do not continue to teach. Without going into this question, let me point out one way by means of which a very large number might be induced to give the country the benefit of their experience for many years. It is simply this. Let the government recognize long and poorly paid teaching services just as it now does those of a political character only. Even in the department under the direct control of the Minister of Education it is doubtful whether a single old teacher finds employment, except, of course, the Provincial Inspectors. Hundreds of old teachers are well qualified to occupy the numerous positions about the Educational Department, and would gladly do so, not excepting even those of firemen, ushers, caretakers, house-keepers, gardeners or assistant gardeners, and clerks of all kinds.

A man may have taught for twenty or more years and yet have a long and useful life before him. Is there any reason why ten, fifteen, or twenty years of educational service should have to take a back place, while political favoritism holds the front seat? Alas! there is a reason, but there ought not to be. Government service means promotion, and who deserves promotion more than does the teacher? In any event, one would naturally expect to find teaching services recognized in the Department of Education.

Komoka, Nov. 1, 1894.

Teachers' Miscellany.

FUNNY THINGS.

THIS is not "A how to teach—" article. If it's anything, it is a "How not to teach—" I will tell facts only, but I will call no names, and at the outset apologize if anyone becomes offended.

By chance I was in the city of— As I am not often there, I concluded to improve the occasion and visit the N— street school, said to be the best in the city system.

I saw many good things there, and one very funny thing.

I wish to talk about this funny thing, because I have since found out that this funny business is not confined to this particular school, nor to this particular city.

There is some utility in funny things. They serve to entertain visitors who are in search of pedagogical novelties, even if they damage children.

I was in the eighth grade room; about fifteen pupils were on their feet. The teacher, a very fine one, or she would never have been in that school, selected a handsome girl, one of the largest in the grade, and asked: "What part of speech are you?" The pupil hesitated and asked to have the question repeated. The teacher complied and asked: "What part of speech are you—you yourself?" The pupil became confused, turned red—blushed, I should have said—and answered: "I don't know what you mean." The teacher administered a delicate rebuke, and for the third time asked: "What part of speech are you?" The pupil was on her dignity now—pouting a little you know—and answered quietly, but firmly: "I don't understand you. I don't know what you mean."

I began to think a little—a rare occupation, I know for a school teacher to engage in—but I did. I am glad I did not "speak out;" for if I had done so, how these children would have laughed at me. But I thought, "that's a very good answer."

The teacher made some little apology for the pupil, which I understood to mean that this pupil was one of the unfortunates, inasmuch as she was not in this particular school, or under the care of this particular teacher "last year." I forget which it was. I do not blame the teacher for this. No teacher should ever blame

herself for what children do not know. If I had the power I would discharge any teacher who would admit that she was wrong about anything. I say this because I am quite sure I would never have occasion to use such a power.

After the little apology the teacher turned again to the room and up went forty or fifty hands. Things were getting serious. I felt ashamed of myself. There were only two people in that room who could not tell what part of speech a girl was, and I was one of the two. Anyway I would find out, and this would be a little piece of grammatical information I had never before stumbled on, as it were.

The teacher selected a bright boy, one who held his hand up high, and said: "Can you tell us?" I am glad she included me in the "us"; for I was dying to know what part of speech that girl was. Girls, I had thought, were generally a whole grammar, bad syntax and all.

The answer came proudly from the bright boy—"A noun,"—and down went forty or fifty hands, which meant "that's right, wish it had been me." I tried hard to catch the grammatical inspiration which was abroad, but I could not.

The teacher asked: "If you do anything, what part of speech will it be?" I heard the question distinctly, but I did not catch the idea. I was not sure about the antecedent of the word "it." Perhaps "it" referred to the thing done, perhaps not. The fact is—if I must tell the truth—I was so glad that I had found out that a girl was "a noun," that I could not think of things of minor importance.

I began to reflect—for sometimes, under peculiar circumstances, even a school teacher may be guilty of a strange act—and these are my reflections. "The little old grammar they used to make me study, though not larger than a third reader, I am sure, had between its lids a thousand nouns. But here is a large school room, packed full, and yet it will accommodate only about fifty or sixty nouns such as this. But then there were no electric lights in those days, consequently no such nouns. The books were not large enough to hold them—their fathers and mothers could not spare them—so they were left out.

But in the old books, or out of the old books, I determined to parse the noun if it should prove the last act of my grammatical existence.

And so I began. A noun, but the reason given by the books would not fit. That girl was no name, no combination either of letters or sounds, she was flesh and blood, and handsome too, with a conscious blush of dignity on her fair young cheek.

But anyway she was a noun, if for no other reason than because so taught by the city schools of—. A common noun. No—no girl is common who can look a teacher of an eighth grade in the face, and reply dignifiedly to a silly question: "I don't understand you. I don't know what you mean." A proper noun. No. Five feet two inches high—in length alone, not to speak of diameter, circumference and avoirdupois, she would fill eighteen lines or half a page of any grammar, and be absolutely unpronounceable. It makes one shudder to think of carrying around a visiting card or envelope with a proper noun on it, weighing ninety-five pounds and it not grown.

A collective noun. Hardly. She represented but one, and not being over fourteen years old. I am sure she was single—she was singular too, no one in that large room would stand up with her. I call this noun her, as a matter of personification. When she answered: "I don't understand you. I don't know what you mean," she was a *collected* noun, but I could not remember such a class of nouns.

