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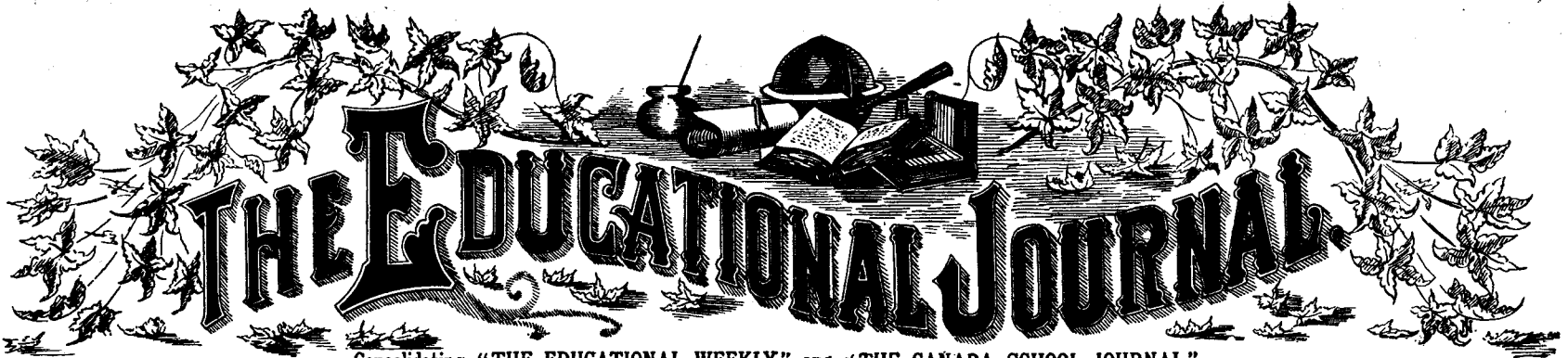
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OFFICIAL CALENDAR

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EDUCATION DEPARTMENT

June:

- 23. Examinations in Oral Reading, Drawing and the Commercial Course in High, Public, and Separate Schools, begin.
- 28. High School Entrance Examinations begin. Public School Leaving Examinations begin.
- 30. High Schools close, third term. [H. S. Act, sec. 42].
- Public and Separate Schools close. [P. S. Act, sec. 173 (1); sec. 173 (2); S. S. Act, sec. 79 (1).]
- Semi-Annual Reports of High Schools to Department, due.
- Semi-Annual Reports by Public School Trustees to Inspector, due. [P. S. Act, sec. 40 (13).]
- Rural Public School Trustees to report average attendance of pupils to Inspector. [P. S. Act, sec. 207.]
- Protestant Separate Schools to transmit to County Inspector, names and attendance during the last preceding six months. [S. S. Act, sec. 12.]
- Semi-Annual Reports of Separate Schools to Department, due. [S. S. Act, sec. 28 (18); sec. 62.]
- Trustees' Report to Truant Officer, due. Truancy Act, sec. 12.]
- Assessors to settle basis of taxation in Union School Sections. [P. S. Act, sec. 95 (1).]

As the drawing books authorized by the Department were not issued in time to be used conveniently in every case for the July Entrance Examinations, the Examiners are hereby instructed to accept the work of candidates this year either in old or new series. The acceptance of the work in any blank exercise book is already provided for by the regulations.

As the course of the School of Pedagogy is to be extended to one year—probably from September to May—a special examination will be held in December for those who failed at the last examination and for candidates eligible for examination without attendance at the School of Pedagogy.

EXAMINATIONS 1892.

June:

- 28. High School Entrance and Public School Leaving Examinations begin.

July:

- 4. Kindergarten Examinations at Hamilton, Ottawa, and Toronto begin.
- 6. Examination for Commercial Specialists' certificates at Education Department begin.
- 11. Departmental Primary, and High School Leaving and University Matriculation Examinations begin.

By the interpretation clauses of the Public Schools Act passed at the last session of the Legislature, section 109 of the statute, is shown not to apply to any portion of township which forms a union school section with a town or incorporated village.

One hour each week must now be employed in teaching Temperance and Hygiene in every Public School, and the inspectors are required to see that this regulation is carried out.

The revised regulations regarding Teachers' Institutes provide for only one meeting each year.

The new regulations regarding the Entrance Examination provide that the names of candidates passed or recommended shall not be published until after the decision of the Minister has been received. Of those who fail, only the following should be recommended: (a) Those who fail to reach the standard prescribed in some subject but who make considerable more than the aggregate marks required; (b) Those who in the opinion of the examiners, on account of age or for some special reason, should be recommended. There appears a general opinion in favor of advancing the standard for admission to High Schools. It may be seen, however, that examiners by closely following the regulations have it in their power to keep up a fair standard for admission.

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TORONTO, JUNE 15, 1892.

Vol. VI.  
No. 5.

## Table of Contents.

PAGE.	PAGE.
EDITORIAL NOTES..... 67	MatriculationSupplementals 75
ENGLISH—	SPECIAL PAPER—
The Merchant of Venice . 68	Character Training in Our
Entrance Composition... 74	Public Schools..... 72
Correspondence . . . . . 74	FOR FRIDAY AFTERNOON—
SCIENCE—	The Song of the Mill. . . . . 73
Zoology..... 68	Johnnie's Ambition . . . . . 73
Botany..... 68	QUESTION DRAWER..... 75
A Field Day in Botany. 68	EDUCATIONAL NOTES . . . . . 78
Temperance in Public	HINTS AND HELPS—
Schools . . . . . 69	A Serious charge . . . . . 76
Observations..... 69	Verbal Eccentricities... 76
Questions in Physics Suit-	How we are Governed.. 76
able for Pupils in Form	PRIMARY DEPARTMENT—
I . . . . . 69	The Holidays . . . . . 77
BOOK NOTICES, ETC..... 69	Training the Senses . . . . . 77
	Closing Exercises . . . . . 77
EDITORIAL—	EXAMINATION PAPERS—
Closing Day Exercises .. 70	Education Department
LITERARY NOTES . . . . . 70	Ontario, June, 1891. . . . . 78
CONTRIBUTORS' DEPARTMENT—	South Simcoe Promotion
Matriculation Standards 71	Examinations . . . . . 78

## \* Editorial Notes. \*

As our next number will be too late for its contents to be of service to our subscribers before the annual examinations, we cut short editorial matter to make room for as much of the practical as possible.

Do not fail to read the admirable article by W. Wilkinson, M.A., of Brantford, which we have given as our special paper in this number. It is full to the brim of sound doctrine, helpful suggestion and lofty and ennobling sentiment. We are right glad to be able to put such an essay before our readers.

MANY of our subscribers will read with deep interest the discussion touching University Matriculation Examinations which is continued in this number by Mr. Seath and Mr. Houston. The matter is in so good hands that we do not feel disposed, at present, at least, to volunteer any opinions of our own.

THE Senate of Victoria University has conferred the honorary degree of LL.D. upon Mr. Henry Hough, M.A., formerly the Business Manager of this journal and of the Educational Department of the Grip Publishing Co. Mr. Hough was conscientiously opposed to the federation of Victoria, and did what he could by honest and straightforward methods to prevent it. The fact of his having been selected for the high honor now conferred may be regarded as a tribute to the honesty of his purposes as well as to his literary abilities. Our old associate will please accept our congratulations.

IN Circular of Information, No. 4, Secretary Rexford, of the Dominion Educational Association, tells us that the success of the July meeting in Montreal is now assured, that the interest manifested by the several Provinces is increasing, that the preparations are progressing favorably and that everything promises an excellent gathering. An illustrated Bulletin of seventy-five pages, containing full information on all points, is being issued, and as 10,000 copies of this are to be mailed to teachers in the Dominion, it may be assumed that no one of our readers will be in want of information. No doubt copies will be sent on application to any who may have failed to receive them.

AT the meeting of the Oxford Teachers Institute last month, a resolution was moved by Mr. J. Fletcher, and seconded by H. T. McDiarmid, and adopted, that every Public school teacher should be at liberty to attend the Ontario Educational Association on the same footing as one who has been elected by his county association; also that a copy of the resolution be sent to the Minister of Education and to the local members. This is but reasonable and right. The Association exists to be a source of stimulus and inspiration to the teachers. But in order to gain this the teachers must be present at the meetings. The enthusiasm generated at such meetings can hardly be bottled up and retained by delegates at the next Associational meetings, without deteriorating in quality and strength.

A PITIFUL tale, illustrating the effects of devouring the penny-dreadfuls which so perniciously abound, is told by the New York *Herald*. A boy, only sixteen years of age, brought up in a good home, and the only black sheep in a family of nine, has been tried for murder and convicted. According to his mother's testimony he was a gormandizer of trashy, sensational novels. No trunk, she said, would hold those he had devoured. This sad incident, one among thousands, is full of suggestiveness for the true teacher. The teacher of tact, who has the best interests of the boys and girls really at heart, can do very much, directly by winning their confidence and indirectly by cultivating a better taste, to save them from this temptation. It is, of course, use-

less to denounce the bad without supplying its place. But children, especially boys, delight in stories of adventure, and there is plenty of healthful literature of this kind to gratify their tastes. A love of good reading is one of the most effective of all safeguards against temptation, and no one, excepting the parents, who do not always know how, has so good an opportunity to direct and cultivate this taste as the teacher. The task is not ordinarily a very difficult one. A bright boy of eight or ten will never tire of reading such a book as the "Swiss Family Robinson," once he has had a taste of it.

THE official Bulletin of the meeting at Saratoga this year of the National Association gives the reader some realizing sense of what a powerful organization this association has become. It was founded in 1857, was incorporated in 1886, and has a permanent fund of nearly \$50,000. It brought to Toronto last year some 14,000 attendants, and expects to assemble at Saratoga nearly 20,000. Besides its general sessions, at which such speakers as President Eliot of Harvard, President Hyde of Bowden, Provost Pepper of the University of Pennsylvania, Francis Bellamy, Albert Shaw, and Mrs. Livermore will appear, there are ten departments, each with its own programme and special work by its most prominent teachers. Then, too, there are sixteen "Round Tables," where questions of more detail are discussed: as one by Prof. Earl Barnes, of Leland Stanford Junior University, on the "Development of the ideas and feelings of Sex in Children," and another by Prof. Sterrett of Fairbault, Minn., on "The failure of Scientific Pessimism to establish Cosmic Suicide as an adequate solution of World Drama." Then, too, there are side attractions, like the meeting of the Business Educators' Association, which hopes to become a department of the National Association; and of the National Council of the American Institute of Civics. Programmes of these different meetings are given, with portraits of the officers and of the leading speakers; indeed there are in this Bulletin sixty photo-engraved portraits. It is a handsome pamphlet of forty large octavo pages, and may be had free by those interested, on sending stamp for postage to C. W. Bardeen, Syracuse, N. Y.

## \* English. \*

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

## THE MERCHANT OF VENICE

W. S. HOUSTON, M.A.

THE following questions relate to topics that came up for discussion in a class which I conducted last winter under the auspices of the Young Men's Christian Association of Toronto. They presuppose nothing more in the way of reading than an intimate acquaintance with the text, the only exception being the suggested comparison with a play of the classic type. If undue prominence seems to be given to the matters relating to the artistic structure of the play, and too little to the poetical character of the text, I can only say that from the latter point of view the number of possible questions is very great, and that each examiner would naturally ask questions very similar to those asked by any other examiner. Moreover, I am strongly of opinion that in dealing with Shakespeare's plays in the past too little attention has been paid to the drama as a work of art.

1. There are two stories in this play, (a) the bond story, and (b) the casket story. Give a brief synopsis of each, and show how Shakespeare has woven them into one plot so as to secure artistic unity.

2. The bond and casket stories were found by Shakespeare; the elopement and ring stories were invented by him as additions to the plot. Point out the dramatic purpose each of the latter is intended to serve in the development of the plot, and how it is made to serve it.

3. The classic dramatists regarded it as essential to keep the action of a play within a very limited time so as to secure artistic unity. The bond story runs through three months. Show how Shakespeare has dealt with the question of time so as to avoid inflicting tedium.

4. The classic dramatists deemed it essential, in the interest of unity, to confine the action of the play to a very limited space. The scenes of the bond and casket stories, respectively, lie far apart. Show how Shakespeare has dealt with the question of place so as to avoid creating the impression of a want of artistic unity.

5. The "Merchant of Venice" is classed as one of Shakespeare's "comedies." Discuss the appropriateness of the term "comedy" as applied to it, basing your criticism entirely on the contents of the play itself, and referring to passages for proof of the correctness of your opinion.

6. Justify or condemn Shakespeare's custom of mixing up tragic and comic scenes, situations, and characters in the same play. By comparison with a play of the classic type—Milton's "Samson Agonistes," for example—show the gain and loss from an artistic point of view.

7. Write a note on the ring episode in the play, discussing (a) the dramatic purpose it serves, (b) the manner in which it is woven into the plot and text, and (c) the artistic expediency of making it, instead of the trial scene, the last of the play.

8. The bond and casket stories are in themselves improbable to the verge of absurdity. Explain fully, by reference to passages in the text, how Shakespeare has reduced the improbability in each case to such an extent that it does not seriously mar one's enjoyment of the play.

9. Discuss fully Shakespeare's motives in the production of such a play as "The Merchant of Venice."

10. In view of the relative importance of the parts played in the drama by Antonio, Shylock and Portia, respectively, discuss the relative appropriateness of the following titles for the play: (a) The Merchant of Venice, (b) The Jew of Venice, and (c) The Heiress of Belmont.

