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# The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

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## The Educational Journal.

Published Semi-monthly.

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

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Editor.

Manager Educational Dep't

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## Editorial Notes.

THAT was a good suggestion made by Dr. Potts in his address at the closing of the Toronto Normal school, that there should be an educational test for trustees as well as for teachers. Nor was it an extravagant requirement which he thought should be made that a man, in order to be qualified to act as trustee, should be able to read and write.

THE month of August being, according to custom, holiday time in the EDUCATIONAL JOURNAL office, no issue of the paper will be made during that month. The next number will be dated September 1st, and will appear promptly on that date. Subscribers will kindly make a note of this fact. It sometimes happens that many fail to do so and consequently besiege the office with inquiries for the missing numbers which they suppose to have gone astray.

THE *Christian Advocate*, of New York, apologizes to its readers for having inadvertently permitted an advertisement of the self-styled "Correspondence University," of Chicago, to get into its columns. We presume our readers will need no warning against the circulars of this bogus concern. It is described pithily, and no doubt correctly, by Dr. McLeod, of New Brunswick, as "a diploma mill, out of which the managers expect to make money because the fools are not all dead."

AS arrangements are not quite complete, the publication of full particulars of the improvements about to be made in the EDUCATIONAL JOURNAL is deferred until next issue, that is the first number after the holidays. "Excelsior," is the motto of the paper. It is the ambition and purpose of all concerned not to spare effort or expense in the endeavor to make the JOURNAL more and more worthy of the approbation and patronage so liberally bestowed. Look out for the number for September 1st. That will be a good time for new subscribers to commence.

EVERY teacher in city and country will approve the noble work in which the promoters of "The Toronto Childrens' Fresh Air Fund," are engaged. To provide for the poor children who swelter in the close rooms and narrow lanes of the city, the blessing of a week or two of country air and food, or even a day's excursion to park or island, is one of the simplest and best forms which philanthropic effort has taken in our day. The promoters of the fund are in especial need of young ladies who will visit the homes of the

poor and take charge of small excursion parties. No doubt many such volunteers may be found among the lady teachers in the city, excellently qualified for so pleasing and philanthropic a task.

WE give as our special paper this week the racy and thoughtful address delivered by Mr. Manning before the East Huron Association. This address has already been published in some of the newspapers, but that makes it none the less desirable that it should have a place in the columns of the JOURNAL, where all our subscribers may read and consider it. We do not suppose that all will agree with every opinion advanced. Possibly some keen-eyed critics may find or fancy themselves able to detect discrepancies in the argument. But none the less will the paper prove suggestive and stimulating, and those are qualities which are often more desirable and profitable in such a paper, than perfect logic or strict orthodoxy according to established standards.

THE two new books issued by the publishers of the JOURNAL are fast becoming favorites with the teachers. They are *Practical Problems* (700 in *Arithmetic*, and *One Hundred Lessons* (400 exercises) in *English Composition*. These are distinctively teachers' books, designed to assist by furnishing properly graded exercises in their respective subjects. Why a teacher should spend his time and waste his energies in devising problems and exercises in these subjects, when he can have books giving him all he requires for so small a figure, it would be difficult to explain. A teacher's time and efforts are too valuable for such waste. Send 25 cents to *Grip Printing & Publishing Co.*, 26 Front street west, Toronto, and get a copy of either of these books. Or, to be well furnished for exercises in these subjects, order them both.

MR. J. L. HUGHES, Inspector of Public Schools for the City of Toronto, having been nominated as a candidate for the Ontario Legislature, to oppose the Minister of Education in West Middlesex at the next election, we may expect educational affairs to have a prominent place in local politics during the coming campaign. Mr. Hughes has been for years past one of the most active and hostile of the numerous critics of the Education Department. Now, however, that he has accepted nomination, with it is not unreasonable to suppose, a germinant ambition to take the headship of the Department at some future day, he will speak, no doubt, under a deeper sense of responsibility. Whether he and the party with which he is associated are prepared to commit themselves boldly to the theory that the Education Department should be non-political remains to be seen.

MUCH is being said and written on the alleged prevalence of color-blindness. A correspondent of the *Pall Mall Gazette*, writing some time ago, was, we have little doubt, right in attributing a very large proportion of the cases of so-called color-blindness to simple ignorance. He referred to the fact that the defect is rarely found in female candidates. Why is this, if not because the peculiarities of ladies' attire draw their attention to house decoration, etc., give them a training in distinguishing colors, which the members of the other sex do not, as a rule, receive. The correspondent's suggestion that instruction in colors and their names ought to form a distinct item in the curriculum of elementary schools, is well worth considering. Such a study would have an æsthetic as well as practical value.

THE proposal of a leaving, or final High School Examination, to take the place, as far as practicable, of the Matriculation Examination, seems to find considerable favor. The *Globe* has published a series of articles tentatively advocating the change. One of the chief arguments in favor of the innovation is that it would offer higher inducements to pupils in the High schools to complete the courses, the idea being that the certificates granted should have a positive value for all who receive them, whether they enter one of the universities, or quit the schools for active life. In other words, the High Schools and Collegiate Institutes would thus be recognized as Academic institutions, having complete courses of their own, and awarding diplomas which would be of great advantage to their possessors as introductions to business and professional pursuits, as well as to the universities.

"How shall I spend my vacation?" is no doubt just now a practical question with a good many teachers. We allude to it, not because we have any general recommendation to make. We have no summer school scheme to promote, no self-interest of any kind to serve. We would that every teacher might go from home for a few weeks, visiting the large cities and centres of interest within reach, making the acquaintance of other educationists, studying new objects and methods, enjoying beautiful and historic scenes, and mingling with men of different pursuits and modes of thought. In a word, we wish the holidays could be made by each a season of rest, recreation, travel and self-improvement. Each would then go back to his work with renewed life and enlarged vision, and the schools would respond to the new impulses imparted. Every teacher who is worthy of the profession ought to be able to do this. It would pay the parents and other supporters of schools to enable them to do it. We look for a good time coming—though yet, we fear, far in the dim future—when every one will feel that he can afford to do it.

A SOMEWHAT interesting question in school law was decided by Mr. Justice Rose, at Os-

goode Hall, a few weeks since. The facts of the case, which occurred in the county of Bruce, appear to be as follows: A certain boy in a Public school, having disfigured a desk with a knife, the teacher injudiciously ordered him to make a new top for the desk with his own hands, and suspended him from the school until he should have done so. Both school trustees and ratepayers sustained the teacher in this action, though, as Judge Rose pointed out, the regulations provide that for "cutting, marring, destroying or defacing any part of the school property, power is given to suspend for one month, or until such suspension is removed on assurance of better conduct, or by order of the Board of Trustees; and further, that "any school property or furniture injured or destroyed by a pupil shall be made good forthwith by the parent or guardian under penalty of the suspension of the delinquent. The Judge admitted that it was unwise in the teacher to depart from the regulations which make full provision for such cases, and to impose a fanciful punishment, almost certain to provoke irritation. Nevertheless, owing to the length of time, more than a year, which had elapsed before the boy's father had applied for a mandamus to compel the re-admission of his son to the school, and to various other discretionary considerations involved, the Judge sustained the action of teacher and trustees, and refused the application.

IN the Majority Report of the English Royal Commissioners on Education, the following passage occurs:—"The proper size of a class is a matter of considerable consequence to be taken into account in estimating the true minimum of staff required. As a matter of fact, classes are found sometimes to contain as many as sixty or eighty children, and an assistant, we are told, has been seen endeavoring, single-handed, to teach a class of 100. It is generally allowed that these numbers are much beyond what should be permitted, and the average maximum number assigned by the several witnesses may be set down as forty for an ordinary class in the school, and twenty-five for the highest class." The witnesses referred to included such authorities as Mr. Sharpe, Mr. Matthew Arnold and Mr. Stewart. Every teacher of experience knows that the maximum numbers mentioned err, if at all, on the side of being yet too large. And yet, in the face of such recommendations, the English Education Department, in its new Code, provides that the head teacher is to count for an average of sixty, as under the old Code, but a certificated assistant can only count for seventy instead of eighty, each assistant or provisionally certificated teacher for fifty instead of sixty, each pupil teacher for thirty instead of forty, and each candidate for a pupil teachership for twenty, as before. "At the end of the nineteenth century," says the *Schoolmaster*, "in the most enlightened nation on earth, a boy of thirteen, just taken from his class, is held capable of educating twenty, and a year afterwards thirty, chil-

dren of his own age. To anyone at all acquainted with practical school work, the whole thing is an absurdity." To which Canadian teachers will say, "Amen!"

### Educational Thought.

To give the net product of inquiry, without the inquiry that leads to it, is found to be both enervating and inefficient. General truths to be of due and permanent use, must be earned.—*Herbert Spencer*.

"LANGUOR can be conquered only by enthusiasm, and enthusiasm can be kindled only by two things: an ideal which takes the imagination by storm, and a definite, intelligent plan for carrying out that ideal into practice."—*Exchange*.

IT is a truth very imperfectly recognized by teachers that the education of a youth depends not only on what he learns, but on how he learns it, and that some power of the mind is being daily improved or injured by the methods which are adopted in teaching him.—*Fitch*.

A BOY almost inevitably fails in character and culture who misses the discipline of the school, but if he be a genius and maintains a good character, he ripens faster, is keener, and often stronger in thought the less schooling he has. This not only holds true of the genius, of whom the world has all too few, but it is true of many a "street Arab," who has wit enough to puzzle many a scholastic. Probably one in a thousand is as well off out of school as in, but there is an element of rugged thought that the street trains to that the school does not. Recognizing this, let us be careful to develop strong thought as well as culture in the schools, remembering the dullest is more helpless and heartless than the boor.—*Exchange*.

THE State must maintain education. It is not possible to educate the whole mass of people except with the help of the State. We must more and more discuss this question of education in an impartial mood. We must look at it calmly. It is not a question for fanaticism. It is not a question for religious bigotry. It is a question to be looked at with a philosophic mind. And that man is an enemy of the people, is not an American, is an apostate, who would view it otherwise; but, for God's sake, study the best methods of education, study all the philosophy of education. Let us get a right and not false education. Let us more and more see that the conscience is educated, that the nature is educated, that the whole man is educated. To be sharp of wit, to have a keen mind, is not to be educated. The man must be a full grown individual, in mind, in conscience, in imagination. We must teach our people to love education. We want all men as far as possible to have the best and the highest training.—*Bishop Spaulding*.

SO believe in your future work. Believe in the humanity of the children that you are called upon to teach and to train. Believe in the capabilities of humanity. Go back to prehistoric ages, and see the evolution which has taken place in humanity. The power which has wrought that change is still acting in our natures—in the natures of the little children who will come under your care. There is a power that makes for righteousness; believe in that. There is an upward stream of tendency, there is a downward also; but believe in the upward and then you will have strength and courage to do your work. Believe in the reality of the ideal up to which you are endeavoring to train your pupils. Have confidence in your work. Don't plough with the fear that your furrow will not be straight, for, depend upon it, it won't be so then. No girl ever ruled a right line who began it with a sense that it was going to be crooked. Don't let your work have a savour of cowardice about it. Working on these lines you will make character; you will not only, as some teach us, be prepared for heaven, you will be making heavens: Listen:—

"I sent my soul into the invisible,  
Some letter of that after-life to spell;  
My soul came back and answered me,  
'I myself am heaven and am hell.'"

—*Rev. C. D. DuPort*.

## Special Papers.

## THE TEACHER AND THE TEACHING PROFESSION.\*

BY A. H. MANNING.