I am sure she was not an abstract noun, she was too material for that. I concluded at last that she must have been a kind of *special* noun, invented and copyrighted by the public schools of the city of—. Anyway a noun. Singular number—but her teacher called her "thirty-five," so she may have been plural, but she looked single and singular to me. Feminine gender, I could not be mistaken in this, I could tell by her dress and dainty white apron, by her bonny blue eyes and bright sunny hair. In the objective case. The object of her teacher's passionate commiseration, an object of ignorance in the eyes of her classmates, and the object of my sincere sympathy and unqualified admiration, and "governed by" a defective system of grammatical perception, which does not distinguish between an object, and the *name* of the

object, "according to rule." (Number forgotten.) "All teaching must be reduced to object lessons," however ridiculous the conclusion arrived at.—E. L. M'NABB in the *Southern Educational Journal*.

YOURSELF.

BY LUCY HAYES-MACQUEEN.

If you are a true teacher, your earnest desire is to see your pupils grow strong and wise, and loving and good. They will imitate you. What are you, yourself?

That little boy, Jack, from Poverty lane, with the pinched face and eager eyes—what is he to you?

You have heard the old story of the poet, how he said, "I get my inspiration in my garden;" and when a would-be-poet asked to see this garden, the wise man led him to a narrow back yard in a crowded city, where a few struggling plants bloomed palely; how the would-be-poet looked in ill-disguised contempt at "the garden;" and how the poet, looking reverently upward at God's blue heaven, said: "You see my garden is not very wide nor very long, but, ah! it is wonderfully high."

So little Jack should be your inspiration. He is only a dot, but he is wonderfully capable of becoming noble and high through yourself.

First of all, how is your heart toward Jack? I know teachers who pride themselves on "just hating children." I know "successful teachers" who neither feel love for Jack nor wish for his love in return. They say, "I will not be a hypocrite. I will teach him well and discipline him severely, and thus fulfil my duty. I hate maudlin sentimentality."

If you feel this way, if your heart does not go out to Jack in love and divine pity, become anything that is honest, but do not be a teacher.

Your heart being right, study yourself for Jack's sake. You wish him to be strong in body. Look after your own health. Be strong and cheery, and full of human interest to him, so that he will not be afraid to laugh, and cry, perhaps, before you. Do not talk at him, but to him. Go to his home and invite him to yours. You wish him to be neat. Dress as well as you can, and choose pretty colors, for children love them. Arrange your hair becomingly. See that your complexion is clear, by keeping your skin soft and healthy with plenty of bathing, just as you teach Jack to become healthy and good-looking by the same process. You want Jack to be wise. How about yourself? You will teach him by those grand methods you have learned. Do you take at least one good educational journal? Are you reading the best books written in French on education, for the sake of keeping up your French and benefitting your mind at the same time? And for complete rest and relaxation of mind, are you taking eight hours' sleep out of the twenty-four? And what are you thinking?

You want Jack to be good. Are you trying to be? You want Jack to be loving. How do you treat your parents and your brothers and sisters? Are you anxious to do them kindnesses, and do you speak tender words at home? Jack is looking at you yourself, reading you, weighing you. He sees your deficiencies, but he sees also your virtues; for the sake of those he will make up his mind to be noble, and when he has once made up his mind to be so, you have accomplished as much as the noblest poet or artist or genius, for you have inspired a soul.—*School Journal*.

JUST TO BE GOOD.

JUST to be good,
This is enough — enough!
O, we who find sin's billows wild and rough,
Do we not feel how more than any gold
Would be the blameless life we led of old
While yet our lips knew but a mother's kiss?
Ah! though we miss
All else but this,
To be good is enough.

It is enough —
Enough — just to be good!
To lift our hearts where they are understood;
To let the thirst for worldly power and place
Go unappeased; to smile back in God's face
With the glad lips our mother used to kiss.
Ah! though we miss
All else but this,
To be good is enough.

—James Whitcomb Riley.

Primary Department.

SUGGESTIONS IN SPELLING.

RHODA LEE.

OF LATE it has seemed to me that the subject of Spelling is receiving more than its due share of time and attention. I do not wish to detract from the importance of the subject. That it is most desirable that every child should spell well we admit and emphasize. What we deplore is the fact that there is so much apparently wasted teaching in this line. A list or ten words is assigned as the daily spelling lesson, and for the time they are known, but a review held a week or two weeks later shows a very imperfect knowledge of the words. Of course they have to be studied again and perhaps again. I think the mistake lies in not using the words enough. Repeated use seems to be the most rational way of familiarizing a child with a word; and by use I mean in connection with other words, not merely dictated in a list. We have seen classes in which almost every child would have "perfect spelling," provided the words were dictated in the exact order in which they had been studied, but if changed about or given in short sentences there would be a great many failures. In reviews, and occasionally as the regular lesson, lists of isolated words might be given, but far more power is gained when the words are given in short sentences. These should increase gradually in difficulty, and when possible contain two or more of the words of the spelling lesson proper.

I have on other occasions suggested the advisability of keeping a list of really difficult words on the blackboard. They are thus constantly before the children and can be studied in spare minutes. These words, too, should be covered with the curtain and dictated as frequently as possible.

The weekly and monthly reviews are indispensable. They, as it were, tie the ends of the work so easy to undo. I have always attached great importance and special credit to review lessons, and have found them of great benefit.

Frequently on going into a second-book class I have found many of the words of the spelling lesson the same as those of the First Book, part II., the words rightly belonging to the work of the latter class. I cannot but think that if fewer words were taught, and these thoroughly fixed, less time would be lost as the children advance through the higher classes. Time is always in the end saved by thoroughness, and in no subject is this more plainly exemplified than in spelling.

SINGING.

RHODA LEE.

NEVER was brighter, heartier singing heard than in Miss N—'s class. No matter how dull and dispiriting the day, the response from her forty or fifty children when she said, "Sing," was the most spontaneous and cordial I had ever heard.