11. There are two contradictory theories of Shylock's character prevalent among actors and critics, namely, (a) that he is a murderer at heart, from the beginning of the action, and (b) that he has at first some other purpose than murder in view, but is transformed into a murderer by subsequent events. Adopt and defend, by appropriate references to the text, either of these theories.

12. Discuss the question how far Shakespeare,

by the creation of Shylock, panders to the prejudices of his own day against the Jews, or how far he counteracts them.

13. By reference to Shylock's various acts and utterances on the stage, bring clearly to view the extent to which (a) intellectuality, (b) avarice, (c) patriotism, (d) religious feeling, and (e) domestic affection are elements of his personal character.

14. Discuss the question whether Portia sets out for Venice full of confidence in her ability to rescue Antonio, or full of anxiety as to the result of her efforts. Refer to the text of the play in support of your opinion.

15. Show the compatibility or incompatibility of Portia's intellectuality, wit, and heroism with the womanliness she manifests in the casket scene.

16. Discuss Portia's theory of marriage as one of entire surrender of person and property to her husband. Does Shakespeare make her, in virtue of this theory, more or less admirable than she would have been had she spoken of marriage as a union of equals?

17. Discuss the question whether Shakespeare has gone beyond the limits of admissible improbability in his various references to Antonio's ships, and explain the artistic necessity for the time and manner of the introduction of these references.

18. Account artistically for the sadness of Antonio in the opening scene of the play, and for the weariness of Portia in the second scene.

19. Show whether Shakespeare has complied with the dramatic conventionalism of his day by a fairly natural introduction of all his prominent *dramatis personæ* in the first act, and point out the devices by means of which he has complied with this requirement.

20. Where, in your opinion, is the "crisis" of the dramatic action placed? Prove the correctness of your view by reference to the plot and the characters.

21. Write a short essay showing how this play illustrates the working of the law of moral retribution. Did the desire to teach such a lesson form any part of Shakespeare's dramatic object?

22. What is the motive of Antonio's requirement, that Shylock do "presently become a Christian!" What is Shylock's view of demand when he says, "I am content!"

23. Describe fully the dramatic use made by Shakespeare of the position of aliens in relation to the laws of Venice.

24. How much of Portia's opinion as given in court may be regarded as legally sound, and how much of it unsound? How much of the opinion, and which part of it, is to be considered as coming from Bellario?

25. Shylock throws up his case on being told that the bond which gives him a pound of flesh does not allow blood to be shed or less than a pound to be cut; account for the suddenness of his collapse at this point in the case.

26. Is Portia's prolixity, before giving her legal opinion, a dramatic defect or a dramatic excellence in the play? What artistic motive prompted Shakespeare to prolong the scene in this way at the expense of progress in action? Refer to the text for proof of the correctness of your opinion.

27. Describe exactly the final disposition made of Shylock and his estate under the decision of the court in his suit against Antonio.

28. Refer to what you consider the strongest five "speeches" in the play, and give a careful analysis of any one of them so as to show why you so regard it.

29. Compare or contrast the two characters in any one of the following pairs: (a) Shylock and Antonio; (b) Shylock and Portia; (c) Portia and Bassanio; (d) Antonio and Bassanio.

30. Point out the dramatic purpose served by the introduction of any one of the following characters, and show how this has been brought about: (a) Nerissa, (b) Gratiano, (c) Lorenzo, (d) Launcelot Gobbo.

31. Give an estimate of Jessica as daughter, wife, and Jewess, accounting for her character by the influences amidst which she has been brought up.

32. What dramatic purpose is served by Shylock's defence of the practice of charging interest for the use of money? How was that practice regarded in Shakespeare's day?

33. What does Antonio mean by the following remarks:

(a) This were kindness.

(b) There is much kindness in the Jew.

(c) The Hebrew will turn Christian; he grows kind.

34. Show what dramatic gain or loss results from, and what dramatic purpose is served by introducing the Prince of Morocco and the Prince of Arragon to make choice of the caskets on the stage.

35. Show the dramatic purpose of the dialogue between Shylock and Tubal (Act. III., Sc. 1.), and explain its bearing on the character of Shylock on any theory of the latter.

(Continued on page 74.)

## \* Science. \*

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

## ZOOLOGY

## SENIOR LEAVING.

## NOTES OF A PRACTICAL LESSON ON THE EARTH-WORM.

Procure as large a specimen as possible, and also a young one. Lay out in the dissecting pan and cover with water. Make a drawing of the whole animal.

Has it dorsal and ventral aspects? If so how would you distinguish? Rub your finger backwards and forwards along its length, what causes the roughness? Draw out with forceps one of the setæ and examine with microscope, draw how many rows of setæ are present? Indicate their position on your first drawing. What is their function? Are all segments of the body similar? Which is the head? If you have difficulty in answering the last question place a fat live worm in alcohol and watch. The lighter swollen band of five or six segments towards the anterior part is called the clitellus. Count the number of segments to the clitellus in several specimens. Is the number constant? Prick a living worm. Examine a drop of the exudation with the microscope. Are there any corpuscles? What is the color of the blood? Examine carefully, in good light, the young specimen. What is the dark streak running along the dorsal side? Pass a bristle into the mouth as far as possible, pin your specimen down, carefully raise the body wall with forceps and open with your scissors from the head to the tail, pin back the flaps, wash carefully, and draw.

## BOTANY

First question in botany suitable for senior pupils in public schools or form 1 high schools. The pupils have drawn in blank books the following plants:—Hepatica, spring beauty, dog's tooth violet, the common wild violet, marsh marigold, wild strawberry and Indian turnip. They have learned, incidentally, the more common botanical terms. They have their plant sketches open before them and are to answer the following questions:—

1. Tabulate all the points of similarity and of difference in the leaves of the hepatica and the strawberry.

2. In what respects do the flower-leaves of marsh marigold differ from the flower-leaves of dog's tooth violet.

3. What character would enable you to tell the spring beauty from the violet.

4. What parts are present in the flowers of the following plants:—Hepatica, spring beauty, dog's tooth violet, and marsh marigold?

5. How would you distinguish the pistil of the marsh marigold from that of the violet? Name another plant that has a pistil like the marsh-marigold.

6. Illustrate by drawings what you mean by petiole, lamina, filament, ovary, anther, net-veined, midrib, stamen, stipule, peduncle, spathe, and name a plant in which each is found.

7. When you consider the flowers of the six plants you have drawn, which two resemble each other the most closely?

## A FIELD DAY IN BOTANY

A few days ago the pupils of one of the Public schools in Toronto accompanied by their teachers had a very pleasant and profitable outing in one of the parks, spending a couple of hours in collecting

and studying the local flowering plants. If this can be done successfully in a large city, it will be comparatively easy for the rural teacher. Do not think a "fairy dell" or "a mystic haunt" is an essential for a profitable field lesson in botany. Do not take your pupils blindfolded to a *selected* spot but make all the way bristle with interrogations. Will you go with us on a short expedition? Then bring your sketch-book and pencil; the rendezvous is the old saw-mill; we will follow the creek. Before we start I want you to make a sketch of that maple tree by the bank, showing merely the trunk and branches. Beneath your sketch, state the locality of the tree. Over yonder in the field is another maple; sketch it also. Tom, you may measure the distance from the ground to the first branch. Bring, each of you, a leaf from the tree. No, we will not go by the road, but we will stop for a moment at this thorn apple tree. Get each a thorn to bring along. Now, no one must pull more than two flowers of the same kind. Laura, where did that insect on your hand come from? What is the matter with its legs? The boys will gather the cowslips for the girls. Watch that saucy blackbird as he goes from willow to willow. See how he makes their limbs rock. Gather a few of the catkins, are they all alike? Now we have reached the hill. Make a sketch of the creek, the side hill and the swamp over yonder. Draw two or three of the trees in the swamp. Bob, if you wanted to get a good fishpole what part of the swamp would you visit? No, May, you have not shown the branches on that tree properly. Put in a few trees on the side hill. Where have you seen a tree with its branches like that on the hillside? Now we are in the thickest part. How high is it to the first branch on that maple tree? Over in that shady spot are some maple bushes. Gather a few leaves. Jessie, if you were to paint this leaf and the one you got by the mill, would you use the same paint for both? Draw both leaves in your books. Here is a gooseberry bush, pulloff a few prickles. Were they easier or harder to pull off than the thorns? Why? That will do for to-day. Think over what you have seen and drawn, examine the flowers gathered, and to-morrow tell me what you have learned.

By a few well-directed questions you will lay a good foundation for the after study of pollination, rheotropism, heliotropism and the various influences which affect plant-life.

#### TEMPERANCE IN PUBLIC SCHOOLS.

In a recent pamphlet, Mr. A. Macdonald, of the U. S. Bureau of Education, summarizes the views of Dr A. Bæer on drunkenness. Among the preventive means against intemperance is advised education of the children. How is the education to be accomplished? There are ethical and scientific means. An attempt is being made in Ontario to supplement the former with the latter; and the latter too often consists of the former with a few odd facts thrown in to elicit interest. A teacher in one of our Public schools tells of *preaching* to them from the authorized text-book on the evils of whiskey and tobacco, of getting her pupils exceedingly interested, and then of finding them in secret corners of the school ground indulging in a "chew" of tobacco, or a smuggled pipe. The so-called scientific method consists in hammering in a few book facts for which they have little respect. Teach a boy by four or five simple experiments that the angle of incidence is equal to the angle of reflection and when occasion offers he invariably acts in accordance. His knowledge so gained becomes a practical guide. You have taught him to respect a scientific statement, and until you can get pupils to do this your *scientific* temperance will it is feared produce little good result. Cramming a boy full of facts will not educate him. The following experiments, if performed by the teacher in presence of his class, will not only interest but prove great helps in his teaching the text-book lessons. Place a small piece of meat in alcohol or brandy and a similar piece in water, examine at the end of two or three days which is the tough piece? What effect would alcohol have on the stomach? Why do drinkers swallow water after taking whiskey or brandy?

Catch a few grasshoppers, place a glass tumbler over them and slip under the rim of the glass a small cloth dipped in alcohol. Give a cat or dog a small dose of whiskey; watch its actions; feel its

heart. What effect has liquor on the rate at which the heart beats?

An experiment "tells" far more effectively than a book or teacher.

#### OBSERVATIONS.

Should physics be taught deductively? Do you agree with Gage when he says, "Life is too short to admit of teaching physics inductively to any great extent, of rediscovering laws which have required ages to discover." Would, not, then telling your students the leading laws, facts and theories of physics be the speediest and most desirable course to pursue? Many teachers are of the opinion that it is not the mere acquisition of facts which is more important in an educational sense but the method of acquisition.

#### QUESTIONS IN PHYSICS SUITABLE FOR PUPILS OF FORM I.

1. A small piece of zinc is placed in a test tube full of water and inverted in a basin and a few drops of sulphuric acid are added to water in the basin. State what occurs and any experiments you would perform with what is obtained. Give at least three things you learn from this experiment.

2. If a piece of copper were treated as the zinc in question 1. what would occur?

If zinc is put in water, acidulated with sulphuric acid, what occurs?

If both zinc and copper are immersed in the solution of sulphuric acid in water what occurs? Will there be any difference if the copper and zinc are connected by a wire? How would you prove your answer?

3. A wire leading from a battery is wound round a bar of soft iron. What effect?

If the wire is wound round a lead pencil and then the lead pencil slipped out of the coil and the coil thrust in another larger coil the ends of which are connected with a galvanometer; what occurs? What does this experiment teach?

4. Give a drawing of an electrical instrument which utilizes the power of electricity to produce magnetism.

5. Mention a number of uses to which electricity is applied, stating how the electricity is generated in each case.

6. You are given a galvanometer; a jar; water; sulphuric acid; sheets of zinc, tin, lead, iron, copper, silver; spools of wire of different sizes and lengths and materials. State any experiments you would perform and what you learn from them.

#### ANSWERS TO CORRESPONDENTS

*J. A. M.*—A piece of platinum foil is held in the Bunsen flame till glowing, the flame is then turned out and when the platinum foil ceases to glow, if the gas is turned on it may be relighted by the apparently cold platinum.

*Answer*—Platinum with some other metal has the power of condensing gases upon its heated surface. The metal here condenses oxygen from the air and is probably at a sufficiently high temperature to cause the union of the oxygen and constituents of coal gas.

*T. J.*—You will find Colton's Practical Zoology of use for your work; you should have also Huxley and Martin's Practical Biology.

#### OUR WORK.

LET us be content in work,  
To do the thing we can, and not presume  
To fret because it's little. 'Twill employ  
Seven men, they say, to make a perfect pin;  
Who makes the head, content to miss the point,  
Who makes the point, agreed to leave the join;  
And if a man should say, "I want a pin,  
And I must make it straightway, head and point,"  
His wisdom is not worth the pin he wants.  
Seven men to a pin—and not a man too much!  
Seven generations, haply, to this world,  
To right it visibly a finger's breadth,  
And mend its rents a little.

—E. B. Browning.

## Book Notices, etc.

Any book here reviewed sent post-paid on receipt of price. Address The Grip Printing & Publishing Co., Toronto.

*Aristotle and Ancient Educational Ideas.* By Thomas Davidson. Published by Scribner's Sons, New York.

This is one of the most noted educational works published this year. Prof. Davidson evinces very accurate knowledge of Greek history and Greek life, and writes in a very attractive style.