A MONTH hence, and in over 1,000 homes in this county, and that number multiplied by 100 in this Province, light-hearted boys and girls, youths and maidens, will be heard whispering to one another about the fast approaching holidays and the pleasures and pastimes which are to make that long interval pass speedily by. In a proportion of these homes, so large that we scarcely dare make a computation, other voices will be heard expressing opinions of the holiday provisions of the law very materially different from those of the buoyant

## CAPTIVES ABOUT TO BE RELEASED.

A mother, most amiable to the afternoon caller, wonders "how she can possibly endure having that boy home for two whole months." A grown up sister, very captivating in manner and speech when occasion demands, testily declares "that the house will be unbearable with these kids in it all day long for eight whole weeks." Big brothers, surly fathers, cross-grained stepmothers, and other relatives, even to the thirty-seventh degree of consanguinity, join in the same hue and cry, and all vote these holiday periods very horrid and "great nuisances indeed." What do such words and conduct mean? Is there something beneath the surface? Do these expressions really convey their true meaning? Do these guardians care nothing for their wards? Yes, they do, for there is abundant evidence of that. Let the little head be feverish and the mouth parched, and in great haste the physician is summoned. Let the slender arm be broken or the ankle sprained, and no lightning flash can bring the surgeon fast enough to satisfy the mother's heart. Well, then, why these words? Because it has come to pass that

## PARENTAL RESPONSIBILITY

in nine homes out of ten has been and is being handed over to the Public school and High school teacher. Given up for ten out of the twelve months, it is of little value for the other two. The Mosaic order, "Thou shalt teach them diligently unto thy children," has been revised, and the new revision is, "Thou shalt elect school trustees to engage school teachers to teach them diligently, or otherwise, not only the A, B, C, but obedience, courtesy, loyalty, patriotism and the honoring of father and mother," and a great many other things too numerous to mention, but "laid down most fully in the regulations of the Department of Education for Ontario." With neither apology for, nor censure of, such parents, I turn my attention to an imperfect consideration of the tremendous responsibility placed upon the teachers of the country, and to a friendly criticism of the manner in which they assume and carry this load.

The State expects some return from the trust placed in the hands of those who educate youth. Not only a return in education, but in realization of State duties and of

## FUTURE REQUIREMENTS.

Surely no teacher will take the position of the French master who said, "We do not prepare our pupils for life, but for examinations." The teacher who is only a teacher, and nothing but a teacher, will hardly be a good teacher; nor will the teacher who is only a teacher *pro tem.*, and a great deal of something else most of the time be any more successful. The teacher who feels that whilst bending his chief energies to the profession of his choice, he has also the status of a citizen, and the honor of a churchman to uphold, will prove the ideal instructor and the best exemplar. Such a teacher will realize that the scholars before him require for the future something more than a drink or two at the fountain of knowledge. In return for the State trust he will teach the scholars manliness or womanliness, morality, patriotism, courtesy, obedience and usefulness. This work he will accomplish partly by his oral instructions, but partly also by his daily conduct. If you neglect your duties as citizens, how can you expect your scholars to

\* An address delivered before the teachers of the East Huron Association.

## BECOME LOYALISTS?

If you care nothing for the uplifting of your neighbors by every righteous means, can you expect them to bear the fruit of unselfishness? If you are brusque and impatient why should they be polite? If you are listless and only anxious to reach the end of the lesson, why look for interest in those around you? But one says, "If I take any part in my country's affairs I become a politician, to become a politician necessarily means to become a party man, to become a party man means in a great many cases to offend some members of my Board and a large number of the people whose servant I am." Let me say just here that the meanest men to whom Providence loans the breath of Heaven, are those trustees and taxpayers who grumble and murmur and threaten, because the teacher they have engaged exercises the privileges of his citizenship differently from them, and refuses to barter his manhood for their "mess of pottage." Be sure of this, however, that the keen-eyed boys will discover your manliness and benefit by it if you courageously exercise your rights, just as readily as they will your recreancy and cowardice in

## BOWING YOUR HEADS TO HAMAN.

In your agreement with the trustees you may barter away part of your body, but there is no clause which calls for a delivery of your soul or heart. Would you, then, says another, have the teachers partisans? If you give to partizanship its proper meaning, yes; but if you give to it the meaning it is fast obtaining—the subordination of every right principle to party ends—no. The opportunity was never grander, the times never more propitious to exhibit the qualities of the patriot and to free the mind from the fetters of prejudice.

In my humble opinion the teacher should bestow more attention than is usually given to the attainment of at least a general knowledge of passing events in the world. If some quick-witted scholar were to travel a little outside

## THE ROUTINE LESSON,

and, with the map of Turkey before his class, ask the teacher why Russia and England so zealously watched Constantinople, how many could answer him truly? Upon the surface, at all events, does it not seem to be as necessary to know who is the present Prime Minister of England, as to learn that Wolsey was a Minister of State in the reign of Henry VIII.? If occasion required a reference to the story of Garibaldi, and an inquiring scholar asked, "Who leads the Italian people now?" What would be the answer? If your pointer travels over the Pacific until the site of Samoa is reached, and No. 4 says, "I read in the papers about a great disaster there a few days ago, tell us all about it," or another asks, "What certain men were sent to Berlin to do about Samoa," what replies would he make? I venture very timidly to suggest that the teacher would be equally as well off—nay, better off—if he knew more about Bright and Disraeli, and less about Cicero and Demosthenes, more about Blaine and Macdonald, and less about Washington and Richelieu, more about Carlyle and Tennyson and less about Cæsar and Virgil, when knowledge of the latter has been gained at the expense of being ignorant of the former.

In conversation with some teachers, they have said to me, "We have no time for these things." There is, I am convinced, some truth in the remark. By statute and regulation the school hours are crowded with exercises, and the home hours with preparation. Our Legislature and the Department of Education might have

## CONDENSED THEIR STATUTES AND REGULATIONS

into one General Act, entitled "An Act to suppress all originality and spontaneity on the part of the teacher," and "for the appointment of inspectors to see that the same is most effectually done." Our schools are being systematized to death; the Teacher is becoming an automaton, the children machinery moved by Act of Parliament or Departmental regulation. Given the same state of affairs, and Bronson Alcott's story of his school never would have been told. Had our system then been in existence, no one could now write with pride that he had gone to school to Daniel Webster or Harriet Beecher Stowe. Surely it is time some protest was made against a system which leaves

no moment for the experiment of natural methods by a teacher for a particular child or class. These experiments ruled out, by what means are improvements to be discovered? Must they be brought from afar to the undeserved

## DISCREDIT OF OUR OWN EDUCATIONALISTS?

A practical Minister of Education, such as the present one, should be able to remedy this evil. This overcrowding with studies and subjects affects the scholars as well as the teacher. It trenches still further upon the domain of the home. Dr. E. E. Hale, in the *North American Review*, gives these sledge-hammer blows at what he styles "the machine system":—"A few years ago, before the introduction of what is termed 'the true system,' it was understood that a boy or girl had many things to learn besides reading, writing and arithmetic. Thus it was understood that a boy must know something about his hands and feet. He must know what a bushel of wheat was when he saw it, and how a blacksmith shod a horse. He must know the methods of a town meeting. He must know how to milk, how to plough, how to cradle oats; how to drive, how to harness a horse, how to take off a wheel, how to grease an axle. There were ten thousand other things that he must know of useful importance, not one of which

## IS EVER TAUGHT IN SCHOOL.

For a girl it was understood that in average life she must know how to make and mend her clothes, and her brother's, and her father's; how to knead, to bake, to stew, to boil and to roast, how to wash, how to iron, and how to starch, how to tear a bandage and how to put one on. These things cannot be taught in the school, and the present system decrees that there should be no time to teach them at home. There are so many tasks and exercises, so much crowding and cramming, that what follows from the new system is the discovery, after a fair trial, that the children educated under it have no experience with tools, and no ability with their hands, and but very little knowledge of practical life. The State paying for the education of its children does not receive what it pays for."

A perusal of many of the regulations of the Department almost justifies the opinion becoming very current that they have not been prepared by men whose practical experience would entitle them to perform such a task, but by some theorist whose vanity is satisfied only by seeing his speculations in print duly stamped with the seal of the Education Department, and thrust upon the over-pressed teacher and scholars. Some of these regulations too have been forced into effect by unthinking trustees and parents. One subject after another has been clamored for until the curriculum is crowded, and every moment is taken up. To the simple course of what used to consist of three R's, this, that and the other thing has been at the instigation of Tom, Dick and Harry added, and still there is more to follow. In church some Sunday the choir fails, and a precocious parent commences an agitation for

## THE TEACHING OF MUSIC

in the school. A boy makes a mistake in the miller's office about a handful of wheat, and forthwith it is requested that "agriculture" shall be put on the course. Some untidy citizen neglects his yard for seasons, his family suffer from typhoid, and at once there is a cry for hygiene. Our Legislature refuse to do the right thing with the liquor traffic, and our well-meaning Temperance women knock at the door of the Department, and imperatively demand that the overtaxed little minds shall further receive lessons on Temperance. In the home these matters could have been dealt with in a more satisfactory manner than in the school, if the Minister had relegated them to that place. It surely requires no argument to prove that such things belong to the home domain. The best primary lessons in hygiene for the boys are clean yards and pure wells. Give the girls an organ or a piano, and they will take up music. Show the children the benefits of total abstinence by personal conduct, and they will not require lessons on the nature of alcohol. By the introduction of these extra studies the theory of education is wholly transformed, and

(Continued on page 110).

Music Department.

All communications intended for this department may, until further notice, be addressed to A. T. CRINGAN, 23 Avenue Street, Toronto.

EAR EXERCISES FOR FIRST BOOK CLASSES.

IMITATION EXERCISES.

In conducting ear exercises the teacher should carefully avoid taking answers from the few sharp pupils only, but should endeavor to make the exercises so simple and interesting that all will be able to take part. The simplest exercises for training young pupils to listen well are those in which the teacher sol-fas a short phrase to which the pupils listen, and afterwards imitate. These should consist only of the tones which have been studied.

EXAMPLES:—FIRST STEP.

d m d s || s m s d || m d s m ||  
s m d s || s d s m || s d s d ||

SECOND STEP.

d m d r || r s r m || d r t d ||  
r s r t || r s t d || d t r d ||

In all the above the key must be adapted to the compass of the voices. The next method is that in which the attention is concentrated on one particular tone surrounded by several others.

EXAMPLE OF METHOD.

Teacher—Can you tell me what kind of tone doh is?

Class—Strong and firm.

Teacher—I am going to sing several tones, and I want you to listen very carefully, and tell me which one sounds like doh. (Writes on blackboard 1, 2, 3, 4, gives the key-tone, then sings s m s d to laa while pointing to the numerals.)

FINDING DOH.

Raise hands all who can tell me on which number I sang doh. Tommy will come up and point it out. (Pupil points number two.)

Teacher—I will sing it again, and you will listen and find out whether that one is firm enough for doh. (Repeats with soft emphasis on me and strong on doh.) Now, what do you think of number two?

Class—It was not firm enough for doh.

Teacher—Quite right; but where was doh? Those who think it was on number one, raise hands, on three, on four. I see you all now think it was on four, that is correct. You will now try and find doh again, and will write what you think is the correct number on your slates. (Sings m d s m to laa, while pupils listen and write.) Those who have number one will raise hands; number two; three; four. Number two is correct.

WRITING IN EAR EXERCISES.

The act of writing the answers compels each pupil to think for himself, and is a sure means of ascertaining whether they are equal to the exercises. With very young pupils it is advisable to use some well-known objects in place of the numerals. Four little boys may be brought to the front, or an equal number of birds may be drawn on the blackboard, to which the teacher may point while singing the exercises. The remaining tones of the step will be treated by the same method as described for doh.

INTERESTING DEVICES.

After the above have been given it will be an easy matter to concentrate the attention on one particular number, and find out to which tone it is sung. Example.—Write on board 1, 2, 3, \*4. Direct pupils to think of four only, and tell to which tone it is sung. Sing d s d m, intensifying the mental effect of the fourth tone, and question as above. A number of exercises may be given consecutively and the answers written, and examined at the

close. Young pupils will be interested by having a bird drawn in place of number four, and will readily tell which tone the bird sings. In all cases corrections should be made by questioning on the mental effect, but the answer should never be told by the teacher until the pupils have found it for themselves.

Which is d?

s m s d || m d s m || s m d s | d s m m ||

Which is s?

d m d s || d s d m || d m s d || s m m d ||

Which is m?

d s d m || d m d s || d s m d || m s s d ||

Which is s?

d m d s || d s d m || m d s d || s d m d ||

Which is d?

d m s d || s m d d || d s m d || s d m s ||

It is unnecessary to multiply examples here, as any teacher should be able to prepare them without assistance.

Which tone is sung on number four?