I had observed great variety in the songs, but had no idea the children knew

such a number until one day, happening to be in the room, I saw a list on the blackboard that excited my curiosity. On inquiring I found that these were the titles of the songs taught—some by note, others by rote. "I would not like to be without my songs," said Miss N—, "there is nothing like them, either as a rest or for brightening the children." "And," she continued, "there is no change they enjoy more than one of our cheery songs." I wanted to hear one verse of "Come little leaves," and as the chorus was sung,

"Winter is coming, Oh ho! Oh ho!
Winter is coming with ice and snow,"

I felt more than ever convinced of the advantages of singing in the school-room.

It may seem to some to be impracticable to teach so many songs, but in the course of a session we have a great many spare moments and opportunities in which a verse or two of a song could be taught without in any way interfering with the work of the class. It may be slow work at first, but after a little practice the children will pick up both tune and words very quickly. I have never succeeded in having too many songs.

I would suggest always the selection of short songs. Rather have two short ones of three verses each than one containing six stanzas. Also make choice of songs in which the words are good; the music should not be the only consideration. Avoid weak or trashy words. They may be simple yet poetic; attractive to the children and still possess sound literary merit. Songs suitable to the season, and those relating to occupations and actions familiar to children should be chosen.

As to teaching the songs. This may be done in odd minutes, as a part of the opening or closing exercises, on wet or stormy days when indoor recess is necessary, or on Friday afternoon as a recreation. If the children are interested they will be delighted at any and all of these times to learn a new song. Of course the words come first. Repeat the entire poem for the children to interest them in the subject. Then take verse by verse until the children can repeat it with you. Study the meaning and beauty of the words so that it can be sung intelligently. Next sing a verse of the song. This will increase the interest and eagerness to know it. Then sing line by line, the children imitating you, until the song is gradually learnt.

Occasionally, when the children are sufficiently advanced, the words may be taken as an exercise in sight-reading and be left on the board for busy-work.

SECOND YEAR — ELEVEN.

Carrie's aunt gave her all the change she had in her pocket book,—a half-dime, a 2-cent piece, and four pennies; how much money did she give her?

If I cut a string in 11 pieces, what shall I call each piece?

How many elevenths make a whole one? Jack found 6 eggs in one nest and 5 in another. His mother used three of them for a cake, and he sold the rest for a cent each; how much did he get for them?

George started out with 11 cents in his pocket to buy something nice for his little sister, who was sick. He bought 2 nice sweet oranges, that were 5 cents each, and spent the rest for a picture-book; how much did he pay for the book?

Josie had a 10-cent piece and a penny in his pocket; how many pears can he buy at 3 cents each, and will he have any money left, and how much?

May bought 6 strings of white beads and 5 strings of blue ones, and paid 11 cents for them; how much did she pay for a string?

Harry's mother said he might have a cent for every egg he brought her from the barn. Monday he found 3, Tuesday only 1, Wednesday 5, and the next day 1; how much money had he Thursday night?

Bessie had a plate of cherries given her, and she tied them in bunches, putting 5 in a bunch. When she had finished, she found she had a bunch for her mother, 1 for herself, and had 1 cherry left; how many cherries were on the plate?

Mattie's aunt made her 4 nice cakes to take to her Sunday-school picnic. Mattie went to the store and bought the butter and eggs for them,—2 eggs and $\frac{1}{4}$ pound of butter for each cake; how many eggs and how much butter did she buy?

—Primary Educator.

THE GAME OF MAKING WORDS.

A WORD is written on the blackboard, as for example the word *carpet*, and the children are given three minutes in which to write out all the words beginning with *c* which can be made from the letters in *carpet*, as *car*, *cat*, *cap*, *cape*. At the end of the time each child in turn reads his list, and each is credited with the number of words he has found and written. Then *a* is taken, and the same process gone through, in the same time, and so on through the word. Then the number of marks is counted to see who has the most. It may be found a help to use the game of letters for this purpose, giving to each the separate letters and letting him arrange them in different combinations. Simple words are the best; examples are *carpet*, *garden*, *barrel*, *maiden*. From time to time the game may be played and longer words given, as the children become more familiar with the combination of letters. Some of the words which can be made out of the word *carpet* are given below:

CARPET.

car	ace	race	pace	ear	tap
care	act	rap	part	eat	tape
cap	ape	rat	pat		tar
cape	apt	rate	pea		tea
caper	are	reap	peat		tear
cart	art		pear		trap
cat	at		pert		
crape	ate		pet		

—From the Riverside Primer and Reader

INDIAN TRAINING OF CHILDREN.

MUCH has been said about Indian children's "instincts." To be sure, we inherit some of the characteristics of our ancestors, but the greater part of our faculties we had to acquire by practice. All the stoi-

cism and patience of the Indian are acquired traits.

My uncle, who educated me, was a severe and strict teacher. When I left his tepee for the day, he would say to me, "Hakada, watch everything closely and observe its characteristics;" and at evening, on my return, he used to catechise me for an hour or so. "On which side of the trees is the lighter-colored bark? On which side do they have the most regular branches?" It was his custom to let me name all the new birds that I had seen during the day. I would name them according to the color; or habits, or the shape of the bill, or their song, or the appearance and locality of their nest,—in fact, anything about the bird which impressed me as characteristic.

We went much deeper into this science when I was a little older—that is, about the age of eight or nine years. He would say, for instance, "How do you know that there are fish in the lake?" "Because they jump out of the water for flies at midday." He would smile at my prompt but superficial reply. What do you think of the little pebbles grouped together under the shallow water, and how came the rivulet-like and pretty curved marks in the sand under the water, and the little sand-banks? Where do you find the fish-eating birds? By the fishless water? Have the inlet and the outlet of a lake anything to do with the question? He did not expect a correct reply at once to all the voluminous questions he put to me, but he meant to make me observant and careful in studying nature.