The volume relates to the history of Greek education from 776 B.C. to 313 A.D. He divides this period into the Hellenic period of 438 years and the Hellenistic period of 625 years. The Hellenic period is divided into two periods, (1) Old education, (2) New education. The old was patriotic, brave, law-abiding, puritanic. The new was individualistic, law-despising, time-serving, and cunning. The Hellenistic period extends from the overthrow of the independence of Greece at the battle of Chæronea until the establishment of Christianity in the Roman government.

Aristotle stands between these great periods and "draws up the testament of the former and outlines the programme of the latter." The author gives prominence to six educators who flourished during the two periods, viz.: Pythagoras, Zenophon, Plato, Aristotle, Quintilian and Plotinus.

The book is scholarly, suggestive and interesting upon the themes it discusses. The student of the history of education will find this the most complete work extant upon the period to which it refers.

*Livy, Books I. and II.* J. H. Freese, M.A., re-edited and partly re-written after Prendeville. Cambridge Texts with Notes. Bell & Deighton.

Two small volumes, without vocabulary, well-suited for school purposes. The fact that Prendeville's *Livy* has seen so many editions does not, however, prove, as Mr. Freese remarks, that it adequately met the wants of those for whom it was intended. There was simply no other edition. There is still wanting an edition which shall take a large view of *Livy* as *history*, and at the same time deal more fully with the language itself. Mr. Freese, e.g., passes over the mood *perscriberim*, a fundamental matter in Syntax, which it may safely be said no boy beginning *Livy* will understand. Yet this occurs in the second line of the preface.

*A First Year's Course of Manual Instruction in Wood.* By J. H. Judd, Head Master of the Brighton Technical School.

This is a small hand-book of fifty pages, containing a well-graduated series of exercises, with accurate working drawings to scale. The exercises begin with the simplest operations and proceed through quite a variety of joints, etc., designed to develop skill and accuracy. With each exercise there is a description of the joint and its ordinary uses, and full instructions how to proceed in making it, a description of each new tool employed, and the explanation of all technical terms involved. There is also an appendix of pretty full lecture notes on the various kinds of soft woods likely to be employed in the course. The book is designed either for the use of teachers or as a text-book for a class, and is valuable as containing the result of years of experience in this kind of work by an able and successful instructor.

"*Natural Science*," a monthly review of scientific progress published by Macmillan & Co., aims at extending the knowledge of the general principles of natural science with a view to moderating, strengthening and stimulating contemporary education; at interpreting the results of current research in biology and geology; at summarizing the most recent discoveries in the different departments and in general at keeping its readers fully abreast of all advances in this department of science. The first number is one of undoubted merit and appears to fully fulfil the aims of its publishers.

W. H. J.

## 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.

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T. G. WILSON,

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## \* Editorials. \*

TORONTO, JUNE 15, 1892.

## CLOSING DAY EXERCISES.

THE following, which we clip from the *New York School Journal*, contains many hints which may be useful to our readers at this season of the year:—

For one entire month, at least, the teacher and pupils will be thinking of the exercises with which the year will end. There should be exercises; they should be well planned; they should be made successful.

1. As to the exercises themselves, they should not consist of school studies; the time has passed for them. The occasion is to be one that will bring the parents into the school-room; there is to be a pleasurable feeling on the part of parents, pupils, and teacher. This is to be the predominant idea underlying the exercises.

The exercises must have a certain dignity; no mountebankism; no blacking of the face; no dressing up like a clown. True, these things might make the injudicious laugh, but the cultivated part of the audience would sorely grieve. Education means ascending from lower to higher planes, and it cannot tolerate anything that causes a retrograde movement.

2. The plan for the hour must take the timber in the pupils into consideration; to set a class of poorly developed children to

illustrating Tennyson would show poor judgment. The work proposed must have in some way a fitness for the school and for each pupil. John, who is full of fun, and never entertains a serious thought more than half a minute, is not the one to be set to declaiming "Sink or swim, live or die, survive or perish, I am for the declaration."

Just what the exercise shall consist of cannot be stated. Compositions, recitations, dialogues and music will form the staples.

**Composition.**—It is a mistake to have long compositions read, and with such low voices! From such things, Good Lord, deliver us, on closing day. It is fairly wicked for a teacher to bring out such things. Let the compositions be on things the audience know about: "The Fruit Stand," "My Sunday School Teacher," "Grandpa Jones," "The Fire at Smith's Barn." Let the essay on "Gladstone at Hawarden" lie in your desk.

Bring up four girls with short compositions: Chapter I., by Anna; Chapter II., by Sarah, and so on. Bring up four boys, each to tell some interesting thing, with not over 100 words each. Don't overdo the composition business.

**Recitations.**—These must be short too. A little girl may hold a bunch of roses in her hand and recite two stanzas on roses. Don't have these stiff. Bring up four girls; one recites stanza No. 1, of a poem, the next stanza, No. 2, and so on.

**Dialogues.**—You can easily put up a curtain with a wire stretched across the room. (Well do I remember the boys and girls that raised the money, bought the black or brown cambric, and sewed it into two curtains, and put it up when I was absent.) Dialogues may be had employing two, three, four, ten, or twenty. The dialogue always pleases; have them short, and as many as possible. Drill until they act naturally.

**Music.**—If you can, have a piano; if not, get a violin; if not, borrow a cabinet organ; if all these fail, practice a dozen pieces and lead them yourself. The opening piece should be one of welcome, and every voice should be heard.

Then you will want a closing piece. Be sure to have good music. *Song Treasures* is one of the best for the average school.

3. Closing exercises when made successful are delightfully thought over by parents, teachers and pupils. Here are some hints and suggestions.

(1) Begin beforehand and lay out your plan and appoint your assistants. (2) Drill over and over until those that are to recite have their parts perfect. Tell them there will be no prompting, no matter what mistakes they make. (3) Have rehearsals after school until you know how they will do their parts. (4) Appoint a committee of your pupils to aid on the business side: (a) the seating of the audience; (b) the getting of chairs, etc.; (c) the issuing of invitations (this is a good idea)—the boys will print or write them. Have them signed by the committee of pupils. (5) Have the school board put into good seats; if there is a live man on the board he may preside and call off the programme. (6) Have a programme printed or written by the pupils. (7) Begin

promptly; don't, if you can help it, hold on more than ninety minutes—never, no matter how many are left out, go over 120 minutes. Omit some if needful to reach the time limit. (8) Have the room ventilated properly, or as properly as you can. Don't make the school-room into a "Calcutta Black Hole." (9) Beautify your school-room all you can; consider this beforehand. If it is in the evening, put up shelves and borrow lamps. (10) Preserve your self-possession; get everything ready and right; then sit down with your school board, and enjoy yourself. Tell your pupils that you, for one, are going to have a delightful time in listening to them. (11) Don't discourage your pupils by saying, "I know you will mispronounce that word and make me ashamed," etc., etc. Have all hands feel that you are confident of success; don't stop if there is a hitch. If one fails, speak right up, "John, you may be excused. Next."

It is to be a social occasion; have the pupils bring up their parents and introduce them. If you can trust one of your school board to speak five minutes, and he can say something to the point, why, ask him, or, if you have a "great man," let him be got forward, but beware. Tell him you can only give him five minutes.

Finally, determine it shall be a bright, joyful occasion that shall make the school and you stand higher in public thought.

## \* Literary Notes. \*

MR. HOWELLS intends spending his summer in a quiet nook in New England, devoting a large portion of his time to the writing of his novel of American girl-life, to be published in the autumn in *The Ladies' Home Journal*.

A STIMULATING article on present educational problems will be contributed to the *Popular Science Monthly* for July, by Mrs. H. M. Plunkett. It is entitled "Kindergartens"—"Manual Training"—"Industrial Schools," and embodies some principles of training children that have not yet been duly appreciated.

A STRIKING story in the June *St. Nicholas* is "The Boy who Wouldn't be Stumped," by Bessie Chandler. The hero of the story is a small boy who is driven to attempt various ridiculous feats by the "daring" of his companions. William Abbatt takes as his subject, "The Lonely Lighthouse," and the unchronicled performance of duty by the faithful keeper is cleverly presented next to "The Boy who Wouldn't be Stumped," so that young readers may absorb the contrast without difficulty. Ernest Ingersoll, in his contribution "The Vireo's Nest," presents a bright little picture of boy and girl life in the country. The story is brightly and pleasingly told, and illustrated in the same spirit by W. A. McCullough. "A Visit from Helen Keller," the blind deaf-mute, is touchingly described by Adeline G. Perry, who was a pupil at the school in Andover, Massachusetts, to which the visit was made. These are but a few samples from the bill

of fare which this prince of children's magazines sets before its readers this month.

IN the June *Arena* the editor gives a most vivid picture of the nineteenth century Inferno in a paper, entitled "The Democracy of Darkness." He takes us through the under world and lets us behold glimpses of what he has witnessed in Boston. He next notices the problem in all our great cities, notably New York City, giving facts and figures of great value to social students. From this he discusses the cardinal causes which produce the democracy of darkness, and further advances a comprehensive plan for the amelioration of misery and an effective educational agitation. Among other leading papers in this number are "Automatic Writing," by B. F. Underwood, "The Right of Children," by Rev. M. J. Savage; "Newly Discovered Properties of the Ether," by Prof. A. E. Dolbear; "The Bed Rock of True Democracy," by A. C. Houston; "Three English Poets," by Louise Chandler Moulton; "The Lake Dwellers of Switzerland," by W. D. McCrackan, A. M. Mr. Garland's story, "A Spoil of Office," comes to a close in this issue.

SOME idea of the contents of the *Century* for June may be gained from the following specimens which we pick up almost at random. In the article entitled "Land of the Living Cliff-Dwellers," Lieutenant Frederick Schwatka describes his first visit among the half-civilized and wild branches of the Indians of Chibauhau. Señor Emilio Castelar's second article on Christopher Columbus describes the great explorer "In Search of a Patron." In this paper an account is given of the perfidy of the King of Portugal, who, after encouraging Columbus and getting from him his views and plans, sent a private expedition to reap the fruits of Columbus's anticipated discovery; but the commander of the vessels lost courage before he had proceeded far, and returned. Columbus then left Portugal for Spain. His experiences in the latter country will form the subject of the July paper. Mr. Foote's story of "The Chosen Valley" is continued in this number, as are also Kipling's and Balestier's "Naulahka," and Dr. Weir Mitchell's "Characteristics." In the way of short stories a new writer makes his appearance in *The Century*, Will Payne, with a story entitled "A Simple Case," accompanied with pictures by E. W. Kemble. An illustrated summer article of curious interest is a paper by the late J. B. Holder on "The Great Unknown," namely, the famous and much mooted sea-serpent. Mr. Stedman's poetical essay deals in manly fashion with the "Melancholia" of the poets.

WE had intended, at the request of a subscriber, to give some notes on "The Forsaken Merman," in this number, but want of space forbids. Perhaps, if our correspondent will carefully remember that the words throughout are the utterances of a merman husband whose woman wife has forsaken him and her mermaid children and her home in the sea-caverns, to resume her fold life on land among her people, most of the difficulties will vanish.

## Contributors' Department.

### MATRICULATION STANDARDS.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—The publication of Dr. Grant's "Critical Notes" in your last issue, on my paper on University Matriculation makes it necessary for me to add a few "Explanatory Notes." Let me premise, however, that, for various reasons, I issued the paper as a pamphlet about three weeks ago, making some necessary corrections and inserting a few sentences which had been omitted in your journal owing to hurried proof-reading.

First, then, as to "pretentious post-graduate courses." Having stated, with reasons, my belief that, "as a consequence of a low Pass standard and a correspondingly low Honor standard, our University graduates—both Pass and Honor men—are not as scholarly as they should be," I expressed the opinion that "what our Ontario Universities need is, not "pretentious post-graduate courses," but "thoroughly efficient undergraduate courses." Dr. Grant has mistaken my meaning. I had in view the defective scholarship of our graduating classes. With our present standards, our University courses are, I believe, "pretentious." The B.A. degree is not a guarantee of adequate scholarship, or of the scholarship we are entitled to expect even from the printed programmes and examination papers. Post-graduate courses added under such circumstances, could not fail to be "pretentious" also; that is, "they would attempt to pass for more than they are really worth." I may add, however, that, by post-graduate courses, I mean, not simply "guidance in reading, brotherly criticism, sympathetic co-operation in research and—on the Science side—opportunities in museums and laboratories to do independent work;" but the systematic supervision and courses of instruction that are given in Universities in which the so-called post-graduate work is a special feature. Anything less than this, most would regard as not deserving the name of a University course. Our Provincial University is admittedly not at present able to provide such facilities for study. About the other Universities we know less; but it is a symptomatic fact that from time to time their Principals make public appeals for larger endowments and additional professorships to enable them to overtake the ordinary undergraduate work. Even now, indeed, our professoriates are not well organized, as any one can see who compares them with those of the richer American Universities. I may say also, in passing, that, in the opinion of many University men in Ontario, there is danger that the adoption of post-graduate courses, in a young province like ours, might cause the degradation of the B.A. degree—a result which, it is well known, has followed in many of the Universities where such courses form an integral part of the work. What I advocate is the improvement of the value of the B.A. degree, not the manufacture of Ph. D.'s or D. Sc.'s, of which, as Dr. Grant hints, a somewhat remarkable epidemic has broken out of late years in Ontario.