FIRST STEP.

d s m d || d s d m || m s s d || d s m d ||

m s s d || d m d s || m s d s || s d m d ||

s d m s || s d s m || m s d m || d s s d ||

SECOND STEP.

d s m r || m r s d || s t s d || d t d s ||

m s r m || d t d s || s r t d || m d r t ||

s t d r || d t r s || s d r t || s r s m ||

MANUAL SIGNS IN EAR EXERCISES.

The manual-signs may be used to advantage in the above. EXAMPLE.—Teacher intimates that those who know which tone is sung on a particular number (any number may be taken equally with four) will make its manual-sign and cover it until the command "Hands out," is given. All will then raise hands *instantly without looking at the others*. The teacher will then perceive at a glance how many have the correct answer. Much depends on the simultaneous indication of the manual-signs, as, if done slowly, copying will certainly be the result. See Ear Cultivation, page 52.

Question Drawer.

[N. B.—For answers to questions in English and Mathematics see those departments respectively. Correspondents will please send all such questions direct to the Editors of those departments.]

1. DOES a member for the House of Commons require any property qualification? In reading Jeffers' Primer History, and the P. S. History, I notice that they differ on this point.

2. Are the forms, "Sir," "Yes Sir," "No Sir," passing out of use in society? I am told that the forms, "I beg your pardon," "Yes," and "No," are the common usage now.

3. Where is there a good place to get books to sell on commission? Are there any newly published ones which would be suitable?—SUBSCRIBER.

[No property qualification is now required. As this qualification was done away with but a few years ago, the difference in date of writing will probably explain the discrepancy between the authors referred to. 2. Usage no doubt tends in the direction you indicate, but in the case of young persons addressing their elders, and in fact, in almost any case, if the "Sir, or "Ma'am" is omitted, the name of the person addressed should be substituted, as a mark of respect, after "Yes," and "No." A bald

"Yes," or "No" from a child or young person to an elderly one is intolerable. 3. We could not undertake to advise you. Consult the advertising columns of the city dailies.]

FOR the information of those who have from time to time inquired, and of our readers generally, we reprint the following from the N. Y. School Journal.

THE GELATINE COPYING PROCESS.

THE PAD.

THIS process consists in transferring to a pad or tablet, composed essentially of a gelatinized solution of glue in glycerine, writings made on paper with a strong solution of one of the aniline dyes—violet or blue being generally preferred—and from this obtaining duplicate copies of the original by simply pressing sheets of paper on the transfer. The *modus operandi* of the copying is given briefly as follows:

Write with a steel pen on ordinary writing paper; allow to dry; press the writing gently upon the tablet; allow it to remain a minute, when the greater part of the ink will have been transferred to the gelatinous surface, and as soon as the paper has been removed the tablet is ready to take impressions from. Place ordinary writing paper upon the charged tablet, smoothing over with the hand, and immediately remove the sheet, which will be found to bear a correct copy of the original writing; repeat with other sheets until the transferred ink becomes exhausted. Immediately after, wash the tablet with water and a sponge, let it dry, and it is ready again for use.

With a tablet and ink prepared according to the following, fifty good copies from one transfer have been obtained, and doubtless with care it would afford twice this number. The proportions for the pad or tablet are: Gelatine, 1 ounce; glycerine, 6½ fluid ounces. Cooper's gelatine and pure concentrated glycerine answer very well. Soak the gelatine over night in cold water, and in the morning pour off the water and add the swelled gelatine to the glycerine heated to about 200 Fah. over a salt-water bath. Continue the heating for several hours to expel as much of the water as possible, then pour the clean solution into a shallow pan or on a piece of cardboard placed on a level table, and having its edge turned up about ½ inch all round to retain the mixture, and let it remain for six hours or more, protected from dust. Rub over the surface a sponge slightly moistened with water, and let it nearly dry before making the first transfer.

THE INK.

The ink is prepared by dissolving 1 ounce of aniline violet or blue (2 R B or 3 B) in 7 fluid ounces of hot water, and on cooling, adding 1 ounce of wine spirit with ¼ ounce of glycerine, a few drops of ether, and a drop of carbolic acid. Keep the ink in a well stoppered bottle.

1. Has the Education Department authorized any work on Agriculture?
2. What is the authorized text-book in Hygiene?

X.  
[[1. Yes. The Public School Agriculture. (2. None is named for the Public schools except Public School Temperance. For the Model and Normal Schools, the "Manual of Hygiene" is authorized.]

1. What townships are comprised in the County of Dufferin?
2. Give the names of the present Lieutenant Governors of the different Provinces.
3. Give a form of resolution to be passed by Trustees wishing to extend for a further period the use of any school books.
4. What was the cause of the recent trouble in Samoa?
5. Give a short account of the Jesuits.—D.

[1. Melancthon, Mulmur, Mono, Amaranth, East Luther, East Garafraza. 2. Ontario, Sir Alex. Campbell, K. M. C. G.; Quebec, Hon. A. R. Angers; New Brunswick, Sir S. L. Tilley, C. B., K. M. C. G.; Nova Scotia, Hon. A. W. McLellan; Prince Edward Island, Hon. A. A. Macdonald; Manitoba, Hon. J. C. Schultz; British Columbia, Hon. Hugh Nelson; North-West Territories, Hon. Joseph Royal. 3. The form is immaterial so long as the



meaning is clear. As it is the Inspector's duty to see that no unauthorized books are used, the notice should be, we presume, addressed to him.

The following would, no doubt, serve the purpose:

18—

The Board of Public School Trustees for the \_\_\_\_\_ of \_\_\_\_\_ hereby inform the Public School Inspector that they have resolved to continue the use of \_\_\_\_\_ in the above school for the period of \_\_\_\_\_ from the \_\_\_\_\_

A. B. } Trustees of  
C. D. } School Section  
E. F. } No. \_\_\_\_\_

To the Public School Inspector.

4 and 5. To answer these questions satisfactorily would require more space than we can spare for the purpose, and would lead us beyond our proper sphere. Any good daily or weekly would supply the information.]

[J. S. See answer to Subscriber, for one of your questions. Your other questions and those from several other inquirers on literary and grammatical points have been referred to the proper Department, but we are sorry to find ourselves compelled to go to press before the MS. of the English Department has come to hand.]

### School-Room Methods.

#### MULTIPLICATION.

BY "PRIMARY."

The following I have found to be both a valuable and helpful method of presenting the multiplication tables.

As an example I will take the table of two's:

1 × II = 2	7 × II = 14
2 × II = 4	8 × II = 16
3 × II = 6	9 × II = 18
4 × II = 8	10 × II = 20
5 × II = 10	11 × II = 22
6 × II = 12	12 × II = 24

Supposing the class to be before me, I make two marks on the blackboard—II—

"John, how many marks have I made?"

Answer—"You have made two marks."

"Willie, can you tell me how many times I have made two marks?"

Answer—"One time, or once."

This answer, although so simple, will, from a young class, be found hard to get. They will invariably answer, two times, thinking of the one mark you have made two times. This mistaken idea, you can explain away, by making the figure—2—over the two marks, in this manner—2— and they will directly see that you have made two but once.

"Now, George may tell me how many marks I have on the board."

Answer—"You have two marks."

"Mary, then one times two are how many?"

Answer—"One times two are two."

Prefix one and times before the two marks, and are and the figure two after them, i.e., 1 × 2 = 2. To continue the table, make two more marks below the first.

"Alice may tell me how many marks I have made now."

Answer—"You have made two more marks."

"Nellie may tell me how many times I have made two marks on the board altogether."

Answer—"You have made two marks two times."

"Jane may count the marks, and see how many I have made in both times."

Answer—"You have made four marks."

And so proceed with the remainder of the table, while the children will soon discover that it is only a new kind of addition, and not at all like the old fashioned blind multiplication table that you and I have worked over, until our faces burned and our heads ached for hours.

As the tables become larger, the children will accept each last answer, and count on only from that. For example: five times seven are thirty-five—(5 × IIIIII = 35). The next child to recite, will begin with thirty-five, instead of going back

and counting all the marks, which is necessary with the first two or three tables, and will count on from thirty-five, seven numbers to forty-two.—  
*Henrietta S. Pike.*

#### AN INCIDENT.

A TEACHER was sent to a primary school in a small town, and after a two weeks' trial returned to her home. The superintendent wrote to a friend: "Miss W\_\_\_\_\_ is a good teacher in very many respects, but she lacks the power to control a room of thirty children. She can manage a class who stand around her and are interested to learn; she is quite able to interest them in what they are doing, but she cannot take hold of the school as a whole and impress herself on it; she can only work on individuals and small groups. She seems to have unusually good ideas about teaching. I would employ her as an assistant to a strong, energetic woman, who could give her small groups of children to teach."

This is a careful statement; generally such a teacher would be classed as "unable to govern." The practical question is, can such a teacher advance from the stage in which she only exercises her power over a few to the higher stage in which she makes a large number feel her influence. We reply, "Yes, certainly."

1. Such a teacher should see what her defect is; she only acts on individuals, or small groups of individuals.

2. She should practice coming before a school-room prepared with something that will hold the attention of the whole:

- (a) Singing. (b) Marching. (c) Telling a story.
- (d) Explaining something from a map or chart. (e) Gymnastics.

By daily doing this and watching her audience, carefully adapting herself to them, and changing her plans as needed, stopping when her power is suddenly gone, always looking them in the eye, never seeming embarrassed, always choosing subjects that relate to childhood and interest it, always choosing methods that are appropriate to children—a teacher will feel the ground growing steadily under her feet. She may require some time to educate herself in what is called "governing," but by study, observation, and practice this teacher may become successful in all particulars.—*The School Journal.*

#### BUSY WORK.

##### MENTAL ARITHMETIC FOR SECOND YEAR.

BY E. R. KENYON.

ANNIE is eight and a half years old, and her brother James is twelve. How much older is James than Annie?

One day, James went fishing, and he took Annie with him. The brook was 40 yards from the house. How many feet was that?

Annie took with her, her doll, which was a very nice one. Her mamma had paid \$1.50 for it. She also took a piece of silk to make the doll a dress. The silk was worth 40 cents. How much were doll and silk worth?

Annie was seated on the grass and at work with her needle in just three minutes after they reached the brook. But it took James one-fourth of an hour to bait his hook and get all ready to fish, because something was the matter with the line. How much longer was James in making his preparations than Annie?

"Now," said James, "we must not talk." How many words did James speak?

Pretty soon James caught a fish weighing 1½ pounds. How much could he sell it for at 8 cents a pound?

The fish had five fins, a tail and two eyes. How many scales had it?

(Children should learn to know when the data for a solution are incomplete, or totally lacking.)

"It will take ten minutes to clean the fish," said Annie, "and twenty minutes to fry him. Mamma likes to have supper at six o'clock. When must we go home, James?" What was James' reply?

James looked at his watch and told Annie that it was just five o'clock. Allowing two minutes for the walk home, how much longer had they to stay?

The skirt of Annie's doll's dress was half a yard

around. She had hemmed all but two inches of it when it was time to go home. How many inches had she hemmed?

Annie did not work steadily. She stopped nine minutes to watch a bee, and five and a half minutes to tease a beetle with a stick. How long was she idle?

Annie and James started home at 5.28. They had been out just an hour. At what time did they set out?—*Common School Education.*

### Book Reviews, Notices, Etc.

*Pestalozzi: His Aim and Work*, by Baron Roger de Guimps. Translated from the edition of 1874 by Margaret Cuthbertson Crombie. Abridged and adapted for students.

This is a valuable addition to the useful series of treatises bearing on education which are in course of publication by C. W. Bardeen (Syracuse, N.Y.) It is a 12mo., bevelled cloth, pp. 336, with portrait. [Price \$1.50] This is the story of a man, who, in the words of a reviewer, "deserves to be ranked with Howard and with Tolstoi among the well-wishers and benefactors of the human race." "During his long life," says the author of this latest edition of his biography, "he was absorbed by one idea, namely, the regeneration and elevation of the people by elementary education; this idea was his ruling passion, and dominated all other feelings. He loved the poor, the weak, and the ignorant, in spite of their vices which shocked him, and he strove to instruct and make moral the masses before people had learned to fear them. \* \* \* He was the boldest, the most original and the simplest of men." Every teacher will be benefited by reading the life of this remarkable educator.