With all this our manners and morals were not neglected. I was made to respect the adults and especially the aged. I was not allowed to join in their discussions or even to speak in their presence unless requested to do so. Indian etiquette was perfect in these respects, and I am glad to say that it is still observed by some. We were taught generosity to the poor, and reverence for the "Great Mystery." Religion was the basis of all Indian training.

—Dr. Chas. A. Eastman, in St. Nicholas.

FINGER PLAY.

"FIVE little children climb up a tree,
Higher and higher, you hardly can see;
They climb so high, so high, so high!
Down they fall into a hole close by;
Let us go and help them out!
Poor little things, what were you about?
Here we are again you see,
Thankful to you, as thankful can be,
And if ever again we climb up a tree
We'll be sure to be careful as careful can be."

(After the right hand climbs the imaginary tree, then the left does it; after that, both hands go through the movement and whirl around each other, when helping each other out.)

—Prim. Educator.

IN getting together suitable material for Reception Days, Special Days, and exercises of all kinds, difficulties vanish in the reading of E. L. Kellogg & Co.'s (New York) catalogue of books, cantatas, etc. All the best published are kept by them at lowest prices. For Columbus Day they furnished more material of this nature than all other firms together. Nowhere else can these books be found in such variety, and at such low prices. To anyone answering this advertisement, and sending 10 cents, a copy of Hughes' "How to Keep Order" will be sent with the catalogue.

Examination Papers,

ANNUAL EXAMINATIONS, 1894. — THE HIGH SCHOOL PRIMARY.

HISTORY AND GEOGRAPHY.

Examiners: { W. J. ALEXANDER, PH. D.
A. CARRUTHERS, B.A.
W. TYTLER, B.A.

A.

1. Sketch the work of the pioneers of France in Canada to the death of Champlain.
2. Trace the development of Constitutional Government in Canada under English rule, by briefly touching on the following points:
 - (a) The Quebec Act.
 - (b) The Constitutional Act.
 - (c) The Rebellion of 1837-38.
 - (d) The Act of Union.
 - (e) The British North America Act.
 - (f) The Ballot Act.

B.

3. Tell briefly the story of the struggle between Britain and Napoleon from the Peace of Amiens to the battle of Waterloo.
4. By what bills has the duration of the English Parliament been limited? Tell what you can about each.
5. Outline the history of Irish connection with England under the following heads:
 - (a) Henry II and Ireland.
 - (b) Statute of Kilkenny.
 - (c) Poyning's Act.
 - (d) The Ulster Plantation.
 - (e) Ireland's part in the Revolution of 1688.
 - (f) Repeal of Poyning's Act.
 - (g) Pitt's Act of Union.
6. Give a brief account of the life and influence on English history of any four of the following men:
 - Bede, Simon de Montford, Cardinal Wolsey, Pym, Clarendon, William of Orange, Pitt the Elder, Palmerston, Tennyson.

C.

7. Give a brief account of rivers under the following heads: (a) Origin; (b) Effects on the earth's surface; (c) Utility.
8. (a) Explain, with diagram, why a degree of longitude varies in length.
 - (b) "In the equatorial regions the length of a degree on a given meridian is less than it is in the polar regions." Explain clearly, with diagram, what this shows as to the shape of the earth.
9. Enumerate the chief products of Ontario under the following heads: (a) Agricultural; (b) Animals; (c) Forests; (d) Fisheries; (e) Mines.

10. Locate and write brief geographical notes on any six of the following:

- | | |
|-----------------|-------------------|
| (a) Armagh. | (k) Malta. |
| (b) Birmingham. | (l) Meinam. |
| (c) Brandon. | (m) Melilla. |
| (d) Brisbane. | (n) Oban. |
| (e) Canso. | (o) Samoa. |
| (f) Cologne. | (p) Seattle. |
| (g) Guiana. | (q) Sierra Leone. |
| (h) Hawaii. | (r) Three Rivers. |
| (i) Khartoum. | (s) Tokio. |
| (j) Lethbridge. | (t) Zante. |

ARITHMETIC, MENSURATION AND COMMERCIAL TRANSACTIONS.

Examiners: { A. T. DELURY, B.A.
N. F. DUPUIS, M.A.
A. C. MCKAY, B.A.

1. Find, to the fourth decimal place,
 - (a) the square root of 2,
 - (b) the quotient of 1 by (3¹⁴¹⁵⁹)².
2. (a) Subtract 847¹/₄ from 1008⁵/₂, explaining fully each step.
 - (b) A number of two digets is multiplied by 3, and the product placed to the left of the original number; show that the number so formed is always exactly divisible by 7.
3. \$1234⁵⁰/₁₀₀. Toronto, Jan. 15th, 1894.
Ninety days after date, I promise to pay A. Bee, or Order, the sum of One Thousand Two Hundred and Thirty-four ⁹⁰/₁₀₀ Dollars, at the Bank of Commerce here. Value received.
C. DEE.

This note was discounted on Feb. 10th, 1894, at 6 per cent. per annum. Find the proceeds.

4. What rate of interest is made by a bank which discounts a 90-day note at 6 per cent. per annum?
5. If a 5 per cent. stock sells at 105, how much must be invested in it to yield a yearly income of \$794, after paying an income tax of 15 mills on the dollar, \$400 of income being exempted from taxation?
6. A lent a sum of money for two years, at 10 per cent. per annum, interest compounded yearly: B lent an equal sum for the same time, at 10 per cent. per annum, interest compounded half-yearly: B gained \$220.25 more than A. Find the sum each lent.
7. A merchant reduces the marked price of an article by a certain per cent. He gives the same per cent. off this reduced price for cash. The price is now ³/₈ of the original marked price: find the rate per cent.
8. How many cords are there in a cylindrical log 20 feet long and 3 ft. 6 in. in diameter?
9. Find the diameter of a circle whose area is equal to the sum of the areas of two circles whose diameters are 12 in. and 16 in. respectively.
10. The diagonals of a rhombus are 8 inches and 10 inches respectively. Find the area.