Secondly, as to the admission of non-matriculated, including, of course, partially matriculated, students. As the sentence quoted by Dr. Grant shows, my objection is to "the vicious system of an apparently unlimited admission of non-matriculated students"—to the admission of non-matriculated students for whom the High School is the proper place, not to the admission of students who can obtain the instruction they need only in a University, who have been found fit for such work, and whose admission is not an injury to the matriculated student. This matter is an important one, and, to make my meaning clear, I quote Dr. Grant's comments:

"But every class in a University ought to be open to all qualified to profit by that class. To take any other position is to prefer form to substance and to be a slave to form. The analogy of the High School, where the Entrance Examination guards the door, does not apply to the University. In fact, I would go farther and say that classes should be open to all who believe that they can profit by the instruction, on the sole condition that they submit to the discipline of the class. There is not the slightest likelihood of an ugly rush. Our experience at any rate is quite the contrary. There

is too little public desire for the education that the University affords."

The *raison d'être* of a matriculation examination is to enable a University to determine who are competent to take up its work. This determination is, of course, made by representatives of the University, not by the candidate himself, whose "belief" in his own ability is not always supported by the results of an examination. What applies to the ordinary matriculant should certainly apply to the "occasional" student, if he is to derive proper benefit from the lectures and the rest of the class are not to suffer from his presence. In other words one limitation should be that he should satisfy the University professor of his competency for the classes.

To show how our Universities are severally affected, I give in detail the statistics of the first year's attendance of 1891-92, as supplied to me before I wrote my paper:

	Passed in July and holding <i>pro tanto</i> Certificates.	Passed September Supplementals	Not and Partially Matriculated.
Toronto.....	151	24	50
Queen's.....	15	30	16
Victoria.....	17	7	2
Trinity.....	15	4	2

When I spoke of the "vicious system of unlimited admission," I had in view Toronto and Queen's Universities. As to Toronto: The figures show that a very large number have not matriculated: I believe, indeed, that the estimate given above is below the mark. Probably this "ugly rush" is due to the presence of the University in a large, centre of population. It shows, at any rate, that there must be another limitation besides that of a preliminary examination. There must be a suitable ratio between the number of professors and the number of students in a class. I have been assured also, by members of the staff of University College, that many of its classes suffer more from the presence of non-matriculated students than from the presence of those who enter through "the easily revolving doors of the September Supplemental." As to Queen's: Dr. Grant admits the unlimited admission, but denies the viciousness of the system. At the meeting at which I read my paper, the Principal of one of our Collegiate Institutes made public a case in which Queen's had objectionably admitted a pupil of his, who had not passed the full matriculation examination. I have heard of other such cases, and it is not long since the Kingston Collegiate Institute Board published an emphatic protest against the effect upon its school of the practical working of Dr. Grant's views. Indeed, until I read his note, I believed that Dr. Grant had reconstructed his theory in the light of this experience.

But the analogy of the High School does apply to the University. Although such action is, for evident reasons, not formally recognized by Regulation, occasionally pupils are admitted to classes by the Principal, who have not passed the Entrance Examination, and the limitations of admission, in their case, are of the same nature as those which I have stated above, as desirable in the case of University students.

My objections to Dr. Grant's position on this question may be summed up in a few words: Good organization is just as necessary in a University as it is in a High School; and in a well-arranged system of education such as ours is designed to be, neither University nor High School should intrude unnecessarily upon the other's domain.

Lastly, as to the September Supplementals: Dr. Grant states my position exactly: I am "convinced that a Supplemental is a very bad thing."

My objection to these examinations as they have been conducted, is that they are a "back door" to the Universities. Those who are unable to mount the steps of the front door, are then "let through," and the result is a lowering of the standard of University education. This is so notorious that I should be surprised to find any one deny the general proposition. Dr. Grant, indeed, seems to deny it only in the case of Queen's. My own opinion of these examinations is based on my experience as a University examiner, and chiefly as a High School inspector. In the latter capacity I am in a position to note the character of the work done in the Matriculation classes and to

(Continued on page 75.)



## \* Special Papers. \*

## CHARACTER TRAINING IN OUR PUBLIC SCHOOLS.\*

W. WILKINSON, M.A., BRANTFORD.

THE formation of character may not be the chief reason for the existence of the Public school; but as every one will admit that the possession of a good character is at least of equal importance with the attainment of knowledge, I shall assume that all will concede that its formation should form an important part of the teacher's work, and proceed at once to show some ways by which right habits may be secured.

I recommend the careful study of plans for the formation of character in school children, not merely on account of their benefit to the scholars, but because of their reflex influence upon the teacher and the higher and truer kind of teaching their adoption produces. To form character, in any degree, there must be a complete understanding of child nature, a careful study of cause and effect, a comprehension of the individual necessities of pupils, and the adaptation of one's methods to meet these necessities. The knowledge and practice of such plans will aid in making the teacher an educator; will prevent mechanical and routine work, and lead to a rational method of instruction. The teacher who has this object in view will hasten slowly. He builds, not like the speculator who erects sham houses to sell, but like a wise master-builder who builds his own house for the ages.

What are some of the elements that can be used in character-training in our public schools? I say some, for I have no intention to make this paper a complete examination of the subject.

I regard the development of the teacher as one of the most important aids in this matter. I cannot conceive of the growth of a school in character where there is stagnation on the part of the teacher. In the teacher this development may be an effect—the result of a plan carefully arranged and faithfully followed, but to the children who observe it in him, it is a cause—a power, whose presence they feel stirring them to similar action. It may be growth in knowledge, or in courtesy,—in all that makes the scholar, or in that which constitutes the gentleman, or in both; but, insensibly, through that subtle power imitation, these youthful minds are stimulated to a corresponding activity. Like coursers in a race the efforts of the leader inspire all. "Truth from such a teacher's lips prevails with double sway." There is added to his didactic teaching the more powerful teaching of example. Such a teacher is always fresh. Constant, steady growth is secured among his pupils, and this, in my opinion, is the first, the essential requisite for character training.

The spirit and general tone of the school have very much to do with the characters developed in it. I visited a school some time ago in which, I am sure, no sweet, wholesome character could be formed. Even in the presence of a stranger there was the use of stinging sarcasms, odious comparisons, offensive jests and unpleasant depreciation. It may have been fancy, but I thought the countenances of the pupils bore evidences of this treatment. I hope such schools are rare, I believe they are. Hateful tempers, sharp speeches, morose looks and all that brood of vipers destroy good instead of developing it. I once heard a parent say to a teacher, "You have ruined my boy, sir. He has copied your manners, and your tyrannical temper has made him deceitful." It was too true. The father's faults have been to my knowledge realized in the character of that boy, now a man. The spirit of the school should give a trend to the boy's career. It should be of such a nature as to send him into active life with a pleasant countenance, a cheerful disposition and a freedom from the ugly passions of revenge, suspicion and resentment. What should hinder the school from doing this? Learning is a delightful thing. There is for the child no greater pleasure than the knowing of the hitherto unknown. To him the mastery of a difficulty is a glorious triumph. No miser ever counted his gold with more glee than does the school-boy reckon over to his delighted parent his increased mental wealth. Look at the children on their way to school, radiant

with happiness and buoyant with hope! Listen to their conversation, full of their studies and of their delight in them! This is the natural spirit of childhood. The school should foster it. Where it is maintained, the best there is in a boy has opportunity for development. Weak moral natures in such an atmosphere become strong. The influence of the good home is supplemented, and that of the bad home in some degree destroyed. Evil dispositions and bad tempers die for want of opportunity for their exercise. Prospects of future usefulness, if not of future greatness, arise in the mind of even the child of hardship. The hard lines disappear from his face. Order and law, hitherto irksome and hateful, become a pleasure. The firm hand, the kindly heart of the wise teacher have made duty a delight. In the midst of these happy surroundings which will accompany him as pleasant memory pictures all through life, good resolves are formed never to be wholly broken—resolves which will act as ties to bind him to a better life.

The general aspect of the school site and school-room has a good deal to do with the kind of boys and girls that leave it. Cleanliness is indeed next to godliness. Neatness and order, beauty and taste, in every foot of the grounds and every part of the building, are powerful educators. Dirt and untidiness produce carelessness, carelessness leads to destruction—to scribbling and its train of evils.

School-work is one of the great means of forming character. In no other way can the teacher cultivate those important elements of self-reliance, application, perseverance and courage. If we are to teach boys that which they will need to practice when they become men, we must teach them industrious habits, the value of time and the conscientious use of every hour. In a school where the teacher so plans his work that there is no haste and no waste, pupils unconsciously imbibe the spirit of constant, cheerful application, and go to the several occupations of life to display the habits learned at school. To make school work a means of training character, the teacher must remember that every lesson is more a means than an end. Not merely an educational means; but an opportunity for cultivating self-reliance, independent thought and manly action. These pupils will soon be in the great school of the world; for most of them the future contains abundance of work and difficulties of all kinds. The school should prepare them to meet these successfully by the character of the lessons taught and the mode of teaching them. The teaching that develops character gives the maximum of encouragement and the minimum of assistance; strength is cultivated rather than quickness; the ability to do is made of more importance than the capacity to remember. Thought is valued higher than knowledge, and is developed by wisely chosen and well-directed work. I distinguish between work and mere employment or occupation. The former stimulates and strengthens; the latter causes lethargy and results in idleness. Idleness is the most direct road to vice. It is vice itself. No other foe of the school-room is stronger and more difficult to overcome. No training of character can be done where it exists, but if the teacher and pupils form an ideal mental work-shop, where every child is not a mere apprentice at a task for the profit of others, as the school-boy too often thinks he is, but more like the cheerful master of his own business, whose every gain goes to himself; and, where the teacher is not a mere record-keeping machine or task-master, but a skilful master-workman, invested with even more than parental authority, then bad habits and ugly tempers have but little opportunity for their indulgence. Life in such a school is a constant stream in whose current, Goethe says, character is developed. Work of a suitable kind, of the proper amount and performed in a right spirit will form industrious habits, and industry is one of the best antidotes for latent or active viciousness.

Closely allied with work as an element in training is the practice of economy, the avoidance of waste or extravagance, and the careful use of the various articles in the school. Who can tell what silent, yet potent, influences are at work when the pupil sees the constant practice of these habits by his teacher and fellow-pupils? These apparently trifling acts will in future years be mentors in greater transactions.

If the teacher could train the conscience while he is developing the intellect, the work of which we are speaking would be accomplished. Can the

teacher do this? To a considerable extent he can. Every school has its own standard of conscience, largely the result of long practised habits. Habit gives character to conscience. The teacher must give character to habit. In habit nothing is trivial. No desire for present ease must prevent instant and minute faithfulness. "In to-day already walks to-morrow." Causes and effects, effects and causes, follow each other in rapid succession in the school-room. There is, consequently, the constant need of firmness and watchfulness. Habits that will produce integrity, truth, manliness and the spirit of kindness must be fostered. Those that tend to the opposite must be crushed, if possible in the very bud. The teacher must be a law unto himself. He must not only do his best at all times, but he must make it almost impossible for his pupils to do less than their utmost. There are mechanics who cannot do a bad job, no matter how poor the material is upon which they are working or how small the remuneration they are to receive. Their training by first-class men has produced this condition. I know a merchant who has trained hundreds of clerks who are eagerly sought after by other firms. The constant doing of the right thing in the right way at the right time has become to them a second nature—a conscience, if you like, which they cannot violate. The Public school ought to aim at a similar end; it will attain it if it uses similar means—a recognition of the future career of these young people, and a determination to fit them for it.

Let us remember that a lax teacher is never a conscientious teacher. Laxity weakens conscience, blunts the moral sensitiveness of the child, and affords him at once a reason and an excuse for wrong-doing. Firmness, combined with wise vigilance and the avoidance of undue sternness, aids conscience in its efforts to produce better habits.

One of the things school training ought to develop is the power to do the right even when it is not pleasant, and to do it at once. This means the exercise of the will in opposition to the desires and fancies, a most necessary preparation for the duties of life. Youth, if left to itself, will choose the easy, rather than the difficult. It will do the things it likes in preference to what ought to be done. Self-gratification and pleasure are as dangerous as they are seductive. In opposition to these the wise teacher will cultivate self-denial and the strict performance of the duty of the hour. Self-denial will produce moral courage and moral courage will enable the boy to meet not only the difficulties of the school and overcome them, but will fit him by-and-by to cope with the difficulties and temptations of business.

The objects placed before pupils to incite them to study have an important influence on their character. I am afraid we value knowledge more than culture, I fear we instruct more than we train. We are all, I presume, capable and conscientious teachers, but is there not too great a desire to impart instruction for a present end? Is not the horizon of the school too much limited by the date of the examination? This plan, I am quite sure, often prevents the attainment of its object. It gives the pupils a dreadfully narrow idea of the object of learning. It makes the best teacher forget in part the greater and grander functions of his calling. Prizes, marks and all that class of incentives are also very doubtful means of creating a love for knowledge and of developing character. They may stimulate ambition and encourage rivalry, but they foster selfishness on the part of the successful and create suspicion and envy in those who fail—some of the meanest traits in human character. Religion in its broadest sense is the foundation of all training in character. All ethical teaching is valuable, all good example is powerful; and yet I am convinced that there must be added to these the devout recognition of God and the direct reference of our acts to His opinion. As Webster says, "Religion is a necessary, an indispensable element in any great human character. There is no living without it." How can we make religion a means of training in the school? Perhaps not by anything like didactic teaching upon the matter, but by a reverent acknowledgment of God's goodness and wisdom and of His claims upon our gratitude. This can be done in connection with the many suitable opportunities that occur in school-life; above all, by the constant practice of the virtues of kindness, patience, love and mercy. "Religion is more a temper than a creed." As such it should permeate

\*Read before the Ontario Educational Association at its annual meeting held in Toronto, April 19, 20, 21, 1892.

the school-room like an atmosphere from the opening exercise till the closing prayer. I recognize that religious training is principally the work of the home and the church, but I am also convinced that all true school education should be the complement of that received in the ideal home. The motives that are used in the school to incite to duty or to form character, must not be of a lower kind than those used in an intelligent family. The home and the church teach the boy that the highest style of man is a Christian. The school ought to show him that the highest style of a Christian is the Christian scholar. Should we not so teach that our pupils will say of us what Alexander of Macedon said of his teacher? "I am indebted to my father for living and to my teacher for living well."