*Sixth Natural History Reader*. By the Rev. J. G. Wood, M.A., author of "Homes without Hands," etc.

This is another of the admirable succession of Natural History Readers in course of publication, as a part of the "Boston School Series," published by the Boston School Supply Company. The book is neatly bound and printed, has numerous illustrations, and can hardly fail to make the study of Natural History attractive and delightful to the large class of readers for whom it is intended and adapted.

*Le Mari De Madame De Solange*. Par Émile Souvestre. Edited with English notes by O. B. Super, Ph.D., Professor of Modern Languages in Dickinson College. Boston: D. C. Heath & Co.

A neat edition in paper, well adapted for use in schools and colleges.

*Two Great Retreats*. Grote and Segur.

This latest of Ginn & Company's series of "Classics for Children," contains Grote's account of the Retreat of the Ten Thousand Greeks, taken from his "History of Greece," and an abridgment of Count Segur's narrative of Napoleon's retreat from Russia. It is uniform in mechanical features with the preceding books of this excellent series.

*Plato's Protagoras*. The Commentary of Sauppe translated, with additions by Principal Towle, of Norfolk Conn.

This book belongs to the College Series of Greek Authors, edited under the supervision of Professor White, of Harvard College, and Professor Seymour, of Yale College, and published by Ginn & Company, Boston, U.S. Sauppe is one of the most distinguished of German Philologists and his introduction and commentary have been accepted as models by scholars. Like the preceding volumes of the series the *Protagoras* is well printed and bound. The notes are given at the foot of the pages.

BUT what if I fail of my purpose here?

It is but to keep the nerves at a strain,

To dry one's eyes and laugh at a fall,

And, baffled, get up to begin again,

So the chase takes up one's life,—that's all.

—Robert Browning.

For Friday Afternoon.

SIX LITTLE BROTHERS.

EXERCISE FOR SIX BOYS.

BY JANE E. GORNLEY, COMINS SCHOOL, BOSTON, MASS.

All.—We're six little brothers, about the same size ;  
We've glossy black hair, and such merry blue eyes !  
We count and can write ; we can read a whole page ;  
We do well in study for boys of our age,  
Our parents, they wish us to do what is right ;  
They say it is naughty to quarrel and fight.  
We have at each meal-time the choicest of food.

A, B, and C.—But we three are naughty !  
D, E, and F.—And we three are good !

A, B, and C.—And why we are naughty our names  
plainly show,

A.— For mine is, "I-can't" !  
B.— And mine is, "Don't-know" !

C.—Because I put off till to-morrow, you see,  
The name "By-and-by" has been given to me ;

D, E, and F.—Because we do well everything that we do,  
D.— My name is "Please" !  
E.— And mine is "Thank you" !

F.—Because I am pleased with the good things I see,  
The name, "Sweet-content," has been given to me.

All.—We six little brothers, we're sorry to say  
All chance to be named in a different way ;  
Our parents have named us,—O, just as they should !

A, B, and C.—For we have been naughty !  
D, E, and F.—And we have been good !

A.—"I can't."  
When mother would mention the things to be done,  
I'd say, "O, I can't" ! to 'most every one.

'Tis true, I didn't mean disobliging to be,  
But work, at the time, was displeasing to me.  
My mother to cure me so firmly did say :  
"We'll call you, 'I can't,' dear, from this very day !"  
And, oh, I'm afraid to have all the boys know ;  
They'll call me this name now, wherever I go.  
Besides I'm ashamed of such very poor fame ;  
I mean to get rid of my terrible name !

B.—"Don't know."  
Whenever my mother a question would ask,  
The answer to her seemed a difficult task ;  
My shoulders I'd shrug, and indifference show,  
And then to my lips there would come a "Don't  
know" !

So mother, she thought such sad conduct a shame,  
And said she would call me by that very name.  
So that's how I happened to come by "Don't-  
know" ;

It really now shames me wherever I go.  
Besides, I am tired of this kind of fame ;  
I mean to get rid of my terrible name !

C.—"By-and-by."  
No matter what work was requested of me,  
No matter how easy it happened to be,  
I would not begin it at once, and obey,  
But, "O, by-and-by !" I was certain to say.  
I said "By-and-by" unto every one,  
And never a duty was cheerfully done ;  
So when by my actions I came to be named,  
O, of "By-and-by" I was so much ashamed !  
I've made up my mind, now, at once to obey.  
And earn a good name for a near future day.

D.—"Please."  
When "I-can't" and "Don't know" our dear mother  
would tease ;

I'd make her feel glad with a kind "If you please !"  
"How pleasant," she said, just to speak in that way ;  
It makes me feel bright as a sunny day !  
So I was named "Please," and it is my delight  
To chase off the clouds, and to make all look bright ;  
And no one refuses to do what I ask,  
As Please quickly takes all the weight from the task.  
I know I won't tire of this kind of fame ;  
I like to be called by my beautiful name.

E.—"Thank-you !"  
Whenever my mother a favor would do,  
I always would give her a pleasant "Thank you !"  
It made me feel happy to see her look pleased,  
It made her forget that the naughty ones teased.  
When "can't" left unfinished the work he'd begun,  
And poor "By-and-by," with his duties undone,  
Would make little clouds just as sombre as night,  
Then "Thank you, mamma !" would soon drive  
them from sight ;  
So father and mother and all did agree  
The name of "Thank you" should be given to me.

F.—"Sweet-content."  
Whenever a toy mother happened to buy,  
"I-can't" and "Don't-know" would both worry  
and cry,  
And say that it did not amuse them at all,

They'd much rather have a new top or a ball ;  
And then, I would say, O, I think it quite fine ;  
I feel very happy because it is mine !  
Then mother would smile, and would say 'twas a joy  
To have "Sweet-content" for her own little boy,  
And thus, as you see, I've no cause to lament ;  
I'm happy all day with the name, "Sweet-content."  
[Repeat the introductory exercises to "I can't."]

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—  
JULY EXAMINATIONS, 1889.

HIGH SCHOOL ENTRANCE.

LITERATURE.

Examiners : { JOHN SEATH, B.A.  
W. H. BALLARD, M.A.

NOTE.—A maximum of five marks may be allowed  
for neatness.

I.

Clear and cool, clear and cool,  
By laughing shallow and dreaming pool ;  
Cool and clear, cool and clear,  
By shining shingle and foaming wear ;  
Under the crag where the ousel sings,  
And the ivied wall where the church-bell rings,  
Undefiled for the undefiled ;  
Play by me, bathe in me, mother and child.

Dank and foul, dank and foul,  
By the smoky town in its murky cowl ;  
Foul and dank, foul and dank,  
By wharf, and sewer and slimy bank ;  
Darker and darker the farther I go,  
Baser and baser the richer I grow.  
Who dare sport with the sin-defiled ?  
Shrink from me, turn from me, mother and  
child.

Strong and free, strong and free,  
The flood-gates are open, away to the sea ;  
Free and strong, free and strong,  
Cleansing my streams as I hurry along  
To the golden sands and the leaping bar,  
And the tainless tide that awaits me afar,  
As I lose myself in the infinite main,  
Like a soul that has sinned and is pardoned  
again,  
Undefiled for the undefiled ;  
Play by me, bathe in me, mother and child.

1. Give a title for the foregoing poem that will  
show its subject fully.
2. What part of the river's course is described in  
each of the stanzas ?
3. Explain the meaning of the parts printed in  
italics.
4. Write out lines 1 and 2, supplying whatever  
words may be necessary to make the meaning  
complete.
5. Point out any resemblances you notice in the  
stanzas.
6. What is Kingsley's object in asking the ques-  
tion in l. 15? How does this river resemble "a  
soul that has sinned and is pardoned again," l. 24?

II.

The next morning, being the 24th June, at break  
of day, the battle began in terrible earnest. The  
English, as they advanced, saw the Scots getting  
into line. The Abbot of Inchaffray walked through  
their ranks barefooted, and exhorted them to fight  
for their freedom. They kneeled down as he passed,  
and prayed to heaven for victory. King Edward,  
who saw this, called out, "They kneel down—they  
are asking forgiveness." "Yes," said an English  
baron, "but they ask it from God, not from us—  
these men will conquer or die upon the field."

The English King ordered his men to begin the  
battle. The archers then bent their bows, and  
began to shoot so closely together, that the arrows  
fell like flakes of snow on a Christmas Day. They  
killed many of the Scots, and might, as at Falkirk  
and other places, have decided the victory, but  
Bruce was prepared for them. He had in readiness  
a body of men-at-arms well mounted, who rode at  
full gallop among the archers ; and as they had no  
weapons save their bows and arrows, which they  
could not use when they were attacked hand to  
hand, they were cut down in great numbers by the  
Scottish horsemen, and thrown into total confusion.

1. What is the subject of each of the foregoing  
paragraphs?
2. Substitute an equivalent expression for each  
of the italicized expressions.
3. Explain fully what is meant by saying that the  
arrows were "like flakes of snow on a Christmas  
Day."
4. State, with reasons, where the chief pause  
should be made in the first sentence, and how  
"being the 24th June" should be read. How else  
may the parts of this sentence be arranged?
5. Explain the meaning of "getting into line,"  
"men-at-arms," and the difference in meaning be-  
tween "exhorted" and "asked," and "weapons"  
and "arms."

III.

Quote one of the following poems :

Before Sedan.  
To Mary in Heaven.  
The Death of the Flowers.

ARITHMETIC.

Examiners : { W. H. BALLARD, M.A.  
JOHN SEATH, B.A.

NOTE.—Only six questions are to be attempted.  
A maximum of five marks may be allowed for neat-  
ness.

1. A bushel of wheat weighs 60 lbs. and a barrel  
of flour weighs 196 lbs. If 3 lbs. of wheat make  
2 lbs. of flour, how many barrels of flour can be  
made from 343 bushels of wheat.
2. Find the interest on \$597.50 for 2 years 5  
months 12 days at 8 per cent. per annum.
3. A and B start together and walk in the same  
direction, A at the rate of 4 miles an hour, and B  
at the rate of 3 miles an hour. At the end of 7  
hours A turns and goes back. How many miles  
will B have gone when he meets A?
4. The circumference of a wheel is  $\frac{2}{3}$  of its dia-  
meter ; find the diameter of a wagon wheel which  
makes 360 revolutions in going a mile.
5. A town whose population was 10,000 increased  
10 per cent. every year for 3 years ; what was its  
population at the end of that period?
6. The map of Ontario recently issued by the  
Crown Lands Department is drawn on a scale of 8  
miles to an inch. On this map the Township of  
Scott measures  $1\frac{1}{2}$  inches in length and  $1\frac{1}{8}$  inches  
in width ; how many acres does it contain ?  
If for \$7 I can have the use of \$35 for 3 yrs. 4  
mos., how much a month shall I have to pay for  
the use of \$8,750?
8. It is required to build a sidewalk a quarter of  
a mile in length, 8 ft. wide and 2 inches thick, sup-  
ported by three continuous lines of scantling 4  
inches square ; what will the lumber cost at \$17 per  
thousand feet?
9. Write down neatly the following statement of  
six weeks' cash receipts ; add the amounts vertically  
and horizontally, and prove the correctness of the  
work by adding your results :—

	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Total.
1st	\$28 79	\$34 71	\$35 33	\$30 10	\$27 97	\$47 81	
2nd	23 87	30 03	29 38	33 84	26 77	48 77	
3rd	16 99	27 09	28 77	30 16	24 95	43 07	
4th	29 13	33 72	30 81	39 17	28 47	50 05	
5th	18 47	32 29	26 73	34 45	28 88	54 39	
6th	19 02	27 06	29 04	29 89	29 51	61 93	
Total							

DRAWING.

Examiners : { M. J. KELLY, M. D. LL. B.  
W. H. BALLARD, M. A.