EAST VICTORIA PROMOTION EXAMINATIONS.—JUNE 21ST AND 22ND, 1894.

—CLASS II.

LITERATURE.

Readers not to be used.

1. THE SQUIRREL.

- (a) Why is the squirrel such a merry fellow?
- (b) Why does he make his home in the old beech tree?
- (c) Who is meant by "all that mope in the old beech tree?"
- (d) Why is the owl called sleepy? When does he sleep?
- (e) What is meant by "want" in "I never want a song?"
- (f) What is meant by the cuckoo's *tit*?
- (g) With what does the squirrel furnish up his house?
- (h) Give the title of a lesson from your reader which teaches that princes are sometimes not as happy as other men.
- (i) Of what was the squirrel's cosy cap and coat made?
- (j) Why is the tempest called cruel?

2. TWO SIDES TO A STORY.

- (a) What is meant by a tabby cat? Name the other kind of cat which corresponds to the tabby?
- (b) Explain "quite indignant," "being of a reflective turn," "the first gust of wrath," "much enlightened," "how enquisitive you are."
- (c) What useful lesson may we learn from this story?

3. Explain the difference in meaning between,

creep	and	walk;
toiling	and	working;
humming	and	singing;
silent	and	quiet;
weeping	and	crying.

4. Quote two stanzas each from any two of the following:

- (a) Abide with me.
- (b) The Children's Hour.
- (c) Robert of Lincoln.
- (d) Little Dandelion.
- (e) Grandmamma.
- (f) The Harper.
- (g) The Little Kittens.

VALUES.—1, 3+3+3+3+3+3+3+3+3+3=30; 2, 4+15+4=23; 3, 2+2+2+2+2=10; 4, 12.

COMPOSITION.

1. Use correctly sit, set, lie, lay, saw, seen, did or done, wherever there is a dash in the following:
 - (a) They—under the tree.
 - (b) —the things on the table.
 - (c) —the rug on the grass, and—in the sunshine.
 - (d) —here and—your head on the cushion.
 - (e) I—two sums in addition.
 - (f) Mary and Tom—a bear.

(g) We have—that you—well at your examination.

(h) The hens—on the eggs.

(i) They—the hen on duck eggs.

(j) I have—a star falling.

2. What are the opposites of ; rough, north, tiny, poor, keen, wise, brittle, transparent, begin, depart.

3. Write in your own words the following story :

"At a convent in France, 20 poor people were served with dinner at a certain hour every day. A dog belonging to the convent was always present at this meal, watching for any scraps that might be thrown to him. The guests being very hungry themselves and not very charitable, the poor dog did little more than smell the food of which he fain would have partaken. As each pauper approached, he rang a bell, and his share was delivered to him through a small opening, so that neither giver nor receiver could see each other. One day the dog waited till all were served, when he took the rope in his mouth and rang the bell.

"The trick succeeded, and was repeated next day with the same success. At length the cook, finding that 21 portions were given out instead of 20, determined to find out the thief ; and at last he was watched and detected. But when the monks heard the story, they rewarded the dog's ingenuity by allowing him to ring the bell every day, and a mess of broken victuals was henceforth served out to him in his turn."

4. Write from memory, in about 15 lines, the story of

"Presence of Mind," or
"No Crown for Me."

5. Write a letter to an imaginary friend in Florida, giving an account of our Canadian Winter Sports.

VALUES.—1, 5; 2, 5; 3, 25; 4, 20; 5, 20.

Hints and Helps.

IN THE COUNTRY SCHOOL.

In the country school, the teacher is often required to teach pupils of all grades, from the beginners up to those studying Physiology and Algebra. Many count this fact as a great drawback to the work in such schools. And surely if "departmental teaching" is the ideal from the primary up, this is a condition to be greatly deplored. But, while every one must admit that some disadvantages attend this condition, I believe that it has some substantial advantages, both to teacher and to pupils ; and as this is an unavoidable condition of the country school, it is well not to overlook the advantages, if there are any.

If the teacher comes to his work well prepared and if he is skilful in conducting it, it will be no small advantage to him intellectually, that his field is so wide and so diversified. It will save him from the wretched monotony, from the stultifying tendency, of going over again and again a narrow field of operations, with which he became thoroughly acquainted long ago. Imagine the mental, not to say moral, condition of the teacher whose instruction, year after year, should be confined to successive classes in, say, long division, or the conjugation of the English verb! For one, I should say, "Take any shape but that ;" give me rather the old-fashioned country school of sixty pupils, including the five-year-olds, and young men and women of twenty-one, with all the studies found in any country school of to-day, plus Latin, Botany, and Geometry.

Nor is it any small advantage to the pupil that he hears recitations, and witnesses the teaching of pupils of a very different grade from his own. To older pupils it may be a lesson far more profitable than the one they are studying in Syntax, to witness the skilful teaching of a class of beginners every half-day. And we know that bright children in the lower grades can learn a vast deal from hearing the recitations of the higher classes. There are choice bits of poetry that have been in my mind all these long years, and that will stay there as long as brain lasts, which I learned by hearing the older pupils read them, when I was a six-year-old, on the low seat.

But the little fellow may be profited, even when he doesn't learn anything from the exercises of the older ones ; a certain wonderment as to what these things mean, and an aspiration to

take part, by and by, in such high performances, are not without value, it may be of a high degree.