I place great value on the cultivation of self-respect among children. Its influence on the general tone of the school and upon individuals in preventing the many wrong acts which they are likely to commit, is wonderful. Teach a boy to respect himself, his reputation, his ability and the fair name of his family, and you have taught him what will certainly secure the respect of others. Self-respect will prevent his forming low associations, or debasing himself by mean acts or bad language. It will keep him from disgracing himself or distressing you and his parents by badly prepared lessons.

Every lesson can be made a vehicle for this training. I believe every subject is better taught when this object is present to the teacher's mind. Further, there are subjects that cannot be taught well unless their moral side is prominently brought before the pupils. History is one of these. It is more than a record of past events. "It is philosophy teaching by example." Rightly taught it will cultivate patriotism, a love of liberty and a hatred of oppression in every form. It will create a desire to emulate the noble and the good, and to shun the example of the vicious. By connecting causes and their effects it will serve one of the great purposes of the school—to make good citizens of our pupils. Current history and its lessons should never be overlooked. Literature is a grand means for this purpose. The Bible says, "As a man thinketh in his heart, so is he." The life is but the manifestation of the thoughts. Fill the mind with the grandest thoughts of the greatest men. If the thought be pure the life will certainly be.

Essay writing, if proper themes are chosen, affords the teacher an excellent opportunity for furthering this work.

Allow me to say that in every subject it is better to let the children draw the moral, denounce the meanness, or extol the virtue, without, if possible, the teacher's aid. The reason, I think, is obvious. Children, like older people, place a high value on their own opinions and are apt to stand by them.

In the main, I recommend, as you will observe, that character-training be general and indirect, rather an inseparable factor of the school work than an independent element. There may be occasions for direct and specific action, but these are comparatively rare. You will find, I think, when such occasions occur as demand direct personal treatment that a private interview, where kind counsel and, if necessary, plain warning can be given, is the best. Clarendon does not put too high a value on counsel when he says, "Counsel is a second education that improves all the virtue and corrects all the vice of the former." Every teacher has discovered the truth of this. In such an interview the teacher is in the best condition to impart advice and the pupil to receive it. Many are the victories won over evil habits in such circumstances by prudent teachers. Many the thanks from grateful pupils in after years for counsel so given.

Very briefly let me mention a few things that have an influence on character, but which time will not allow me to treat at any length. School associations and companionships are among the strongest of these. Let the teacher give this matter his careful attention. It is closely connected with the present and future welfare of his pupils.

The proper supervision of pupils during recesses is an important matter. This is often the time when the moral training of the teacher and the home is undone—when the trashy novelette is read or exchanged, and its pernicious contents discussed. The time when unchecked rudeness in word or deed leads to vicious habits.

The cultivation of polite habits and the performance in a respectful manner of the ordinary civil-

ities in use among refined persons have a decidedly beneficial effect, and should be as customary in school as in good society. School habits should never undo the training of the home.

I need but mention temperance and hygiene, truth and honesty, regularity and punctuality, so necessary to a good character and so essential for success in life. I asked a retired merchant of over eighty years of age the secret of his success in business. He answered, "God's help, sobriety, and never having been late for any appointment but once in my life."

After all, the teacher makes the school. It is his life that trains. It is not so much the scholar as the man that moulds the plastic minds of pupils. What the teacher out of the school and in it really is, that to a very great extent will his pupils be. Scholarship and knowledge of teaching alone will fail to give the best results. Honest, intelligent work, true worth, a cheerful countenance and polite manners, with faith in God and faith in the children will confer dignity, inspire respect and make teaching a power in training youth; but if we are to produce the best results, there must be added to all these the conviction deep and ever present in the teacher's mind that these children have immortal spirits, and that we are by every act of ours helping to form their eternal destiny. It is only the best that produces the best, and the teachers of our children should be the best, the very best men and women our country produces.

I lately saw a gardener preparing a plant for exhibition. What care he took in pruning and shaping it! No labor, no nourishment was spared. Shade and light were given or withheld as required. Everything that might injure its form, or impair its beauty was removed. Every redundant and misshaped bud and leaf was nipped off. All this anxious, loving care for a plant which can live but a season, I thought. How then should I care for those immortal plants of the school-room! How mould and fashion and nurture them during those five days of each week, that earth and heaven may be adorned with their beautiful characters.

I have had in my mind in writing this paper a quotation from Sidney Smith and with it I shall close. "The real object of education is to give children resources that will endure as long as life endures; habits that time will ameliorate, not destroy; occupations that will render sickness tolerable, solitude pleasant, age venerable, life more dignified and useful, and death less terrible." May we, with the assistance of the great Teacher, impart such an education in the schools of Ontario.

## For Friday Afternoon.

### THE SONG OF THE MILL.

(Concerted action piece for three boys.)

*Will:*

THINGS have prospered with the miller,  
See his cottage wreathed with flowers—  
Once his pockets were as empty,  
Once his home was poor as ours.  
Ah, some folks are born to fortune,  
He is master of a mill,  
While we're only poor and struggling,  
Out of work, and needy still.

*Ben:*

Here he comes—the lucky fellow—  
Will he notice you and me?  
See, he's not too proud to know us,  
Though a rising man is he.  
Miller, since we three were playmates,  
Life's best prizes you have won;  
Tell us how you made your fortune—  
Will and I are struggling on.

*Miller (shaking hands):*

Since we three were happy playmates  
Many changes I have known,  
Once I scarcely had a penny  
Or a garment of my own.  
Drink had bound me in its fetters,  
Drink was surely chaining me,  
And I drifted to the "Raven"—  
Ah, you know that place, I see.  
There my wages all were wasted,  
There I lost my strength and health,

Till at last I found that temperance  
Is the road to joy's fair wealth.  
With abstainers I united  
Twenty years ago this May,  
And a healthy, merry miller  
Here I stand this happy day.

*Will:*

Temperance folks do seem to prosper,  
But I'm sure without my beer,  
And without my drop of whisky,  
I should very soon feel queer.

*Ben:*

As to that, it's queer already  
When we've neither work nor pence;  
I begin to think abstainers  
Have not only luck but sense.

*Miller:*

Mates, if you'll give up the glasses  
That conceal a fatal sting,  
If you'll sign the pledge of temperance  
That doth peace and blessing bring,  
In my mill I'll gladly find you  
Work and wages from to-day;  
Oh, be wise in time, and hearken,  
For the mill-wheel seems to say,  
"Beer will harm you, bread will help you,  
Shining water's pure and free;"  
Round and round the mill-wheel goeth  
With a temperance melody.

*Will:*

Thank you, mate, I'll gladly promise  
Not to touch the drops of woe,  
And I'll fill your sacks so swiftly,  
With the flour as white as snow.

*Ben:*

Drink has brought me nigh to ruin,  
Heaven help me to abstain,  
Cheerily I'll drive your wagons  
Laden with the golden grain.

*Miller:*

Cheerily from morn to even  
We'll be temperance millers three,  
And the wheel as round it goeth  
Shall re-echo o'er the lea.

*All:*

Danger in the drink is hiding,  
Water pure will help you still,  
Round and round the wheel is gliding  
Singing, "Try the Temperance Mill!"

—M.S.H., in *Temperance Record*.

### JOHNNIE'S AMBITION.

BY LIZZIE WILLS.

WHEN I grow up to be a man  
I'll be a school trustee,  
And very often I'll drop in  
The boys and girls to see.

I'll to the teacher talk awhile,  
And ere I go away,  
I'll say, "The sun is shining bright,  
Please give a holiday."

At school-board meeting I will say,  
"There's too much education,  
I think that growing girls and boys  
Require a long vacation."

"All work, no play, makes a dull Jack  
Of any boy or man;  
So, if in order, I will move  
We try another plan."

And all the other school trustees  
Will then fall into line,  
And vote, that school be "kept" three months  
And holidays be nine.

THE child must have it indelibly fixed upon his mind that the only way to enduring success in business is to work consistently, persistently and continuously, to serve others, and that sham and shoddy in business dealings is the road to ruin as well as to shame.—Pres. Charles DeGarmo.

## \* English. \*

### ENTRANCE COMPOSITION.

WE are indebted to our correspondent E. S. R. for calling attention to the requirements of the work in Entrance Composition. The changes that have been made are entirely in the line of right teaching. The more formal work, for instance, as changing the construction of given sentences is entirely abandoned, while the requirements of simple compositions in narration and description give exactly those limitations which are the limitations of the child's nature.

The explanation of the two departments of literature, which our correspondent asks for may here be given. NARRATION refers to the succession of events—a series of incidents occurring after one another and having an inner connection. For example, if we deal with the life of Cromwell we should *narrate* the events of his life. Or, again, if we deal with the War of the American Revolution, we *narrate* the events that made up that struggle. Again, treating of such a subject as a day's sport or amusement, fishing, hunting, driving, we *narrate* the circumstances of the affair.

In DESCRIPTION, however, we do not deal with a succession of events. We give, rather, an account of something—person or thing—as it appears at a given time. For example, a description of a village would involve not a narrative of its foundation and growth, but a picture in words of its appearance at any given moment. So also the description of a person would involve a picture in words of the subject of the sketch.

The themes which may be assigned in these two great fields of composition are, of course, infinite. In the teacher's choice, he must be influenced by the character of his class and the nature of the physical and other surroundings of his pupils. There is only one safe rule to guide him:—assign only such themes as are within the range of the pupils, experience and imaginative powers. It is wise sometimes to read a short story, calling upon the pupils to reproduce it in their own words; or again, to dictate a story in a concise outline, calling upon the pupils to expand it. Fables will furnish an unceasing supply of interesting narratives. Their history will furnish material for some compositions, the Fourth Reader for others, the physical features of the country about them material for others.

In Narration we might have:—

1. The Discovery of America.
2. The Discovery of Canada.
3. The Capture of Quebec by Wolfe.
4. Boadicea. (IV. Reader.)
5. Jacques Cartier. (IV. Reader.)
6. The Adventures of a Pen-Knife.
7. The Biography (or autobiography) of a quarter-dollar.

8. A Fishing-excursion.
9. My first visit in Toronto.
10. Camping-out.

In Description:—

11. Our School-house.
12. The Village, (Town, etc.) I live in.
13. The St. Lawrence (or other stream).
14. Lake Ontario (or other lake).
15. A Saw-mill.
16. A Mill-pond.
17. The Wild Flowers of Spring.
18. A Garden I know.
19. A Blacksmith's Shop.
20. A Grist-mill.
21. A Snow-storm (Rain-storm, etc.)

Whatever composition is assigned, the teacher should be careful to talk over the subject with his class, having the talk result in the framing of an outline, which will give the chief headings for the essay.

### CORRESPONDENCE.

H.G.W.—(1) We cannot find any historical reference for the "Road to the Trenches." (2) You have omitted the reference, so that we cannot answer. (3) Mr. Miller explains this "endless fountain" as "endless, unusual in this connection, means never-failing; and the poet's idea is that these 'things of beauty' he has mentioned, together with others he leaves to the imagination, for a never-failing source of supply" of delightful

pleasure to refresh and strengthen us—so fine that it seems to pour down upon it from heaven. The poet has really in mind the fabled drink of the gods—nectar. Hence trickling down like a spring over a cliff, from heaven. (4) See elsewhere in this column.

M.J.K.—In analyzing, the predicate adjective must always be regarded as part of the predicate. If we say: "John is clever," the assertion (*i.e.*, the full predicate) is "is poor"; there is, therefore, no reason for treating it as part of the subject. (2) The staff the monarch bears is an outward symbol ("shows") of the power which he has over affairs of this world ("temporal power"). It is therefore a natural accompaniment of awe and majesty, which makes us dread and fear kings. (3) "Becomes," means "it is becoming to," it "adorns," it "befits."

J.A.A.—If you read p. 103, ll. 3-6 of H. S. Grammar, the difficulty you have with the definition of derivative words may be explained—eulogy, ambition, effect, system, ignominy, are all derivative words, but not in the sense of the definition, for they are not derived from any primitive word in our language. Speak of them as derivative words, composed from primitives in other languages, which we have adopted, the distinction is a good one, for we have no consciousness, unless we study Greek, that, for example, "system" has a suffix. It is to us a primitive.