- NOTE.—Only two questions are to be attempted.
1. Draw a book in a vertical position, showing its  
side, back and end finish.
  2. Give a perspective drawing of a cube 2 in. to  
a side and represent it as being divided, by means  
of faint lines, into 64 smaller cubes each  $\frac{1}{2}$  in. to a  
side.
  3. Sketch a vertical and a horizontal line, not less  
than 4 inches long, for the diagonals of a square.  
Draw the square. Bisect each side of the square

and sketch its diameters. Connect the ends of the diameters by horizontal and vertical lines to form a second square. Divide each side of the second square into four equal parts. Draw oblique lines connecting the upper angle of the first square with the first and third points of division in the upper side of the second square. Draw oblique lines from these points to the centre of the square. Repeat this in each of the other three angles of the first square.

4. Sketch a square (each side to be not less than 4 in. in length). Sketch its diagonals and diameters. Join the ends of the diameters forming an inner square. On each side of the outer square sketch a semicircle passing through the centre of the square. On each side of the inner square sketch a semicircle curving outward. Bisect the semidiameters of the inner square. Sketch a circle through these points of bisection. Line in all the curves.

COMPOSITION.

Examiners: { M. J. KELLY, M.D., LL.B.  
J. E. HODGSON, M.A.

NOTE.—Candidates will take the first four questions, and either No. 5 or No. 6. A maximum of five marks may be allowed for neatness.

1. Combine the following (a) into a compound, and (b) into a complex sentence :

(a) The snow is still a foot or two feet deep in the woods. The ox-sled is taken out to make a road to the sugar camp. The campaign begins.

(b) The sap-buckets are brought down. The sap-buckets are set out on the south side of the house. The sap-buckets are scalded. The sap-buckets have been stored in the garret over the wood house.

2. Change (a) from the direct to the oblique, and (b) from the oblique to the direct form of narration :—

(a) "The best hearts," Trim, "are ever the bravest," replied my uncle Toby.

(b) My uncle Toby cried, interrupting the Corporal, that a soldier was no more exempt from saying a foolish thing than a man of letters.

3. Re-arrange the following so as to express the sense intended :—

Strayed or stolen a bay colt with a white star on its forehead two years old and with two white hind feet with a long dark tail.

One of our city sports shot twenty brace of partridges along with a friend last week.

4. In the following passages substitute other and appropriate words for those printed in Italics :—

"It was maddening to see their *grand project thwarted* by a few French and Indians *ensconced in a paltry redoubt*, but they were *forced to digest the affront as best they might*. *Meanwhile, crouched* behind trees and logs, they *beset* the fort, *harassing its defenders day and night* with a *spattering fire and a constant menace of attack*."

5. Express in your own words the substance of one of the following lessons : "The Battle of Banockburn"; "Dora."

6. Write a letter to a friend, describing (a) Your schoolhouse, (b) The equipment of the school room, (c) The appearance of the school grounds, (d) The work you do and the games you play.

DICTIONARY.

Examiners: { J. E. HODGSON, M.A.  
M. J. KELLY, M.D., LL.B.

NOTE.—The Presiding Examiner shall read the passage three times—the first time, to enable the candidate to collect the sense; the second, slowly, to enable the candidate to write the words; and the third, for review.

A maximum of five marks may be allowed for neatness.

"It is impossible to describe the triumph of that moment; here was the reward for all our labor—for the years of tenacity with which we had toiled through Africa. England had won the sources of the Nile! Long before I reached this spot, I had arranged to give three cheers with all our men in

English style in honor of the discovery, but now that I looked down upon the great inland sea lying nestled in the very heart of Africa, and thought how vainly mankind had sought these sources throughout so many ages, and reflected that I had been the humble instrument permitted to unravel this portion of the great mystery, when so many greater than I had failed, I felt too serious to vent my feeling in vain cheers for victory, and I sincerely thanked God for having guided and supported us through all dangers to the good end."

ENGLISH GRAMMAR.

Examiners: { J. E. HODGSON, M.A.  
M. J. KELLY, M.D., LL.B.

NOTE.—Candidates will take the first six questions and either No. 7 or No. 8. A maximum of five marks may be added for neatness.

1. Show, by examples, that each of the following words may be used as different parts of speech. Tell the part of speech in each example :—

only, that, above, which, summer.

2. Write the third person singular of each tense of the verb *strive* in the indicative active voice (or, conjugation).

Where there are different forms of the same tense, give the force of each form.

3. (a) "The *most ancient* of profane historians has told us that the Scythians of his time were a very warlike people, and *that* they elevated an old scimitar upon a platform as a symbol of Mars; for *to Mars alone*, I believe, they built altars and offered sacrifices."

(b) "The night is *long that* never finds the day." State the part of speech and give the grammatical relations of each of the italicized expressions in the above.

4. Re-write the following sentences, making such corrections as you think necessary :—

(a) Who should I meet the other day but my old friend?

(b) A variety of pleasing objects charm the eye.

(c) Are either of those pens yours?

(d) The secretary and the treasurer was present.

(e) Will I be late at school?

(f) Now therefore come thou, let us make a covenant, thou and I.

(g) His belly not his brains this impulse give.

5. Illustrate, by examples, the different ways in which the feminine is distinguished from the masculine in nouns and in pronouns.

6. (a) Distinguish between the case and the relation of a noun.

(b) How is the possessive case indicated?

(c) How do we determine whether or not a noun is in the objective case?

7. Appalled by the greatness and *nearness* of the crisis, distrustful his captains, dreading *every* approaching soldier, dreading *to be left alone*, he sat gloomily *in* his tent, haunted by the furies of the prisoners suffocated in the Black Hole.

(a) Analyze the above sentence.

(b) Give the relations of the italicized portions.

8. "Breezes of the South!  
Who toss the golden and the flame-like flowers,  
And pass the prairie-hawk that, *poised on high*,  
Flaps his broad wings, yet moves not, ye have played

Among the pines of Mexico and vines  
Of Texas, and have crisped the limpid brooks  
That from the fountains of Sonora glide  
Into the calm Pacific, have ye fanned  
A nobler or a lovelier scene?"

(a) Write out the subordinate clauses in the above, and state their relations.

(b) Parse the words printed in italics.

GEOGRAPHY.

Examiners: { W. H. BALLARD, M.A.  
JOHN SEATH, B.A.

NOTE.—Only five questions are to be attempted. A maximum of five marks may be allowed for neatness.

1. Give the boundaries of Nova Scotia; describe its physical features; name its principal exports and the occupations of its people.

2. Through what bodies of water would you pass in sailing along the coast line of Europe from Holland to Sicily?

3. Name the lakes of Africa, and trace the course of the rivers through which their waters reach the sea.

4. Draw an outline map of North America, showing the positions of the mountains, and the chief rivers and lakes.

5. Draw map showing a group of any five counties in Ontario; name, and mark the position of the county town of each; also name and mark the position of any two lines of railroad in the counties.

6. What causes affect the size of a river? Its length? The rapidity of its current? Its windings? Its width? Its depth?

7. A ship is sailing with a cargo of wheat: from what countries may it have come? With cotton? With meat? With hides?

A ship sails from Halifax; what is its probable cargo? From Chicago? From Canton?

8. Name three large manufacturing cities, tell where they are situated and the manufacture for which each is best known.

Name three great commercial cities, tell where they are situated and upon what the greatness of each depends.

HISTORY.

Examiners: { M. J. KELLY, M.D., LL.B.  
J. E. HODGSON, M.A.

NOTE.—Only four of the questions in English History, and only two of those in Canadian History are to be attempted. A maximum of five marks may be allowed for neatness.

I.—ENGLISH HISTORY.

1. State the causes which led up to the granting of Magna Charta. Give its chief provisions.

2. Under what circumstances were the parliaments of Ireland and Scotland united to that of England? Give dates, and the terms of Union.

3. Give an account of four of the principal incidents in the struggle between the Crown and the Parliament.

4. In what reigns were the following Acts passed, and what was the object of each:—Act of Uniformity, Habeas Corpus, Act of Settlement, Catholic Emancipation, Reform Bill?

5. Write short notes on the Jacobite Rebellions and the Seven Years' War.

6. Give a brief account of England's struggle against Napoleon.

7. To whose influence and advocacy was the Repeal of the Corn Laws due, what were the causes therefor, and what beneficial results flowed therefrom?

8. Give an account of any two great writers or statesmen in each of the following:—(1) The reign of Queen Elizabeth, (2) the "Fifty Years of Whig Rule."

II.—CANADIAN HISTORY.

1. Write a brief account of the administration and explorations of Champlain.

2. Narrate the circumstances that led to Confederation.

3. Write explanatory notes on any three of the following :—

- Family Compact;
- Clergy reserves;
- United Empire Loyalists;
- Rebellion Losses Bill;
- Supreme Court of Canada.

WHERE religion, industry and temperance, the truly undivided trinity, rule in harmony, in true pristine unity, there, indeed, is heaven upon earth—peace, joy, salvation, grace, blessedness.—*Froebel*.

THE average child knows more than the teacher gives him credit for, and the routine drill which is too commonly practised and which ignores what the child already knows, stupefies instead of stimulates the intellectual faculties.—*Greenwood*.



## BUSINESS NOTICES.

WE direct attention to the announcement of the merits of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once. This gives the party the JOURNAL for \$1.00.

*Editorial.*

TORONTO, JULY 15, 1889.

## TO OUR SUBSCRIBERS AND FRIENDS.

THE Publishers take advantage of the temporary separation caused by the holidays to say a few words on the business side of affairs. We think no reader will withhold the admission that we have spared neither energy nor reasonable expense to render THE JOURNAL serviceable to the teaching profession. Indeed, we are gratified with testimonials to that effect from all sides. We should like every teacher to feel that this is the organ of a department of our national work which is every year growing in importance and power. After the holidays we intend to make THE JOURNAL still more presentable in its appearance, and still more useful as a teacher's help. The new Primary Department which we propose to establish will introduce the paper to a large number who may possibly have felt that it did not contain quite enough for them. These improvements will make it helpful to everybody; for none of the other departments shall suffer through lack of vigor. Therefore, we would like everybody to take it. Do not let any now on the list withdraw; and, please, let everybody introduce it to a friend with a view to increased circulation. Be good enough to notify us at once in case of removal after holidays, so that the September issue may go to the right address. Especially, and we say "please" to this also, do not leave a place, and allow us, quite ignorant of the fact, to continue sending the paper to the old address, to be told, months afterwards, that it has not been received. Very few do that now; but occasionally we hear such a message. A business way, by notification in such cases, and by forwarding a post-card in case of necessity to discontinue, will help the paper by preventing both annoyance and loss. We submit these considerations to the profession. THE JOURNAL is their paper; and a generous and continuous patronage by those to whom alone we can look, will ensure both efficiency and satisfaction in this important work.

## THE FRENCH SCHOOLS QUESTION.

ALTHOUGH the report of the Special Commission has not yet appeared, it seems to have been placed beyond reasonable doubt that there are a good many schools in the French districts of Ontario, in which there is little or no efficient instruction in English. We do not know whether anybody is to blame for this. That it

is not the fault of the Education Department, as at present administered, is clear enough to any fair-minded student of the facts. Whatever has been done by the Minister of Education in the matter has been in the direction of insisting upon compliance with the Regulations in regard to text-books and English teaching. The anomaly, if such it may be considered, is in part a legacy from the past; in part an outgrowth of gradual immigration of French settlers from Quebec into those sections of the country where this state of things exists. There is nothing surprising or necessarily treasonable in the fact that French parents, paying taxes for the support of Public schools, should desire that their children should be educated in those schools in their native language—in many cases, no doubt, the only language known to the parents. A body of English settlers located in the heart of France or Germany would hardly be content with less. They certainly would deem it an act of tyranny were the Government to forbid all use of their own native tongue in the schools supported in large measure with their money.

On the other hand it is perfectly reasonable and right to expect that in an English-speaking Province, English should occupy the most prominent place in every Public school, as the language both of study and of instruction. In his recent speech at the Liberal picnic in Toronto, the Minister of Education announced a policy on the matter which, if steadily carried out, will be satisfactory, we think, to most of those who will calmly and dispassionately consider the situation. This policy is, briefly, as follows: To press steadily, prudently and reasonably for the same proficiency in English in the schools of Ontario in which French and German are taught, as in the Public schools where only English is taught; to carry out at the earliest opportunity measures for training the teachers of French schools in correct methods of teaching English; to see with all convenient and reasonable speed that none but authorized text-books are used in these schools in any subject; to refuse permits or new certificates to all teachers unable to teach English, and to do all this in the spirit in which one should deal with fellow-citizens, not with aliens. If this programme is faithfully carried out it will leave little to be done practically, however much more may be deemed desirable by extremists; for extremists they surely are who would either root out the French language *in toto* from the schools in which French children are instructed, or, at least, forbid that any of the instruction should be given in that language. Pharaoh's requiring his Hebrew slaves to make bricks without straw, was hardly more unreasonable or cruel, than would be a Departmental decree requiring that children who know nothing of English should pursue all their school studies and receive all their instruction in that language.