The multiplicity of classes, and the consequent shortening of time for each, must often be a serious loss in the country schools. But it may be said in regard to this, that, by a more judicious arrangement and skilful handling, the number of classes can often be reduced one-half ; and then the number in each class will not be too great for the teacher to give as much individual attention to each, as would be possible in the large classes of the strictly graded city schools.

It is individual, personal attention that tells above all things else with pupils of the lower grades. And, at the worst, the cases are rare where the country school does not offer better opportunities in this respect, than schools of cities and large towns.—*Public School Journal*.

VOCAL CULTURE.

BY JENNIE BALDWIN.

To enunciate and to articulate are essential features of good reading, and instruction in these elements of good speaking should precede the reading lesson each day.

Clear enunciation and articulation can be obtained only by years of practice and constant effort on the part of the pupil, and constant watchfulness on the part of the instructor. But primary teachers should aim to train the organs of hearing to acuteness, and the organs of speech to accuracy, so that the pupils may enter the grammar school with cultivated powers, and habits of expression developed in a fair degree. This is introductory to more elaborate forms of the same kind of drill, which must be continued throughout a student's course. Vocal drills should be given in the grammar school, and even in the high school ; for after years of careful training, we find much to correct in consequence of pupils hearing careless pronunciation outside of school.

The culture of the voice involves the training of the lungs ; consequently vocal exercises are acknowledged to contribute largely to health. Every exercise chosen should have a definite aim and practical value.

The natural, easy, musical quality of voice should be cultivated in the recitation room. Sometimes it is necessary that the tones be loud, but they can at the same time be pleasant. We must seek to make the pupils' tones always smooth and musical, but we should never lose sight of the fact that what is wanted in everyday use of the voice, is a pleasant and natural intonation.

In early work, imitation exercises are quite important. The teacher may memorize a poem that she likes very much, and bring it into the school-room. The children will like whatever the teacher does, and will imitate her voice almost exactly.

Memory gems, containing beautiful sentiments, may be introduced in this manner, and make a pleasant feature for the closing exercises of each day. The pupils should not be allowed to give these memory gems, except in a *very distinct* way. These are both for thought getting and giving ; consequently the pupils should talk so that you can understand them. They should be trained to talk slowly and distinctly.—*N. Y. School Journal*.

SEAT-WORK FOR THIRD READER PUPILS.

SOME afternoon you may observe a bright boy of the third reader class "almost spoiling" for want of something to do—something to keep him busy. Show him how to rearrange the first sentence in the following story, then let him take this journal and copy the story, rearranging the sentences so as to have the words in proper order. Tell him to keep the work after he has it copied, to be used later for a reading lesson. At another time let another pupil of the class copy the story in the same way. So continue until all members of the class have copied it. Then use it as a reading and language lesson. This story is taken from Tarbell's "Lessons in Language."

LITTLE SAMMY, JACK, AND THE GOAT.

Little Sammy the apple tree was in, when by a fierce old goat came. Sam apples several at him threw to make him go. The first one right on his head the goat hit ; but hurt him not at

all did it. The apple after went he, and it up ate.

Every apple at him that threw Sam the goat eat would, and Sam look would then at as to say if, "Good that is. Some more I want."

His dog Jack then called Sammy, and him told to away the goat chase. Jack at the goat ran and at him barked and him to bite tried ; but the goat to Jack his head kept turning, so that to bite not him a chance could get Jack. At last of hearing bark Jack the goat grew tired, and thought he him knock hard one would give and away drive him.

So a two or step back he took, and then for forward ran as he could hard as, Jack to hit. But when to where Jack had the place been his head came, not there was Jack ; away jumped he had. Going so fast was the goat that stop himself he could not, but over his head tumbled and down on his back came, with up in the air his legs sticking.

So hard laughed Sam that almost out of the tree fell he, and so glad was Jack that he jumped and barked, and the goat's legs to bite tried. The goat up at last got, and as far to the side other of the orchard walked over as he could go. Out down of the tree jumped Sammy then, and to tell his mother about it all ran.—*School News*.

Literary Notes.

THE *Review of Reviews* for November, in its editorial department ("The Progress of the World") has some suggestive paragraphs bearing on the present attempts at "municipal housecleaning" in the great cities of New York, Chicago and San Francisco, and takes the occasion to emphasize certain lessons to be learned from European municipal experience. In speaking of Glasgow's system of street cars, owned and operated by the municipality, the editor points out that this responsibility was not undertaken by the city until the municipal government had been tested with many large enterprises which it had shown its fitness to control and operate successfully ; it is now managing its street car service, says the *Review*, as successfully as the best of our American cities manage their fire departments.

* *

It is plainly a labor of love with Dr. Hale, which he undertakes in the November *Review of Reviews*—to sum up the life and charm of the late Oliver Wendell Holmes. As a close friend and ardent admirer of the dead poet, and inspired, as he was, by the same intellectual atmosphere, Dr. Hale is, perhaps of all men, the most worthy to give here the first comprehensive and authoritative account of the Autocrat's work to appear in the magazines. There are several portraits of Dr. Holmes and illustrations of the scenes which surrounded his life. "How Our Lawyers Are Educated," by Mr. L. R. Meekins, points out many glaring abuses, and suggests practical improvements. "A Tragic Sequel to Ramona," by Edward B. Howell, calls attention to certain specific errors in our Indian reservation policy, and the writer casts a charm over his moral with the pathetic story of the recent murder of Mrs. Platt, the Indian teacher in "Ramona's" land.