A SUBSCRIBER.—(1) The figures in last two lines of first stanza of "Waterloo," are Interrogation in the question and Apostrophe in addressing Victory. (2) The lines mean: Has there been no other result from the greatest of all battles ("first and last of fields"—a battle that by overthrowing Napoleon made all thrones of Europe secure ("King-making victory")—than the harvest made more plentiful by the blood of the slain. (3) Historically the ball preceded the engagement at Quatre Bras, but Byron uses a poet's license to create greater effect by imagining the soldiers hurried from the ball-room to the battle-field of Waterloo. The "day" refers there—in Byron's poem—to the day that should see the battle of Waterloo, not Quatre Bras. Do not therefore attempt to treat the poem as if Byron wrote with a history before him. (4) "Heaped and pent" is an adjectival phrase qualifying "which." (5) The subject of the first stanza of "The Ocean" is the feeling the poet has in Nature—in the woods, by the lonely shore, by the sea. (6) The interviews with Nature make him love Nature more, not man less, and enable him to forget ("steal away from") himself as he is and was, and become simply wrapt up in the love of Nature.

J.F.—By "syntax" we mean the connection words have with one another in sentences. (In Greek *syn* means "together," and *taxis*, arrangement.) Hence if you speak of the "syntax" of "apt" in such a sentence as "Apt in all studies was he," we mean to call attention to the connection "apt" has with other words in the sentence, that is, it is connected with "he" by means of the verb *was*—predicative adjective modifying *was*. So explaining the "syntax" of the italicized words in,

*There where a few torn shrubs the place disclose  
The village preacher's modest mansion rose,*

we say that "there" is construed with "rose,"—adverb of place modifying the verb; "where" is a relative (a conjunctive adverb) or as others call it, an adverbial conjunction. "Disclose" is a transitive verb in the present tense, having as subject "shrubs;" "village" is used here as an adjective modifying "preacher's," while "preacher's" is a noun in the possessive case, holding therefrom an adjective relation to "mansion," since it, in a way, describes the "mansion;" "rose" is an intransitive verb in past tense, having as subject "mansion."

E.G.—Composition for Primary Examination this year is not "a composition on Waverley" as your card puts it, but may be any one of the many themes suggested by the story. That is, you may be called upon to write an essay on any of the events described in the story, on any of the characters, or on any of the places. We advise you, therefore, to read the story again and again, until all the personages and incidents are fixed in your mind. Then, if you care, examine the themes in the appendix to the Copp, Clark Co.'s edition of *Sesame and Lilies*, where the matter of essays on *Waverley* is treated with some fulness.

W.J.B.—The errors in the following sentences are as follows: 1. The distinction is observed in French but never appears to have been made in English. (a) "Observed" is ambiguous, read either "noticed," or "drawn" as the sense requires. (b) "Never" is better placed near the phrase it modifies; the simpler word "seems" is preferable to appears; hence read, "seems never to have been made," etc.

2. "I doubt if this will ever reach you." This sentence will stand as good English, though the use of "that" after doubt is now common.

3. "The exertions of this gentleman have done more towards elucidating the obscurities of our language than any other writer." Note here a bad change of structure. "The exertions . . . than any other writer." Say either "The exertions . . . than any other writer's" or "This gentleman has done more by his exertions . . . than any other writer."

4. "Such a work has long been wanted, and from the success with which it is executed cannot be too highly appreciated." The sentence is awkward in construction. Critics object also to "appreciating highly," holding that one appreciates a thing only when one realizes its true value. Read, "Such a work has long been needed, and cannot be too highly praised for its perfect execution."

5. "The colon may be properly used in the following case." Somewhat better to read "may properly be used," as properly modifies the phrase "be used."

6. "If I am not commended for the beauty of my works, I hope I may be pardoned for their brevity." Faulty construction—the writer treats "brevity" as a fault that may be pardoned. He means I hope I may be pardoned because of their brevity. The second "for" is responsible for the fault, as it is ambiguous = (1) in the matter of (2) because of.

7. "Words cannot express the deep sympathy I feel for you," will stand as good English.

J.W.H.—1. "They two will wed the morrow morn." "Two" is a numerical adjective limiting "they;" "the" is the article to "morn;" "morn" is a noun adverbial objective modifying "will wed;" "morrow" is usually a noun, as in "He will on the morrow" (= on the following day), but here has an adjectival relation to "morn."

2. The sentence is a principal sentence, "they" is subject with "two" as complement; "will wed" verb, and "the morrow morn" adverbial, extension of time.

M.—"Waterloo." The line means,—the poet approves that there is no monument to mark the field of victory, since the truth of the moral is more simply and plainly shown. This "moral" may be supposed to be that no man—even a Napoleon—can maintain himself by blood and conquest over nations,—that his sway soon passes away and things resume their wonted condition.

2. See elsewhere in the column.

3. "Ere the morning star," *i.e.*, before the morning star had appeared above the horizon as herald of the coming day. Hence long before dawn.

4. "Attribute" is used in its literal sense, something attributed to majesty. Its relation is in apposition to "sceptre," therefore in the nominative case.

5. "It is enthroned in the hearts of kings," means that in the disposition of kings, mercy holds sway as the greatest of all their qualities.

### POINTS IN SCHOOL MANAGEMENT.

1. TAKE care of your health; a sick teacher has no place in a school-room.
2. Keep your room well ventilated; pure air tends to promote restfulness; impure air produces restlessness.
3. Have all needful utensils, books and other helps at hand.
4. Speak in a pleasant, distinct, encouraging, firm tone.
5. Never exhibit an impatient, fretful spirit.
6. Never show irritability to the entire school because one pupil has displeased you.
7. Have a mind of your own; be the leader.
8. Try never to repeat a direction.
9. Never threaten; never confess before a pupil that you do not know what to do with him.
10. Seek to make the good in each child grow.—*Exchange.*

## Contributors' Department.

(Continued from page 71.)

collate the opinions of the High School staffs as to the standards of the different examinations. Every thing I have heard and everything I have seen justifies me in maintaining that the Matriculation Supplementals have been a grievous injury to the cause of education, and I am confident that this opinion will be endorsed by the High School masters when the question of University Matriculation is discussed next April.

Having stated my opinion of these examinations at the beginning of my paper, I quoted the figures given above in regard to the first year's attendance at the Universities, not as the basis of my contention, but as incidentally "speaking for themselves" to an audience which was well aware of the conditions. I frankly confess that I had forgotten the fact that Queen's held her scholarship examination at the same time as her Supplemental. This, of course, accounts for the large proportion of her freshman class that entered in September. But had I remembered it, I should still have maintained my position, as I had reason to believe that this examination was no exception to the general rule. I have it on what I regard as good authority that at the last September Supplemental of Queen's, a pupil in a Collegiate Institute in this Province, who in June was a member of the form below that in which the matriculation work was done for the July examination, not only passed, but obtained a matriculation scholarship, awarded, of course, on the Pass results\*. In regard also to a Supplemental of another university, I have been informed of even more remarkable facts. It may, of course, be urged that such candidates are possessed of exceptional ability, or that they experienced at the time an exceptional awakening of intellectual vigor. And I cannot deny that this is not the first year in which similar occurrences have taken place. But, so far as I am aware, these sudden blossomings of genius have almost always manifested themselves under the fostering rays of a Supplemental sun.

But Dr. Grant has himself supplied me with what is probably the strongest argument against the continuance of Matriculation Supplementals as at present conducted. He maintains that one Supplemental is necessary and one only, and states that Queen's this year repeatedly refused to hold a second one for medicals. Had it not been an abuse of the Supplemental to hold a second one, Queen's, of course, would not have refused. Dr. Grant must be aware that one of our other Universities held a second Arts Supplemental last April. Every intelligent observer knows that there is a rivalry amongst the Universities for students in all the faculties, and that nothing appears to give their presiding officers more pleasure than to be able to announce at each Commencement an increase over the previous year's attendance. It is this condition of affairs, in particular, which has led the educational public to put little confidence in the results of Supplementals held by three different boards representing the interests of competing Universities. I say it with all due respect—there is just as much "human nature" in University Senates and University Examining Boards as there is in less learned assemblies.

In this connection I must explain a statement I made in my paper. Speaking of the expressed desire on the part of some of the Universities for a higher matriculation standard, I say: "Such a change assumes, of course, the abolition or the re-organization of Matriculation Supplementals; for no honorable man or body of men would support a high standard for July and surreptitiously maintain a low one in September." I take it for granted here that the Supplemental standard has always been low, and that, under the existing conditions, it will remain low even with a high July percentage. Those, therefore, who really wish a higher standard of University education will agree to the abolition or the reorganization of the Matriculation Supplemental. Such an examination held by the July Board, with the answer papers

examined under the same conditions as in July, would command general respect, and this I look upon as probably the next step in the evolution of a good system of University Examinations.

The only question left is the propriety of a supplemental. In my paper I gave the arguments against one. Dr. Grant makes two objections:—

(1) He regards my proposal "to take age and all extenuating circumstances into account, and pass some men who fail in one or two subjects," as fatal to my contention, and as meaning that "the University must take in men who failed, but must not give them a chance to pass." Every competent matriculation examiner endeavors to ascertain whether the candidate possesses sufficient knowledge and sufficient mental power to take up University work. Candidates who have failed to obtain the prescribed percentages have, of course, technically speaking, failed. But I maintain that a candidate who has failed slightly in one or even two subjects, especially memory subjects, but who has a good total, or has done well in the more intellectual subjects, or has the advantage of maturity of years, should not be rejected at a qualifying examination like the High School Entrance or University matriculation. As an examiner I never reported such candidates as having failed when I had the necessary data for forming a judgment. "To take any other position would be to prefer form to substance and to be a slave to form." The results of the July examination cannot be made public till some time in August. Does Dr. Grant maintain that the rejected candidate is appreciably fitter for University work after a few weeks cram during the sultry days of August and September, than he was when he went up in July?

(2) The necessity for admitting extra-provincial students, Dr. Grant regards as a reason for continuing the supplemental for all candidates. As a matter of theory, a University should "open its doors to the world." So, I suppose, also as a matter of theory, should a High School. But ought a University not first to consider its supporters, and is a University justified in maintaining, for the sake of a few outsiders, an examination system which is by many held to be injurious to the best educational interests of its province? If there is no other way of providing for the admission of such candidates, an informal examination for them alone is all that is necessary. Other universities that hold no supplementals take this course, and a reference to the High School regulations will show that provision of this nature is made for exceptional cases in the sphere of secondary education. I may be wrong, but I look upon a University as, in most respects, simply a High School upon a larger scale.

I am much obliged to Dr. Grant for his courteous criticism, and especially for his promise to discuss the examination scheme I proposed in my paper. The subject of University standards is an exceedingly important one; the matriculation examination is, in many ways, the keystone of the educational arch; and, to arrive at the truth, we must have plain speaking, and free discussion.

Yours, JOHN SEATH.

June 9, 1892.

## MATRICULATION SUPPLEMENTALS.

WM. HOUSTON, M.A.

PERMIT me, on the strength of my own university experience, to endorse Principal Grant's contention in his notes on Mr. Seath's paper, that September supplementals must be maintained. It is utterly useless to ask the Senate of Toronto University to abolish them, for if the experiment were rashly tried it would immediately be found necessary to re-establish them. It is impossible to either induce or constrain all intending university students to try the July examinations. They have reasons of their own and will take their own course. No university will refuse to admit students who are able to undertake an arts course, however their qualifications are ascertained. Why should the Provincial University do so? Certainly not in its own interest, and just as certainly not in the interest of secondary education.

Mr. Seath—and he is not alone in this view—seems to think that the standard is necessarily lower at a September than it is at a July examination. This opinion is entirely erroneous. If the universities have been keeping the standard too low, a crusade against the practice is in order and may do good. It does no good to declare against

supplementals. It does harm by keeping up a baseless agitation and creating unsettling expectations.

I may add that the University of Toronto will never refuse to admit students who have passed no matriculation at all. One of the latest acts of our Senate was to adopt, after mature deliberation, a tariff of "fees for occasional students in arts." An occasional student is one who takes lectures without having matriculated, and if such a student, after taking the first year course, passes the first year examination in May, he is recognized as an undergraduate. I have frequently been asked for advice by friends, especially in the teaching profession, as to the course they should take in order to secure a degree in arts, and I have usually advised them to read first year work rather than matriculation work, and then enter as occasional students.

It is very easy to over-estimate the importance of these great written examinations, and to slide into the implication that institutions exist for the sake of tests rather than tests for the sake of institutions. At a time when the Senate of Toronto University is striving to set up other and more valuable tests alongside of the final written examination, it is useless to ask that body to lend its aid in adding to the factitious importance of the July ordeal by declaring that it will recognize no other as a basis for matriculation. There is no analogy between the High School Entrance and the University Matriculation Examinations. The real reason for insisting that all High School pupils shall pass an entrance test, is that the High School grant is per pupil more liberal than the Public School grant. If the Province paid High Schools nothing at all on the basis of attendance, there would be no need for making the Entrance Examination obligatory, and it would not be done. Take away the Provincial subsidy and the people would not stand for a year that kind of Provincial interference in the name of uniformity. Universities can hardly be expected to voluntarily bow their necks to any such yoke.

## \* Question Drawer. \*

A SUBSCRIBER.—I. Referred to Editor of English Department.

2. The tropical fruits you mention come mainly from the West Indies and Southern States. As most of them are on the "free list" (*i.e.*, not dutiable) it is probable that they are brought to Canada mostly from the United States. Hence it would often be difficult to trace their origin. The statistics of trade are given in the Government Blue Books, which can be found in most public libraries, and often in newspaper offices. They can, we presume, be had from the Customs Department at Ottawa. Perhaps the best way would be to write to your M.P.

T. E. F.—Your questions in arithmetic were answered in Mathematical Dept. of last number (June 1st). Some of your other questions were answered in Question Drawer of last and previous numbers. Those in Botany have been referred to Science Dept.