We have before expressed the opinion which further reflection but strengthens, that the best solution of the difficulty would be found in a set of bi-lingual text-books, at least in the earlier years of the course, and the simultaneous use of

both languages. Where there are English pupils in these schools, it would be almost as useful for them to learn French, as for the children of French parentage to learn English. By this plan, too, the difficulty, which is at present the most formidable one, of finding teachers with a competent knowledge of both languages, would be, in a large measure, overcome, though it might still, perhaps, be necessary or wise, for the Education Department to establish a Normal school for the special training of teachers in French and English.

## IS DEAFNESS HEREDITARY?

WE have received from R. Mathison, Esq., superintendent of the Institution for the Deaf and Dumb, at Belleville, a circular to which it may be well to call the attention of our readers.

Having in view a current newspaper paragraph to the effect that a deaf-mute variety of the human race is likely to be the result, in the near future, of the intermarriage of deaf mutes, Mr. Mathison is trying to collect facts and statistics, with a view to determining whether there is any real reason for fearing such a result. Evidently he knows no such facts at present, for he says, "From the information I have been able to gather, up to this time, I have only learned of ONE deaf child in Ontario (a little boy now about four years of age), whose parents are deaf and dumb. Of the hundreds of children who are now attending, or have attended this Institution, there is not one congenitally deaf child who has deaf-mute parents." Mr. Mathison adds: "I would like to obtain full and accurate information in regard to this matter, and if you or any of your readers know of any deaf-mute married persons, with or without children, if you or they will kindly send me their address, I shall feel obliged."

Mr. Mathison refers to another matter of great importance to the well-being of society, as well as of the poor unfortunates, whose condition, born without hearing and so without the power of speech, is so sad. We cannot do better than to quote his own words:

"There are deaf children of school age in the Province that I have not heard of, and I am making an effort to get them into this Institution where they may receive an education that will fit them for the duties of life. The condition of an uneducated deaf mute is more deplorable than that of any other human being. Will you be good enough to help me to bring these children to school? You can do more than any other person I might address. The parents of some are not aware that an institution exists where their deaf children can be taught to read and write. There are others who have heard of the institution but are probably not acquainted with its real character, or from other causes fail to send their children to us; these might be induced by a little effort to send them. Deaf children, between the ages of seven and twenty, are admitted, educated and boarded at the expense of the Province. It is only required that the child shall be of sound mind, and that the parents or the municipality, if the parents are unable, pay the railroad fare and provide necessary clothing. Application papers may be had

by writing to me at Belleville, and any information required will be cheerfully supplied."

There is probably no class of citizens who are in a better position to gain information on the point, and so to give aid in this philanthropic work, than teachers. If any of them have learned of the existence of deaf mute children who are being suffered to grow up without education, they can render an excellent service to the poor beings, and to humanity, by making the cases known, or by calling the attention of parents and friends to the facts stated in Mr. Mathison's letter. Many parents among the more ignorant classes, may not know, we dare say, of the existence of such an institution, or of the wonderful manner in which modern science has come to the aid of deaf-mutes, and is able to ameliorate their wretched condition, and make them useful members of society, by education.

### Literary Notes.

*Germania* is the title of a new fortnightly periodical, edited by A. W. Spanhoofd, at Manchester, N.H. *Germania* is, as its name implies, a journal for the study of the German language and literature. It is a fortnightly of twenty pages, mostly filled with literary contributions and selections of a good quality. Price, \$3.00 a year. Address P.O. Box 90, Manchester, N.H.

"OUR GREATEST INVENTOR" is the title which John Habberton gives to a comprehensive article upon Ericsson in the July number of *Lippincott's Magazine*. The builder of the "Monitor" and the inventor of the propeller and the caloric engine, has certainly great claims upon public gratitude, and yet Ericsson's death, which occurred but a few weeks ago, was scarcely heralded. Mr. Habberton's appreciative tribute to the genius and labors of "Our Greatest Inventor" is both timely and appropriate. This number of *Lippincott's* is also rich in brief poems.

The *Century Magazine* for July comes to us heavily and richly freighted as usual. The table of contents is too large to be run over in a note, but among the articles the important chapters on the Life of Lincoln; the Experiences of Frederic Remington, the artist, among the Apaches and Comanche; Mrs. Mary Hallock Foote's "Last Trip in the Far West;" and "Woman in Early Ireland," the illustrated paper in Mr. De Kay's Irish series, will not fail to interest large classes of readers. Rev. Dr. J. M. Buckley gives many curious instances in his article on "Presentiments, Visions, and Apparitions." The "Open Letter" department is particularly full in this number.

The opening story in this month's *St. Nicholas* deals with Revolutionary times, and particularly with a devoted old Whig who had vowed to wear the same coat until the war was decided. His chagrined granddaughters try a shrewd device to make their grandfather ashamed of his worn-out garment, but he is enabled to outwit them and to keep his vow. The story is stirring, elevated in style and sentiment, and by a comparatively new writer, Miss Alice Maud Ewell. The illustrations, including the frontispiece, are by George Wharton Edwards. Theodore R. Davis, the war artist, contributes a description, "How a Battle is Sketched," and furnishes as illustrations some of the rapid "Get-out-of-that" sketches (as his soldier friends called them),

and also the finished drawings made from the rough outlines. There is also a bright little sketch by Eliza Ruhamah Scidmore, of the Prince Imperial of Japan, with a portrait, and a stirring description of his hand-to-hand conflict with a small American boy whose hat His Imperial Highness had knocked off. "Laetitia and the Redcoats," by Lilian L. Price, is based upon a touching incident of the Revolutionary war. A natural history serial and numerous other contributions in prose and poetry make up the number.

THE July issue of *Scribner's Magazine* is a Midsummer Fiction number, containing seven complete short stories, four of them richly illustrated by such artists as Frederic Remington, Robert Blum, and Chester Loomis; and an unusually exciting instalment of Mr. Stevenson's serial, "The Master of Ballantrae," the illustration of which, from a drawing by William Hole, is the frontispiece of the number. There are also included the second article in the new Electrical Series, and interesting Poems.

THE July issue of the *Missionary Review of the World* is fully up to the high standard which it maintains. No less than eleven articles in the "Literature" Department, all of them timely and several of them of great interest, are followed by many pages of select missionary intelligence. Missionary correspondence from all parts of the world, Dr. Gracey's International Department, Editorial Notes, etc., make up a table of contents of great fulness and variety.

THE papers on Examination and Education forming the "American Supplement" to the *Nineteenth Century* for March have been issued in pamphlet form by the publishers (New York: Leonard Scott Publication Company, 29 Park Row. Price 25 cents). This series includes papers by representative educators from all parts of the country, which form an instructive and valuable comment on an important phase of the educational question.

THOUGHTFUL essays and interesting descriptive articles are very happily mingled in *The Popular Science Monthly* for July. Prof. W. G. Sumner, of Yale, opens the number with a discussion of the question, "What is Civil Liberty?" A grimly fascinating subject is treated by Charles W. Pilgrim, M. D., of the State Lunatic Asylum at Utica, N. Y., who contributes "A Study of Suicide." Accounts are given of two little-known families of living things, with pictures showing their curious and graceful forms. One of these is "Sea-Butterflies," described by Prof. Carl Vogt; and the other is "Fungi—Microscopic Forms," by Prof. T. H. McBride. The debate over Agnosticism is continued in a paper entitled "Christianity and Agnosticism," by Rev. Dr. Henry Wace, who undertakes to show that Prof. Huxley's latest arguments are evasive and fallacious, and also courteously criticises Mrs. Ward, the author of "Robert Elsmere." "An Explanation to Professor Huxley," by the Bishop of Peterborough, accompanies Dr. Wace's article. The other articles, also of great interest, make up a valuable number.

JUSTIN MCCARTHY, M.P., has an attractive paper in the July number of the *North American Review*, on "The Throne in England," showing the causes that give it stability, despite the democratic tendencies of English life. He also points out the conditions that would imperil it, and avers that another George III. would lead to its abolishment.

"CANOEING on the Columbia" is the subject of a bright article in the July issue of *The Chautauquan* by Prof. A. P. Coleman, of Victoria University, Cobourg, Ontario. He travelled two

thousand miles to visit the Big Bend gold region, meeting with many thrilling adventures on the way, finally reaching the place "where a quarter of a century ago thousands of miners were at work, though now bushes and saplings have begun to hide the scars left on the landscape by their labors; and the lonely valleys are silent except for the sound of rain-swollen creeks. Eight million dollars in dust and nuggets are said to have found their way, in two or three summers, from this wild region into the great gold-loving world outside."

IN the *Atlantic Monthly* for July, Prof. N. S. Shaler, who is a person to speak with authority, writes about "The Problem of Discipline in Higher Education," which will be read by student and teacher with equal interest. Mr. W. H. Downes has an interesting paper on the "Old Masters" which may be seen in New York, and it is surprising to find how large a representation can be seen there. The two specially literary articles of the magazine are "John Evelyn's Youth," an account of the early days of that worthy, full of anecdote, written by Mary Davies Steele. The other article is "Books that have Hindered Me," by Agnes Repplier. So much has been written about books that have helped various people that Miss Repplier has decided to write about the books that did not help her; among these she mentions "Sandford and Merton," Milton's "Areopagitica," and the "Heir of Redcliffe."

THE intellectual capacity of the negro is eloquently defended in a copious and scholarly article by William Matthews in the July number of the *North American Review*. It will be interesting to see how Senator Grady will reply to it.

*The Kindergarten* for July has a valuable article on "Systematic Science Teaching," by Edward G. Howe, Prof. of Sciences in the Harvard school, of Chicago. Accompanying this is a schedule for a year's work in this line, which Prof. Howe will make the basis of his series.

A BRILLIANT array of popular lecturers appears on the programme for the Chautauqua season of '89, among them the following: Prof. H. H. Boyesen, Mr. Frank Beard, Colonel Russell H. Conwell, the Hon. Will Cumback, Miss Kate Field, Dr. Washington Gladden, Mr. A. M. Griswold, (the "Fat Contributor" of *Texas Siftings*); Dr. F. W. Gunsaulus, Prof. J. P. Mahaffey, of Dublin; Donald G. Mitchell, Ik Marvel; Bishops Newman and Andrews, and Dr. David Swing.

THE spelling match and pronunciation match have proved so popular with Chautauqua audiences as to warrant giving two evenings to them in the coming session's programme, July 10 and July 15.

TRY to understand the children in your classes. Make the effort constant and thoughtful. If you have a "queer child" give special thought to him. Likely enough he needs peculiar treatment. The very queerness and address which make him different from the others, and perhaps make him difficult to manage, or unable to learn as others learn, may be simply the externals of a rare and fine nature, which you, in your blindness, or carelessness, or haste, do much to spoil. Agassiz, Tyndal, Darwin and Newton, were doubtless far different in manners and habits from the other children of their classes. It is a good thing to let the odd boy or girl alone a good deal. Give them enough oversight to see that they are on the right track, and the chances are they will forge ahead successfully. Many children are spoiled by too much attention, and many by not enough. Discriminate as to where you give the supervision.—*Central School Journal*.

## THE TEACHER AND THE TEACHING PROFESSION.

(Continued from page 103).

## THE FUNDAMENTAL IDEA OF A GOOD SCHOOL

is forgotten. Children surely are really sent to school not to learn facts, but to learn how to learn them. In our present system, however, the teacher is compelled to pour in avalanche after avalanche of facts. Thus he knows that they destroy in their progress the careful roadways he has been building. Fewer subjects and more home training are reforms urgently needed.