* *

THE ever pressing problem, How can reforms be effected in the government of American cities? is ably considered by Mr. H. C. Merwin in the November *Atlantic Monthly*, in a paper entitled "Tammany Points the Way." Mr. George Birkbeck Hill, the editor of the *Life of Johnson*, reviews, in a very readable fashion, some of "Boswell's Proof-Sheets," which are now in the unrivaled collection of Johnsoniana, belonging to Mr. R. B. Adam, of Buffalo. "Reginald Pole," by H. W. Preston and Louise Dodge, is an interesting study of one of the most notable personages of the England of Henry VIII. Mr. William Everett discusses "Hadrian's Ode to His Soul," and offers a new translation. Mr. Lafcadio Hearn shows some curious phases of Japanese life in passages "From my Japanese Dairy," and Mr. J. M. Ludlow speaks from an English standpoint of "The Growth of American Influence over England." "Seward's Attitude toward Compromise and Secession in 1860-1861" is treated by Mr. Frederic Bancroft. Mr. H. E. Scudder contributes a suggestive article on "The Academic Treatment of Eng-

lish." Fiction and poetry are well represented and the department of reviews is as full and varied as usual, as may also be said of the entertaining Contributors' Club. Houghton, Mifflin & Co., Boston.

**

In reply to inquiries, we may say that we learn that The Canada Publishing Co. will shortly issue copy books in the Volpenna system of Vertical Writing as developed by Messrs. Newlands and Row, of Kingston. The style of writing will be a slight modification in the direction of simplicity and grace of that issued in the lessons at the beginning of the year. In the meantime blank books with suitable ruling for different grades may be had of the Kingston book-sellers.

**

The *Youth's Companion* is soon to enter upon its sixty-ninth year of publication, and as one says who has been a constant reader of its columns for more than thirty years, "It has steadily improved year by year." Its articles to-day cover the whole field of life and experience, furnishing a vast amount of valuable and entertaining reading of a character not found elsewhere, and of so great a variety that *The Companion* interests alike each member of the family.

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Full prospectus and specimen copies sent free on application. New subscribers who send \$1.75 now will receive the paper free to January 1, 1895, and one year from that date. It comes every week. Finely illustrated. *The Youth's Companion*, Boston, Mass.

Book Notices, etc.

Select Poems of Tennyson, with Introduction and Notes. By Frederick Henry Sykes, M.A., Ph. D., Fellow of the Johns Hopkins Univ. Toronto: The W. J. Gage Co., (Ltd.), 1894. \$1.00.

THE poems of Tennyson selected by the Department of Education as subjects for examination next year are fairly representative of the poet's best work. For the Canadian school boys and girls who have not as yet been caught in his silken net, it would be hard to pitch upon nine of his poems which would lead them more gently and surely to that knowledge of a writer whereby we live and grow. The old and hardened Tennysonian feels a pang of almost envy at the thought of the many unspoiled young natures who will thrill this year for the first time in response to the master's music. There must be not a few young Canadians scattered up and down our happy province who will date their acquaintance with the poet from this year. Still from none of these will the student learn of the rugged strength beneath the smooth, pleasant surface, the granite under the grassy lawn, which crops out in such work as *Lucknow*, or the *Ballad of the Fleet*. Possibly to omit such verse is an error of judgment. At all events the poems selected deserve the most careful and intelligent study.

The task of acting as interpreter between the poet and the constituency of the Canadian school-room is not an

easy one. The annotator must be, in the first place, a practical teacher, or he will not understand either the limitations or the range of the young Canadian. He must, in the second place, possess a critical equipment as complete as possible, or his editing will be inadequate. This implies that quick sympathy with true poetry, with fancies chaste and noble, lacking which, the keenest critic cannot win over a single reader. In a word, he must know his author and his audience. If this reads like the tritest commonplace, the names of English texts can be mentioned, which are failures because the editor lacked one or other of these requirements. Both are fairly met by Dr. Sykes's edition of the "literature" for 1895. It is not his first venture, by any means, and he has profited by his experience. His career as a teacher was eminently successful, and with his author he has the sympathy which is born of long and comprehending intercourse. His critical training is thoroughly modern. It is therefore not surprising that for his little book the most captious reviewer can find little but praise.

The first impression one gets on opening the comely little volume is of order. Instead of a hodge-podge of commentary, text, essay, excerpt, there is a place for everything and everything is in its place. The reader can find what he wants without troublesome thumbing of pages. The brief introduction, though a trifle lyrical here and there, sets before the student the main outstanding facts of the poet's life, while the few words on his interpretation of nature, his power of gathering up the feeling of his age, his lofty moral tone, his mastery of language as artistic material, are sufficient for the guidance of the beginner. Next in order comes the text, which is a credit to the printer. The fair, open page challenges comparison with the best American work. Nearly two hundred pages of commentary follow; but who shall say what note could be profitably omitted? The statement of the Arthurian legend is not only thoroughly modern, but is a model of clear, terse exposition. The student will seek far and in many directions before he finds the information given here in anything like such a portable shape. The plan of separating into short chapters the long notes on Tennyson's use of his material, the meaning of the term idyll, etc., is a commendable aid to the understanding. Possibly some exception might be taken to the treatment of the term "idyll." The pure Theocritan idyll avoids the epic as far as possible. All the power of the Sicilian singer is concentrated on the momentary situation, which his artfully artless verse brings so vividly before the reader's inward eye. To the single episode, the distinctively Greek form, Tennyson added narrative which went far to make a complete story. It should be borne in mind that the volumes of 1842, which established his fame, had for their title, "English Idylls," and in most of the poems contained in them the definition just given holds good. In *Dora*, for instance, the idyll proper is the central episode of William's son on the mound of poppies among the wheat in which the reapers are busy till all the land is dark. The narrative explaining how he came there, and glancing over the whole of *Dora's* life constitutes the Tennysonian modification of the idyll. So the *The Gardner's*

Daughter, the idyll proper is the situation of the girl Rose surprised by the young man with her floral namesake. The deep sad ending is not Greek, but belongs distinctly to the dark and true and tender North. On the other hand, *Audley Court* is an idyll through and through; and, as it distinctly imitates the Seventh of Theocritus, fully justifies Mahaffy's remark. The further history seems to be this. Having so far modified the original form, Tennyson gives by degrees more and more space to the element of story, till "idyll" becomes little more than a convenient name for a long narrative poem in blank verse.