A. B.—A teacher who has agreed with a School Board to teach for a year at a given salary has certainly no right to demand an increase of salary before the expiration of the year, and to leave if it is not granted. That would be distinctly dishonorable, save by consent. Only some unforeseen or special occurrence could warrant him, we should say, in asking for an increase before the expiration of the term agreed on, and even in such case he could ask it as a favor, or in correction of some error of judgment, not demand it as a right. Of all men the teacher should be scrupulously honorable and faithful to his engagements.

SUBSCRIBER.—The questions touching marks for Temperance and Agriculture were answered in last number. The Entrance Examination Time Table will be found in that number also. The number of marks assigned for each subject is as follows:—Reading, Drawing, and Writing 50 marks each; Temperance, Agriculture, Geography, History, 75 each; Literature, Arithmetic, Grammar, Composition, 100 each; Orthography 30, Neatness 35.

\* Dr. Grant will readily understand that I am unwilling to publish the name of the school. I am, however, willing to communicate the facts to him privately, that he may ascertain for himself their correctness.

## Educational Notes.

## \* Hints and Helps. \*

BRYN MAWR COLLEGE, Bryn Mawr, Pa., is said to have the largest and best equipped gymnasium of any woman's college in the United States.

SAN FRANCISCO pays her teachers a higher average salary than any other city in the United States. Her maximum salary to primary teachers is \$960 a year.

OF two hundred and twelve who have taken the degree of philosophy in Johns Hopkins University one hundred and eighty-four have engaged in teaching.

ABOUT 7,000 teachers have petitioned the London School Board, asking that assistant teachers may be permitted to administer corporal punishment. Evidently they are wedded to their idols.

MR. GEO. PARKIN, the well-known Bluenose advocate of Imperial Federation, has just published a school manual, "Round the Empire," for use in English schools. The book is intended to give a correct idea of Great Britain's colonial possessions to English children. "It is more than probable, therefore," says the Halifax *Critic*, "that the next generation of National school children will not have a vague idea that Canada is a snow-covered region, adjacent to New York."

THE North Wellington Teachers' Association held its annual convention in the Central School at Arthur, on Thursday and Friday. The convention was considered one of the most successful ever held in North Wellington. The following officers were elected for the year:—President, R. S. Swan, Teviotdale; 1st Vice-President, A. Dale, Arthur; 2nd Vice-President, Miss Mitchell, Mount Forest; Secretary, D. C. Dorrance, Harriston; Treasurer, J. W. Gray, Clifford; Committee of Management—R. W. Bright, W. Higgs, P. McArthur, Maggie Hail, Mary Duncan; delegates to convention, P. H. Harper. The next meeting will be held in Drayton.

SPEAKING at the Connecticut Council of Education, on May 21st, President Eliot, startled his audience with the following: "We are all wrong in supposing we have the best school system in the world. There is not a country in the north of Europe that has not a better system. Immigrants who come to our shores from abroad will be found to have received far better school training in what are denominated 'the common branches,' than the average of the rural population of this country. In our democratic schools we close the gate to the scholar in all interesting studies after the age of thirteen. Not a chance for science or literature unless one can go to High school."

THE annual meeting of the West Bruce Teachers' Association was held at Port Elgin on June 2nd and 3rd. Mr. S. W. Perry, B.A., of Kincardine, presided. Mr. J. S. Deacon, Public School inspector for Halton, was in attendance, and gave practical and excellent addresses on "Time Saving Methods," "Common Sense in Grammar," and "Ethics." Important essays, spirited discussions, model lessons and literary and musical exercises, made up an excellent series of meetings. The following officers were elected for the current year:—President, J. T. Lillie, B.A., head master of the Port Elgin H.S.; Vice-President, Miss Sturgeon; Secretary-Treasurer, F. C. Powell; Committee, Inspector Campbell, Thos. Rankin, S. W. Perry, B.A., Miss Morrison, Miss Zemen, Miss Holmes.

THE annual meeting of the South Hastings Teachers' Association was held in Belleville on the 19th and 20th of May, and was largely attended. The exercises were varied, interesting and instructive. Model lessons and discussions of methods by teachers of high standing, had prominent places in the programme. A most interesting and instructive episode was a visit to the Deaf and Dumb Institute, which is located in Belleville, under the able superintendance of Dr. Mathieson. A very pleasing incident was the presentation by the teachers to Mr. Johnston, inspector for South Hastings, of a beautiful silver tea service and ice-pitcher. The following officers were elected: President, John Johnston, I.P.S.; Vice-President, Miss M. A. Northcott; Secretary-Treasurer, S. A. Gardner. Committee: Miss Urquhart, Mr. Winterbourn, Mr. Baragar, Mr. J. Clarke, Mr. Massey, Mr. Bartlett, and Mr. G. A. Cole.

## A SERIOUS CHARGE.

THE New Haven *Journal and Courier*, an eminently respectable daily, says that the Public school children spend two-thirds of their time putting into more complicated shape things which they know perfectly already. It says, "The school system has become altogether too complicated, ornamental, generally 'hifalutin' and inefficient; the graduates are deficient in just the things they ought to know and which they should have been taught. They can't spell well, they are not quick or accurate on common 'figuring' and they know very little about speaking or writing the English language."

This is a serious charge to make. If there is no truth in it the assertion will do no harm, but the simple fact that such a daily is willing to make the assertion should lead every friend of the schools to raise the inquiry whether or no there be any facts to justify it. Ask yourself these questions and answer them honestly:—

Is there in my school any tendency to put into complicated shape things which the children already know?

Do I complicate what the child knows clearly in his way by trying to have him learn it in my way?

Is my school doing anything "ornamental" to the neglect of the essentials?

Is there anything "hifalutin" in my school?

Is my school, in methods or matter taught, "inefficient"?

Have I not taught the pupils to spell?

Is it true that the pupils are neither accurate nor rapid in numbers?

Cannot the pupils write good simple English?

The *Journal* believes most emphatically in the new things, but these other things must not be neglected for any thing else and they need not be. The things universally demanded are easily learned, and, if well taught, there will be time enough for all else that is desirable.—*Journal of Education*.

## VERBAL ECCENTRICITIES.

"BE exceedingly careful," says Eugene Field, "in placing that small but potent word 'Only.' Nine times out of ten it is misplaced."

Right you are, Mr. Field. The best writers (not to speak of the pretty good, and the so-so, and the fair to middling), with few exceptions, sling this particle about at random, or hurl it into the sentence at the earliest possible moment, apparently to get it off their minds. Mrs. Humphry Ward, in "David Grieve," says that certain beliefs "can only be proved by living." But that is scarcely so: Colonel Ingersoll and others would maintain that they can be disproved by the same means. Mrs. Ward doesn't mean what she says, but that these beliefs "can be proved only by living." So the *Critic*, in one of its recent reviews, asserts that the French Jacobins "could only accomplish" (i.e., attain) a certain end "by an act of treachery." Not at all; by the said act they might do a dozen different things. If you say that they could accomplish their purpose "only by an act of treachery," that is another matter. Remember your grammar, ladies and gentlemen, and put the modifier where its relation to the thing modified will be unmistakable.

"About All."—This is either a figure of speech, or simple nonsense. "About" means so much, or a little more or less; thus, "about a hundred" signifies that the figure may be anywhere from 85 to 120, say—we are not sure exactly what. But you can't have more than all. Then why not be rational and say, "almost all," or, if you want to be punctiliously and absurdly exact in a matter that does not admit of precise accuracy, "all or near it?"

"Whom Was."—This would appear impossible; yet it lately occurred twice in a single magazine story. To be sure, the atrocity was mitigated by an interjected clause, thus: "Whom, he said, was" so and so. In these cases it is easy to see how the writer's mind went wrong. "Said" is supposed to be a transitive verb, which must govern something, though here it isn't and doesn't. At any rate, it can't govern the relative pronoun, which has its own verb in tow. If authors would think before

they write, or revise what they have written before they send it to the printer, perhaps the well of language wouldn't get corrupted quite so fast.

"Like He Did."—This locution is coming far too much into currency—though not precisely among our best writers. "It looks like the Hill machine had got itself into a hot box," says an able Texas editor. Esteemed contemporary, you could hit your adversary just as hard, without giving him so fair a chance to hit back, if you would remember and distinguish the parts of speech. "Like," you must have read once, has in these uses the force of a preposition: if you want a mere connective, say, "as if," and you will avoid what is still considered a solecism.

"The General Rule."—So say "our best writers," and yet if we were to assert that they "hadn't ought to," we should be committing the same sort of offence in a somewhat more pronounced manner. A rule is general, isn't it? It couldn't well be otherwise, could it? Then, brethren beloved, have you said any more by these two words than is conveyed by the noun alone? "My friends," said the rural preacher, "St. Paul would not have said this if it had not been true; and if it were not true and St. Paul said it, St. Paul, my hearers, would have been guilty of Tautology."

"Regard" and "Consider."—The usage as to these used to be definite. "Consider" took hold of its indirect object immediately and without gloves (so to speak), while "regard" always employed an intermediate "as." Thus, you had to say, "I consider him a wise man," or, "I regard him as an ass." This distinction seems of late to be abolished. Whether the change is to be "regarded" correct, or "considered as" doubtful, it would take an American Academy (which, alas, is lacking) to decide.—From "As It Seems," in *Lippincott's*.

## HOW WE ARE GOVERNED.

IN last number we promised a correspondent that we would try to have a paper on "How We Are Governed," in this issue. The subject is a large one, and can be treated but in barest outline, and with reference only to Dominion affairs. We may premise that to a large extent the Provincial systems are copies on a smaller scale of that of the Dominion (though with important exceptions, Ontario and Manitoba having, e.g., no Upper House). Of course the spheres of the Provincial Governments and Legislatures, i.e., the subjects with which they have to deal, are distinct from those of the Dominion. The laws of partition between the two are laid down in the British North America Act with tolerable distinctness, though there have been some cases of friction, which have had to be referred to the British Privy Council for decision.

At the head of the Government of Canada—subject of course to the Queen—is the Governor-General, who is appointed by and holds office during the pleasure of the Crown, though in accordance with a standing rule of the Colonial Office, his term is limited to five or six years. His salary is £10,000—say \$50,000—per year, and is paid by Canada.

The real rulers of Canada are the Prime Minister, or Premier, with his associate Cabinet Ministers, or members of the Privy Council. It is the prerogative of the Governor-General to select the members of the Cabinet, or Ministry, or Privy Council, as they are called, with reference to their various functions. What he really does is, when a Ministry has resigned, to summon to his presence the statesman whom he thinks best qualified to act as leader of the Government. The almost invariable custom is to call the recognized leader of the party which is numerically the stronger in the House of Commons, and ask him to form a Ministry, i.e., to choose the requisite number (usually 14 or 15) of the most prominent among his Parliamentary followers, assign to each a portfolio, or department, and submit their names to His Excellency for approval. If approved, these members become His Excellency's Privy Councillors, without whose advice he can, with a very few exceptions, and those not very clearly defined, do no executive act.

But before the Government thus chosen can take their places in the House of Commons, and administer the affairs of the Dominion, they must individually, except such of them as may be members of the Senate, be elected by constituencies as members of the House of Commons. Usually most or all of them, who are not Senators, were members

of the Commons previous to their acceptance of office. In that case they must resign and seek reelection by their constituents, or those of some other electoral division. The idea is that they must in this way secure the approval of their constituencies of their acceptance of office. On being returned as members of the Commons they take their place on the Government benches, and in their departmental offices, and conduct the public affairs of the Dominion, as its Government, so long as they can secure a majority in the House of Commons. If at any time any important Bill which they may have introduced as a Government measure is defeated in the House, or if, as sometimes happens, a direct resolution declaring want of confidence in the Government, is carried by a majority of votes, the Government are bound by constitutional usage to resign, and permit the leaders of the other party to form a Government, unless they prefer to advise the Governor-General to dissolve Parliament and issue writs for a new general election, thus enabling them to appeal to the country, in the hope of being sustained by a majority of the new House. This is, briefly and imperfectly, the working of our system of "Responsible Government." It is the way in which the members of the Government are held responsible by the people for their administrative acts. The moment they fail to be supported by a majority of the people's representatives in the House of Commons, they cease to be the constitutional Government, and must give way to others.

Bills may be introduced in Parliament either by the Government or by private members, or Senators, except Bills making or involving money appropriations, which can be introduced only by the Government, for it is responsible for the public funds. Bills may be initiated in either House, but must be passed by both before they can become law.

There are, of course, a hundred other matters which would come properly under the head of "How We Are Governed," but to explain them would require a treatise. Perhaps the foregoing may cover the main points of difficulty.

## Primary Department.

### THE HOLIDAYS.

ARNOLD ALCOTT.

BEFORE another JOURNAL is posted many of my readers will have closed school, and have started on their recreation tours for the holidays.

What to do, and where to go has been talked over and decided on; we can only hope that the joyful anticipations may find exceedingly pleasant realizations.

I presume many Canadians will go by way of the Montreal convention to meet again our American friends across the border at Saratoga. From all accounts there will be a great gathering at the latter place. I hear that many intend going to Europe. The side trips, it is said, are to be very enjoyable. So much for the conventions. It is good to meet the *personnel* of such gatherings, and to receive the inspiration which numbers bring. However, I take it that you intend having a change of some kind, and therefore I am going to advise you to set apart your holidays into—let me say—three divisions. In one of these you may meet with your confreres in the profession, and receive the good to be obtained from the commingling of workers in the same cause, viz., the education of the young.