Do the teachers as a rule honor their profession as members of the other professions honor theirs? What proportion of those who enter the pedagogic ranks intend to remain there? No young man studies medicine or passes in law to become a teacher, but there are scores of teachers who are only teachers for a time until they can escape into law, physics or ministry. Are they whole hearted? Can a profession so used become as stable or honorable as the others? Is there not here to be found, in part at least, a reason for the great disparity in remuneration. One cannot make a success of that which is simply assumed for a time, like an old garment soon to be cast aside. The teaching profession should be chosen in the same manner that any other life work is taken up. The teacher in whose very lineaments may be discerned the yard stick and the counter, or the engine, or the shafting, or the plough, or the furrow can hardly prove a success. He is contending against nature and will almost certainly fail. Emerson puts it "the crowning fortune of a man is to be born with a bias to some pursuit which finds him."

## IN EMPLOYMENT AND HAPPINESS.

It is an uncontroverted fact that no man ever made an ill figure who understood his own talents, nor a good one who mistook them. Can anything be more reasonable than to suppose that he who in attending to the duties of his profession can gratify the predominant faculty, the reigning passion of his mind, who can "strike the master string that makes more harmony or discord in him," will be most successful. The very fact that he has an original bias or fondness, and a predilection for a certain pursuit is the best possible guarantee that he will faithfully follow it. His love for it aside from all other motives will ensure the intensest application to it as a matter of course. To put the teaching profession upon its proper level, the same rules that govern other professions must be followed. It must assume also the Pauline direction, "this one thing I do." The noble calling of the teacher is worthy of some better usage than to be merely the stepping-stone to something erroneously styled higher. Exalt it by the spirit of the devotion you infuse into it.

Once more, you teachers should not forget that you are the custodians of

## PURE ENGLISH AND CHASTE LANGUAGE.

If you indulge in loose expressions, you will look in vain for propriety in language from your scholars. If you use slang, you may expect to hear, frequently, during the day—"awful and terrible," and even "chestnuts and rats." Our general style of conversation is becoming much corrupted, nearly every sentence is interlarded with some slangy expression, until there is very little pure and undefiled English left. Teachers, you must work the remedy. Let no scholar walking behind you in the street hear you use phrases coined in the mint of impurity. Amidst your duties be careful of the phrases which fall from your lips. Give no opportunity to the little imitator before you to stow away in some chamber of the mind the improper word or the distorted sentence for use when occasion presents, and perhaps when its use may bring the blush to your own cheek.

And now to close. Strephon, a Grecian, afterwards of great distinction, said one day to his preceptor:—"I should like to go to Delphi to consult the oracle respecting my future destiny. I think then I would be able to regulate my life much better, and to choose with greater certainty the path of wisdom." "If such be thy notion," said the preceptor, "I will accompany thee." They proceeded on their way and arrived at Delphi. With a peculiar feeling of awe the youth traversed the ground that surrounded the sanctuary. They appeared before the temple door, and over the

entrance Strephon observed the words, "Know thyself." "What mean those words," he said. "They are easily explained," replied the preceptor. "Consider who thou art and for what purpose thou received life. A man should first learn to know himself before he can fathom the counsels of the Deity"—"Who am I then?" said Strephon. "Thou art Strephon," replied his preceptor, "the son of the virtuous Agathon. Behold, the essence which thinks within thee, and which is about to learn its fate from the lips of the priest, that essence is thyself, that invisible spirit is destined to govern thine actions and to mould thy whole life

## INTO ONE HARMONIOUS WHOLE.

Thus wilt thou become like the Deity and contented with thyself; for the man in whom the spirit predominates may be compared to a well-tuned lyre which produces only melodious tones. Whoever then is thoroughly sensible of his destination, and examines how far he has advanced towards the goal or deviated from it—such an one truly knows himself."

The youth made no reply. The preceptor then said:—"Let us now enter the sacred fane." But Strephon replied, "No, my master, the inscription is enough for me; I am ashamed of my foolish visit, and have too much to do with myself and with the present to concern myself about the future." "Repent not thy journey," said the preceptor, "thou hast attained thine aim, and heard the voice of the God. Thou art on the road to wisdom; thou hast gathered the first fruit of self-knowledge."

Teachers of this Association, "know yourselves, know your powers, know your responsibilities, know your profession." Stand before the altar of a nobler Deity than the Delphian oracle, and then consecrate your talents to what should be and may be the grandest profession amongst the callings of the world.

A sacred burden is the life you bear,  
Look on it, lift it, bear it solemnly.  
Stand up and walk beneath it steadfastly,  
Fail not for sorrow, falter not to sin,  
But onward, upward, till the goal ye win.

## Teachers' Miscellany.

## RODNEY'S INFLUENCE.

BY ESTHER CONVERSE.

"How do you manage bad boys!" The chairman of the school board of Middleton asked the question. "Think you have never had any very bad ones, eh? Well, well, that's odd. If all accounts are true you'll find some at the Pond school, pretty bad boys." Then after another critical glance at the testimonials I had presented, he repeated, "Pretty bad boys! Think you can manage them?"

"I can try," I told him in as confident a tone as I could assume. "Well, well, we hope you may succeed," and with a last keen look through the gold-bowed glasses, the chairman bade me good morning.

They were indeed bad boys,—hopelessly bad, they seemed to my timidity and inexperience. They baffled me at every turn; my commands were set at naught; my kindly admonitions ridiculed. Vainly I appealed to that latent sense of honor and manliness that we are told lies in the breast of the most hardened. They laughed at my kindness and forbearance.

Three boys, Phil, Gordon, and Warren, were the leaders in everything. They were rough, even cruel,—cruel in their treatment of their playfellows, and cruel in their sports. The younger boys suffered from their recklessness, and I soon learned to trace all the disorder and disobedience to their malign influence.

Affairs had nearly reached a crisis when, one morning, a new pupil was brought to me. He was about nine years old, as we count years, but in the expression of his face I counted the "heart-throbs" of more suffering than often fills a life-time. He was painfully deformed but patience had had her perfect work. A sweeter face I never saw, and the honest brown eyes looked fearlessly into my own as if claiming my love and sympathy. I heard the word "Hunchey," whispered by one and another

as the boys fled into the room, and more than one suppressed titter apprised me of their animus towards the new pupil. I resolved to protect the child at any cost, and hushed as well as I was able the excitement of the thoughtless children. Several times during the morning I noticed Phil, the leader among the trio of leaders, earnestly regarding poor Rodney, and—could I be mistaken? I thought I read pity in his glance. Can any one say from whence come our inspirations? So suddenly, so clearly came mine that it seemed a whisper from unseen lips. I had once seen a brutal man made tender and gentle by a suffering child; I had seen a family of boys won to unselfishness by ministering to a helpless sister. It came to me that Rodney had been sent to us upon a like errand; his patience and weakness should touch hearts that had been apparently hardened by my efforts. Mechanically I pronounced the words of the spelling lesson, while I planned the details of an effort to effect this purpose.

As the line of boys passed me in going out I called Phil aside. The hard, sullen look I knew so well overspread his face while he waited at my side. I had often found it necessary to detain Phil. When we were alone I said: "I detained you, Phil, to enquire if you know anything about this deformed boy."

The boy's muscles relaxed, the sullen look faded as he told me of the recent removal of Mr. Gaylord to Borden's lane. "He moved here, folks say, because the boys up at Beaman school teased Rodney."

"Teased that poor child?" I exclaimed, "how could they? Do you think they will tease him here?"

"I don't know," answered the boy, with eyes fixed upon the toe of the shoe that nervously kicked my desk.

"Phil," I said, "how thankful you ought to be for this straight back and these fine shoulders."

I felt the erect form grow more erect under my hand. The boy's eyes met mine almost for the first time since I had known him, and there was an honest ring in his voice as he said, "Miss Holmes, they shant tease Rodney Gaylord when I'm here."

I could have cried for joy. Phil's heart was not altogether hard. There were tears in my eyes, and my hand upon his shoulder trembled as I thanked him.

"And when you are not here, Phil, can you not trust him to Gordon and Warren?" I asked.

"I guess so," he muttered as he rather shamefacedly turned away.

This was but the beginning; my plan was far-reaching. I hoped to arouse the sympathy of every child, to win them to thoughtfulness and helpfulness, first to Rodney and eventually to each other. "May I give this to poor Rodney?" I asked, as a rosy-cheeked apple was presented by a rosy-cheeked boy. The next day I was glad to see one larger and more rosy given to Rodney by the same hand.

"Will some one help Rodney down the steps?" I asked, and a dozen hands were outstretched. I made him the centre of everything. Rodney must have the comfortable seat, the first choice, the sweetest flower, and the gentle little fellow thanked us all so sweetly that we were doubly repaid. When he was unable to come to school we sent messages and gifts, and he was usually brought back to his seat by strong and willing arms.

My boys did not become angelic; there was no sudden transformation. Unselfishness, kindness, gentleness, are fruits not of rapid or vigorous growth; but gradually I saw improvement.

Long after Rodney left us we felt this influence. Many a harsh voice softened and many a face grew thoughtful as we sang the child's favorite song or recited his favorite poem; and rough, grimy hands, unused to gentle deeds, brought flowers for the vase upon his desk.

If there be found in this little story a suggestion that shall aid in the development of those traits that brighten and soften "the dreary intercourse" of school life; if there shall be found encouragement for one weary teacher, its purpose will be accomplished.

The gentle too often suffer with the rude and thoughtless. The sympathies of children may be easily aroused and kindly traits developed. To arouse, to develop, to strengthen is to educate, and this applies no less to the moral than to the intellectual qualities.—*American Teacher.*

*Hints and Helps.*

## THE EFFECT OF KINDNESS.

PROFESSOR LANGTRY tells, in substance, this story:

"Once when I was in —, a teacher came to me and said: 'I cannot get my pupils interested in the reading lesson. When a pupil makes a mistake I stop him short and show him how the piece should be read; then *make* him read it properly. I do not allow any whispering. When anything goes wrong I take out a little note-book, which I keep for the purpose, and make a note of the pupil that breaks the rule, and at the end of the day, if I have forgotten what the boy's or girl's offence was, I look it up in the book. I have perfect order, but the scholars do not seem interested in their lessons. What is the trouble?'"

"'Now, when the institute opens,' said I, 'I am going to call upon you to get up on the platform and read this essay. I am going to have three persons watch you very closely to see how you stand; how you hold your book; how you make your pauses; and when you fail in the least thing we shall stop you at once and show you how it must be done; then you will *have* to do it correctly. We shall mark the lesson.'

"'But I cannot read under those circumstances.'"

"'Yet that is what you require from your pupils,' I replied. 'You take too much notice of unimportant things. The child has a bright thought; a sudden impulse seizes him; he communicates it to his neighbor. He does not intend to do wrong. He simply follows his inward nature. He forgot about the rule, and directly after he has broken it he remembers, and looks ahead anticipating punishment. The pupils are afraid to come in the school-house; they look upon it with distrust; they know that they are punished for the slightest violation of the rules. It is so, is it not!'"

"'Yes, it is so. You have described my school.'

"'Now, when you go back to your school, tear up your memorandum book. Greet your pupils cordially; make them feel at home. Treat them as though they had souls. Make them love you, and they will try to do right out of love for you.'

"'I saw her a year later. She asked me if I remembered the conversation. I replied, 'Yes.'

"'Well,' she said, 'I followed your advice, and you don't know what a difference there is. The children run to meet me every morning; they crowd into the school-house and heap my desk with flowers. I have no need of monitors. They are perfectly orderly, and, best of all, they really make an effort in the reading classes to learn. I can see the efforts and reward them.'—*R. D., in School Journal.*

## THE INDUCTIVE METHOD IN GRAMMAR.

(From the Kincardine "Review's" report of the West Bruce Teachers' Association.)