The notes to each poem are grouped by themselves into separate chapters and are thus very easy of access. Whenever possible, the date of publication, source, and textual changes are indicated first, and then the difficult passages are explained or commented upon, or illustrated. The cruxes are not shirked; nor do the vagaries of Rowe-Webbian annotation pass uncensured. In a word, the work is scholarly. Two other features of this admirable book call for special mention; the useful lists of bibliography, pp. 111, 281, and the appendix. This deserves more than a word in passing. It was a happy thought of the editor to insert this article of Dr. Rand's, illustrating Tennyson's minute care in revising his work, and to put facsimiles of the *Princess* songs in the way of the many ardent Tennysonians in this country. For Canada has a special interest in the dead laureate. It is a Canadian, Mr. S. E. Dawson, who has given us the best interpretation of *The Princess*. On his monograph all editions of the poem are founded. Besides this little book is notable for drawing from Tennyson the longest and most interesting letter which has as yet been made public. It is a Canadian who possesses this precious autograph of Tennyson's most famous lyrics; and now another Canadian has edited a selection of his poems in a way which makes adverse criticism impossible. X.

**

Elementary Biology. Boyer. Heath & Co.; pp. 235. Price, 80c.

A manual of laboratory work in Botany and Zoology, intended for high schools and collegiate pupils. The types studied cover fairly well the course outlined for senior-leaving candidates in Ontario, and high school teachers will find it an excellent aid in biological instruction. Part II, which deals with plant life, does not give so comprehensive a view of structure as a recently published work by Bower, Glasgow, but it will be found to serve as an excellent introduction to the latter.

**

Physical Laboratory Manual. H. N. Chute. Heath & Co.; pp. 213 (illus.). Price, 80c.

This manual contains a list of simple experiments on Measurement, Mechanics of Solids and Fluids, Heat, Electricity and Magnetism, Sound and Light. Most of the experiments can be performed with simple, inexpensive apparatus. The problems are clearly stated, full directions are given for carrying out the experiments and in some cases the method of recording the observations is given. Valuable appendices on making apparatus, tables of constants, etc., form a valuable portion of the work. No student can perform these experiments as directed without gaining clearer conceptions and becoming intellectually stronger.

THE following pointed remarks from the pen of a leading writer will be appreciated by all thinking individuals interested in their own and their friends' welfare:—

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OFFICIAL CALENDAR
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December :

1. Last day for appointment of School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 37 (1) ; S. S. Act, sec. 28 (5).]
Municipal Clerk to transmit to County Inspector statements showing whether or not any county rate for Public School purposes have been placed upon Collector's roll against any Separate School supporter. [P. S. Act, sec. 113 ; S. S. Act, sec. 50.]
 13. Last day for Public and Separate School Trustees to fix places for nomination of Trustees. P. S. Act, sec. 102 (2) ; S. S. Act, sec. 31 (5).
 14. County Treasurer to pay Township Treasurer rates collected in Township. [P. S. Act, sec. 122 (3).]
Local assessment to be paid Separate School Trustees. [S. S. Act, sec. 55.]
 15. Municipal Council to pay Secretary-Treasurer Public School Boards all sums levied and collected in Township. [P. S. Act, sec. 118.]
County Councils to pay Treasurer High School. [H. S. Act, sec. 30.]
High School Treasurer to receive all moneys due and raised under High Schools Act. [H. S. Act, sec. 36 (1).]
- EXAMINATIONS.
10. County Model School examinations begin.
 11. Ontario School of Pedagogy examinations at Toronto begin.
 19. Written examinations at Provincial Normal Schools begin.

SELECTIONS FOR LITERATURE.

ENTRANCE.—1895.

Fourth Reader.

- Lesson I. Tom Brown.
Lesson V. Pictures of Memory.
Lesson X. The Barefoot Boy.
Lesson XVIII. The Vision of Mirza.—*First reading.*
Lesson XX. The Vision of Mirza.—*Second reading.*
Lesson XXIII. On His Own Blindness.
Lesson XXVI. From "The Deserted Village."
Lesson XXXII. Flow Gently, Sweet Afton.
Lesson XXXVII. The Bell of Atri.
Lesson XLII. Lady Clare.
Lesson XLVIII. The Heroine of Vercheres.
Lesson LXXVI. Landing of the Pilgrims.
Lesson LXXXIX. After Death in Arabia.
Lesson XCI. Robert Burns.
Lesson XCIV. The Ride from Ghent to Aix.
Lesson XCVI. Canada and the United States.
Lesson XCVIII. National Morality.
Lesson CI. Scene from "King John."

SELECTIONS FOR MEMORIZATION.

Fourth Reader.

1. The Bells of Shandon, pp. 51-52 ; 2. To Mary in Heaven, pp. 97-98 ; 3. Ring out, Wild Bells, pp. 121-122 ; 4. Lady Clare, pp. 128-130 ; 5. Lead Kindly Light, p. 145 ; 6. Before Sedan, p. 199 ; 7. The Three Fishers, p. 220 ; 8. The Forsaken Mermaid, pp. 298-302 ; 9. To a Skylark, pp. 317-320 ; 10. Elegy, written in a country churchyard, pp. 331-335.

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