In another period you will be with people who are not teachers, and will not think at all of school, or of school work. In this time music, sketching, botanising, writing, reading, etc., may find place, and of course

will go hand-in-hand with boating, canoeing, etc.

In the other division school again appears, and our minds should return to the preparation of new work for the coming session. The Arithmetic should be freshly planned, as also the Language-work and Development or Object Lessons. The new music ideas should be made take form and shape. By this you will understand that I am suggesting that you make new charts, and that you add to the old ones. In order to preserve one's influence as an excellent teacher one must begin anew every session. The old, stereotyped, nine-to-four-o'clock teacher disappears forever under the new *regime* of usefulness.

I always think of Shakespeare's saying,

"Age cannot wither her, nor custom stale  
Her infinite variety,"

when I see an ideal teacher, either practically or theoretically.

To win the young sympathies, to make the age become our own, we must be versatile, full of varieties of ways of presenting old and new ideas.

To cause a pupil to love us we must make him the object of our moral sentiments which have his good and happiness for their aim.

To draw forth all the excellences of our scholars—to avoid touching the harsher sides of their natures and bringing discord—it is absolutely necessary that we know our pupils, and act with an ever-present consciousness of the relations established by the Creator between ourselves and them.

### TRAINING THE SENSES.

RHODA LEE.

OBJECT lessons have as their chief aim the development of the powers of the senses. All lessons under the above head accomplish something of this, but there should be in addition a series specially adapted for sense training. In the ordinary lessons the training is not fairly distributed, some of the senses getting far more attention than others. The quick, inquisitive eyes are constantly in use, but the organs of hearing and feeling almost spoil for want of work. I would suggest that for the usual object study we occasionally substitute lessons such as the following:—

(Class with eyes closed)

I. HEARING—(a) Allow two, three, or more pupils to walk across the room. Ask class to tell you the number moving.

(b) Speak from a certain part of the room and ask children to tell your position.

(c) Drop in succession a piece of wood, silver, stone, etc. Question as to which was metal, wood, etc.

(d) Six or seven pupils stand in front of class-room. Let one speak. Those in their seats identify the voice.

(e) In the summer time open windows and allow outside sounds, for the space of two minutes, to steal in. Then have either an oral or written account of everything heard.

II. TOUCH—(a) Place an object such as a sphere, cube, ring, triangle, or oblong in the hands of a pupil, and by means of

knowledge acquired through the sense of touch only, ask for a drawing of that which he held.

(b) Distinguish with closed eyes, silk, cotton and woollen materials.

(c) By touch only distinguish salt, sugar and flour, etc.

(d) By touch only distinguish between a five and a ten cent piece.

(e) Touching head and face, distinguish fellow pupils.

(f) Compare weights, surfaces, and bulk of different objects.

(g) Toy blocks with raised letters of the alphabet on one side may be used to advantage. Children by passing the hand over the blocks will be able with a little practice to select the one indicated without any trouble.

### CLOSING EXERCISES.

RHODA LEE.

Of what shall our closing exercises consist? This is a question uppermost in most minds at present, and if the long term of work is to have a successful and satisfactory ending, it is time we were bethinking ourselves of ways and means of making it so.

First and foremost in interest is an exhibition of *work*. Every child has a share in this, and the closing that does not aim at showing something that has been accomplished during the term, fails in part to fulfil its mission. There is an old and still-existent custom of exhibiting specimens of hand-writing. This is something in which the children find great interest, especially if the copies be kept from term to term for comparison. It is pleasing to anyone to see steady progress. The writing may consist of two kinds, exercises and practises, or a well-selected verse written by the whole class. These adorned with a dainty little bow of ribbon, and suspended by a wire or string across the wall, make a very good appearance. The drawing-books showing best efforts as well as compositions and original stories, might also be on exhibition. Parents and visitors will, without doubt, be pleased to see the work of their little folks.

In primary grades *class* recitations and songs are very much to be preferred to individual attempts. The honors in the latter case are distributed among a select few, while in the former every child knows and feels that his part and his best effort are necessary to making the recitation a success, and accordingly every right-minded individual does his utmost. A few free and natural motions introduced into the selection add greatly to the effectiveness.

Another idea for closing exercises is fancy marching. There are so many ways of varying the ordinary march, that it would be useless to attempt a minute description. A pretty effect is obtained by having an arch formed by six or eight children holding poles, flags or green boughs, under which the others march by twos or in fours, either singing or to the music of a mouth-organ or other instrument. Flags or banners in the hands of the children are a great inspiration to good marching.

Above all, we must make our closing co-operative, if we would have it a success.

Let everyone have a share in the entertainment. With the interest and good-will of every child secured, and the sympathy and approval of the teacher assured, the closing exercises, whatever they may be, will be a positive pleasure to everyone concerned.

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—  
JUNE, 1891.

SECOND CLASS PROFESSIONAL EXAMINATION.  
NORMAL SCHOOLS.

METHODS IN MATHEMATICS AND  
SCIENCE.

Examiner—J. A. McLELLAN, M.A., LL.D.

NOTE.—Candidates will take any three questions of section A, two of section B, and two of section C.

A.

1. (a) What principles underlie the use of Number-Pictures in teaching Arithmetic?  
(b) Criticize: "No Number-Symbols for the first six months."

2. (a) Describe how you would teach the Multiplication Table.  
(b) Show how far you would teach the reasons of the processes (1) in Subtraction, (2) in Multiplication.

3. State explicitly the steps to be taken in teaching Simple Division.

4. (a) Show how to develop first notions of fractions from the idea of division of a whole number into equal parts.  
(b) Give a first lesson in "finding gain or loss per cent."

B.

5. Show how, by Mental Algebra, you would use the child's knowledge of the simple rules of Arithmetic to aid him in learning the corresponding rules of Arithmetical Algebra.

6. (a) Apart from increased expeditiousness in work, why is it worth while to teach the methods of detached co-efficients in Multiplication and Division?  
(b) Teach  $(x^4 - 2x^2 + 1) \times (x^4 - x^2 + 3)$  with detached co-efficients.

7. What points would you keep in view in teaching Prop. V. Bk. I., and by what steps would you prepare the pupil for it?

C.

8. Give an experimental lesson on the law "heat expands, and cold contracts," noting any exceptions, real or apparent.

9. (a) State the value of Botany as a means of mental discipline.  
(b) Outline a lesson on any familiar plant.

10. (a) Give a detailed outline—with reasons for the several steps—of a lesson in Hydrogen.  
(b) Give a lesson illustrating that air has weight, also a lesson on the Siphon.

## SCIENCE OF EDUCATION.

Examiner—D. A. MAXWELL, B.A., LL.B., PH.D.

NOTE.—Any four questions will constitute a full paper.

1. Investigate any three of the following maxims and show to what phase of the process of knowing they relate, and to what extent they are true:

(a) Sense-knowledge before thought-knowledge.

(b) Ideas before words.

(c) Learn to do by doing.

(d) Teach only what is understood.

(e) Processes before rules.

2. "Every thought and action links itself to some other thought or action."—Fitch.

(a) State the principles, or so-called laws, of association of ideas.

(b) Discuss modes of establishing permanent associations.

(c) What theories have been advanced to explain the origin of association of ideas?

3. "The powers of the intellect are clearly distinguishable by the order of their development and application."

(a) Define *faculty*, *intellect*, *development*.

(b) State the order of development of the mental powers.

(c) Discuss how to cultivate *memory*.

4. "Education must enable a youth to enjoy the liberty of self-decision."

(a) Define *will*.

(b) What are the components of an act of will?

(c) Point out the relation of *will* to intellectual activity.

5. "The process of reasoning is two-fold, *inductive* and *deductive*."

(a) Define and illustrate each process.

(b) Discuss the disciplinary value of each.

(c) What is the underlying axiom in each?

6. "A child's progress is much retarded if his preparatory training has been unskilful."

(a) What principles should be kept in view in infant teaching?

(b) Discuss the advantages of the Kindergarten, and point out some limitations to its usefulness.

(c) Discuss "Object Lessons."

## SOUTH SIMCOE PROMOTION EXAMINATIONS.

MAY, 1892.

ENTRANCE TO FOURTH CLASS.

DRAWING.

Time, 1 hour. 25 marks a full paper.

1. Define straight line, circumference, parallel lines, concentric circles, triangle, radius of a circle, bisect.

2. Draw a square with sides 3 inches long; inscribe a circle within it; divide the circumference of the circle into six equal parts and join each point of division with the two nearest points. Name the figure you have thus formed.

3. Print in Capitals: the western hemisphere.  
Values—10, 12, 6.

## ARITHMETIC.

Time, 2 hours. 5 marks for neatness.

1. 24 men can build a wall in 18 days, but 8 of them are called away, in what time will the remainder of the men do the work.

2. One-fourth the sum of two numbers is 8,037, and one-seventh their difference is 98. Find the numbers.

3. A train running at the rate of 45 miles an hour passes a telegraph post every 20 seconds. How far apart are the posts placed?

4. Distinguish Measure, Common Measure and Greatest Common Measure, using for illustration the numbers 48, 16 and 32.

5. Divide \$96.60 among A, B and C, so that A will get twice as much as B, and C as much as A and B together.

6. Reduce 8,671,529 inches to miles, etc.

7. One-fourth of the pupils attending a school are in the first class, one-fifth of them in the second, one-tenth in the third, and the remaining 9 children in the fourth class. How many pupils are attending the school?

Values—12, 13, 15, 15, 15, 15.

## COMPOSITION.

Time, 2 hours. 5 marks for neatness.

1. Arrange the following words so as to make a good sentence: walked, barn, the, over, the, behind, the, man, hill.

2. What is a clause? Write separately the clauses in the following sentences:

(a) The neck of the bottle hangs downward, and the bird enters from below.

(b) If all the stories about the Indian sparrow are true, the inside of its nest is strangely adorned.

(c) The wise little weaver knows that the cunning monkey will not trust his precious life to a frail branch that may break.

ning monkey will not trust his precious life to a frail branch that may break.

3. Rewrite the following sentences, correcting all errors in the use of capitals, and supply all necessary punctuation marks:

(a) the baltimore Oriole is a weaver and it makes its nest out of bark fine grass moss and wool

(b) and here in the midst of a storm the bird may sit in a swinging nest fearing no danger

(c) what is there to dread.

4. Write sentences containing the following words properly used: made, maid; oar, o'er; knew, new; so, sew; nose, knows; pear, pair; bear, bare; write, right. (Eight sentences in all.)

5. What does each of the following abbreviations stand for: A.D., Que., U.S., B.C., Jno.; and write proper abbreviations for: January, September, Friday, Tuesday, Ontario, James, Esquire.

6. Write a letter of fifteen lines to a friend telling how you spent the 24th of May, and show how you would address the envelope.

Values—5, 16, 15, 32, 12, 20.

## NATURAL SCIENCE IN PRIMARY GRADES.

BY MISS A. S. HENDRY, HAMILTON.

One day this spring one of my little boys brought a frog to school in a little box.

We decided to study Froggie this month for our Natural Science work. We borrowed a pail and a deep tin dish. We half-filled the pail with water and the dish with earth, and Froggie lives in them alternately.

For our first lesson, as we were all just a little afraid of Froggie, we observed him in the pail, and many remarks were made about him, the children being allowed to express their opinions freely on whatever peculiarity of Froggie they observed. These points were afterwards woven into short sentences, as purely phonic as possible, by teacher, printed on separate slips of paper on a type-writer, and next morning distributed to the class and used as a reading lesson.

When the time came for our next lesson in Natural Science, we were more friendly with Froggie, and placed him on the table around which the section for the lesson gathered. We then studied him more particularly, each pupil being called on to state, in a complete sentence, what he observed about Froggie; these sentences were gathered from this lesson—"A frog has black eyes with golden rings around them," "Froggie's mouth is very wide," "His hind feet are webbed," etc., and formed the reading lesson for next day. The fable of "The Boys and the Frogs," made phonic, was the next reading exercise.

By this time we were quite well acquainted with Froggie, and the most timid child in the class would touch him gently; so we proceeded to model him in clay. This required most careful observation. We had to look again and again at what the children will call "his front feet and his back feet," to see how they are joined to his body, the length, number of joints, etc. We worked away very industriously for half an hour, and some very natural-looking frogs were the result.

After a second lesson in modelling we made a picture of Froggie. This required several attempts, but we are not easily discouraged.

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

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

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

EX-PRESIDENT THOMAS HILL, of Harvard University, after years of observation and experience, gives as his conclusion that there is too much rigidity in the graded system; that teachers make a mistake of beginning the training of the reason too early; and that the schools confound the true order of development, and attempt to make the human plant bear seed before it has borne flowers, and almost before it has budded.

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 "But consider how moldy most of his knowledge is."

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 MRS. GIDDINGS—"Don't worry about that. No girl who had read it would marry your son."  
 —Puck.

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 HUTTON—"Yes. You selected that weapon when Hardy challenged you; didn't you?"

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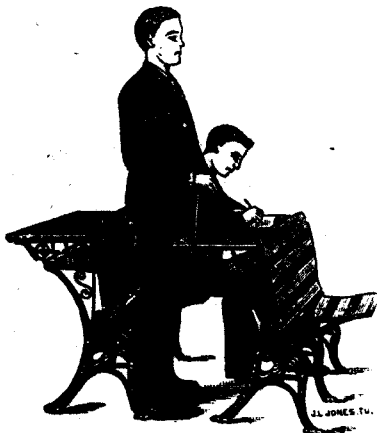
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