THE inductive method in grammar was handled by Mr. T. C. Powell. He cautioned teachers against confounding inductive reasoning with inductive teaching. The object of the former was he said, to establish a principle, by the examination of several individual cases, while the object of the latter was only to illustrate a settled principle by discovering it in several individual cases. Mr. Powell used the blackboard extensively in dealing with his subject. He had a large front board filled with suitable examples for illustration. These had been placed on the board in the morning and covered with maps which were removed as the exercises were required. The first exercise was the formation of the plurals of such words as negro, banjo, hero; 13 of these words were examined by the pupils directed by appropriate questions. In this way the pupils were led to examine each word in the column and discover how its plural was formed, also to discover how each singular form ended. They were then asked to form from the words examined a rule to guide them in forming the plurals of similar words. This they did readily, though no previous preparation had been made. Then thirteen words such as body, lady, fly, etc., were examined in the same way and the pupils led to discover the changes and mode of forming the

plural. They were then questioned to show that the second case was only a modified form of the first. The comparison of adjectives was next taken up, beginning with thirteen examples of such words as small, tall, long, short, etc. These were used to discover the general method of comparison; then columns of words such as (1) rude, brave, pure, (2) red, glad, sad, (3) sly, dry, spy, etc., were examined by teacher and pupils and shown to be only a modification of the general method of comparison. The conjugation of such verbs as (1) jump, walk, talk, (2) move, prove, raise, (3) fan, plan, pot, (4) try, dry, rely, were similarly treated. Analogies in the spelling were then discovered, such as the doubling of the final consonant, the sounding of the silent *e*, and the changing of *y* into *i* in the formation of plurals, the comparison of adjectives and the conjugation of verbs. Mr. Powell considered that inductive teaching should begin in the junior classes and should be constantly used, that the teacher in using it should select suitable examples, be patient and watchful, giving numerous exercises on the method employed, having a correct idea of true education and being determined to educate without cramming. Some of the advantages of the method are, he said, careful observation and inspection, clear comprehension, ready application, solid foundations, intelligent progress, increased mind power, independent and vigorous thought, constant training in the discovery of similarities and differences, broadened powers of application, shorter time in advanced classes.

Rev. R. Johnston did not agree in every respect with Mr. Powell's methods. He considered the exercises belonged rather to spelling than to grammar. The time in school would not permit of the adoption of the inductive method as fully as indicated by Mr. Powell. Mr. N. Robertson pointed out that though the exercise did involve spelling, it was still grammar, as the matter under consideration was inflection. He did not agree with the method, and considered the old plan of committing definitions and rules before applying them preferable. "That" he said, "is the plan adopted in learning French, German and other languages." Mr. A. H. Smith strongly favored the inductive method as outlined by Mr. Powell. He believed it was the only true method of teaching. It was particularly valuable in teaching the natural sciences as well as in every department of grammar. Mr. N. McKinnon regarded the method as good, but feared that Public school life is too short to use it to any great extent. Inspector Campbell had not heard the lesson, but, from the work shown on the board, he was inclined to consider some of the lists given rather long. Mr. Powell in reply stated that he made only the more important lists long; and he did so on purpose, for he feared most teachers made them too short in first exercises. Mr. G. H. Hogarth, B.A., confirmed all that had been said in favor of the inductive method in teaching grammar and the natural sciences, and also favored its use in teaching mathematics. Mr. D. D. Yule believed the inductive the only true method, and regarded our new P. S. grammar as particularly excellent because it took up the subject of grammar according to this method. Mr. Arnott could not agree with Mr. Yule on the new grammar, he considered the book very deficient. Mr. Robertson also condemned the new grammar as a great failure, finding considerable fault with the character of the English found in it.

## HOW TO SECURE PUNCTUALITY.

THE following is a synopsis of a discussion at the West Bruce Teachers' Association, as reported in the Kincardine Review:

Mr. T. B. Miller introduced a discussion on the securing of punctuality on the part of the pupils. He gave his own experience. He would make school work interesting, would visit the parents and occasionally, would also detain at intermission, and after hours, though detention at intermission should not be resorted to frequently, as it was almost cruel to deny pupils the necessary intermissions. He would not allow late pupils to enter the school-room during class recitation, and would require satisfactory excuses at the door before pupils entered. In extreme cases the rod should be used, but parents were often more to blame than their children for lateness. Mr. Arnott considered it wrong to

compel pupils to remain out in the cold in the winter time. He would impress upon pupils the great necessity for punctuality, and the great annoyance of pupils coming after hours. Mr. A. Campbell would call late pupils to the front and have them explain to him and the school why they were behind time. Written excuses should not be insisted on too rigidly, as the parents may become annoyed. Detention at intermission and after hours should not be abused. The health of the children is important. Allowance must be made in some cases, as the children are naturally slow. Reasoning with the pupils served a good purpose in many cases. Impositions could also be used with good results. Some schools are much worse than others; much depends upon the teacher. Mr. Powell was not in favor of saying very much about lates in presence of the class. The worst cases are those who are purposely late, and the less said to them, except in private the better. They are only too well pleased to annoy the teacher and disturb the school. Pupils who are unavoidably late occasionally, may be excused in most cases. Notorious and confirmed lates, as a rule, are only few and should receive careful and firm treatment. Mr. N. D. McKinnon had considerable faith in merit and demerit marks and gave a full explanation of his method of dealing with them. He gave his pupils positions every Monday morning for marks obtained the previous week. He had not much faith in impositions as usually given. He would give mechanical work in arithmetic instead of the 40 and 50 line impositions now so common. He would ask a pupil, for example, to find the product of  $2x3x4x5x6x7$ , etc. to 17, 20 or 30. In such cases he would insist upon the correct answer being obtained in every case. Mr. James McKinnon found it useless to ask excuses of pupils coming late, they usually lied in answering. He would advise teachers to visit parents in the case of pupils coming frequently late. Mr. Smith had great faith in securing the sympathy of the pupils. He would make everything about the school as pleasant and comfortable as possible. He would come to school well prepared to make the lessons interesting. Mr. Yule regarded punctuality as very important. Sir Hugh Allen said he would not be five minutes late for \$5,000. It is a great annoyance in our churches. Many persons come late, and walk up the aisles with all the pomp of eastern potentates.

## OPPORTUNITIES.

BY "BERE."

THE little folks soon grow very observant if observation be encouraged, and as soon as they find their ideas are pleasing to some one, greatly do they enjoy telling what *they* have seen and what *they* have found out. An excellent aid to our work, yielding profit and pleasure, is our recess and noon chats in schoolroom and schoolyard. So many things there are around, particularly in this lovely June month—no, I shouldn't have said that, for each month brings its variety of wonder and beauty—that subjects throng upon us.

Now for illustrations of my meaning. A wee maiden, with mischief lurking in her pretty blue eyes, comes to me in the morning with a tightly closed hand and says, "Here Miss B., I've brought you something—hold your hand—now open it." I obey all the commands, and what do you think I find in the paper? Why three plump little polliwogs. Away rushes the tiny rogue while I drop my present into a can of water till an audience gathers for a discussion of the baby froggies.

Returning at noon I find three or four of those delightful small boys wonderfully important. I am this time obliged to guess what they have, but in vain. Alas! it is a bat, but the opportunity is too valuable to lose, so "I screw my courage to the sticking point," and with "the crowd that has rolled together" study the beautiful ugly bat.

On a dreary autumn day a head pops in the entrance and a lively voice calls, "Oh do come, the blackbirds are having their farewell sermon in the old tree." There, covering the tree is such a flock of birds chattering at such a rate; very suggestive of my chatterboxes, too.

Some one suggests, "likely they are quarrelling about which way to go." Then arise the questions, Why are there so many? Why are they flying down that way? Where are they going? Why do they go? Do all the birds go? Will these come



back next spring? Then some one thinks of a wonderful crow-meeting where fences and field were dotted with the not very little "curious black things."

We are piling wood and come across a mole; poor little fellow he hurries off, but too late to prevent his being talked about.

Spring gardening exposes the wriggling fish-worm.

The close, warm summer days brings the lazy fly into dangerous nearness to the fingers of the equally lazy, but more mischievous boy.

Master Froggie has a large summer resort in our neighborhood, so you may be sure his choir and their music do not escape criticism.

Those who have not yet indulged in these chats will be surprised to find how wise some of these dear tiresome children are on some things. My own knowledge is very limited, so that I am being benefited quite as much as any of the boys and girls.

### SCHOOL-BOY HONOR.

THERE are few things more irritating to the teacher than the conduct of pupils based on the false notion that it is always dishonorable for one pupil to expose another, who may have been engaged in something detrimental to the good order and welfare of the school. Students when told that the law holds the accessory equally guilty with the perpetrator of a crime or a misdemeanor, admit the soundness of the principle but still maintain that such is not the case in school life, and they therefore refuse to divulge any knowledge they may possess with regard to the real culprits. The question with the teacher is, How shall a culprit under such circumstances be detected?

The writer has seen this plan tried. A number of students in a school, which shall here be nameless, were in the habit of injuring doors and furniture in their rough and tumble wrestling. All efforts to ferret out the guilty ones failed, until finally the teacher in charge announced that in the future all damages done to building or furniture in the hall where the trouble existed, and it was the main one inhabited by students, would be assessed on every member of the hall, and that only those would be excused from payment who would come to the principal's office at a specified time and pledge their honor that they had nothing whatever to do with the mischief. From the moment that announcement was made the vandalism stopped, and each boy instead of acting as a protector of each and all his associates, at once found that his interest lay rather in the line of detection, and when vandalism was suggested the counter-suggestion came up that inasmuch as those who shielded the mischief-makers would have to pay equally with those who perpetrated the mischief, it would be better and more profitable for all to prevent the mischief rather than protect the mischief-maker after the damage had been done. The plan worked well in the case referred to. It may not always be successful but it is worthy of a trial.—*Educ. News.*

### HOW TO TEACH HISTORY.

WE quote from the Report of the Annual Meeting of the West Bruce Teachers' Association, the following:—

The President (Mr. D. D. Yule) gave his views on the teaching of history in such a manner as to render the subject a mind-developer. Historical facts, he maintained, should not be learned by rote. Facts must be learned, but they must be so learned as to train the reasoning faculty and cultivate the imagination. In dealing with the battle of Hastings or any similar battle, he would make every possible use of map and board. He would strive to have the pupils imagine, as nearly as possible, the pastimes of the contending armies. He would assist the pupil's imagination by appropriate questions. By his methods he would not only fix the facts in the child's mind, but he would make them a powerful factor in its education as well as his happiness and pleasure in after-life and study. Mr. Yule illustrated his method by numerous examples, of which the following were the most prominent:—The Roman Period in British History,

The American War of Independence, The Norman Conquest of England, The Loss of the British Possessions in France. In dealing with these he showed how he would discuss with his pupils modes and causes of taxation, means of defence, colonial possessions, commercial progress. He would, as far as possible, make the pupil realize the full and exact meaning of the terms used by giving familiar surroundings. He assured his fellow-teachers that history should be made educative in the fullest sense. He strongly condemned the acquiring of facts without, at the same time using the fact as developers of the mind.

Mr. Robertson, B.A., fully agreed with Mr. Yule's method. Mr. A. H. Smith, B.A., was also in accord with the method so ably handled. The cultivation of the imagination he regarded as very important. He much regretted that want of time prevented many teachers from making history as interesting and instructive as it should be made. The Rev. R. Johnston, B.A., could not fully agree with the other speakers. He regarded the acquiring of facts in history as the great object to be secured, and could not regard the educative process in the matter as of such paramount importance. He also felt assured that to meet the demands of the examinations, teachers must teach facts, or their pupils would fail, and the teachers would be dismissed. Mr. F. B. Miller was strongly in favor of the inductive method. It was modern, reasonable, and educative, and must be adopted. It was far from ignoring the importance of acquiring historic facts; its aim was to acquire and educate at the same time."

### For Friday Afternoon.

#### WHAT BECAME OF A LIE.

FIRST somebody told it,  
Then the room wouldn't hold it;  
So the busy tongues rolled it  
Till they got it outside;  
When the crowd came across it,  
And it grew long and wide.

From a very small lie, sir,  
It grew deep and high, sir,  
Till it reached the sky, sir,  
And it frightened the moon;  
For she hid her sweet face, sir,  
At the dreaded disgrace, sir,  
That had happened at noon.

This lie brought forth others,  
Dark sisters and brothers,  
And fathers and mothers—  
A terrible crew;  
And while headlong they hurried,  
The people they flurried,  
And troubled and worried,  
As lies always do.

And so evil-bodied,  
This monstrous lie goaded,  
Till at last it exploded  
In smoke and in shame;  
While from mud and from mire,  
The pieces flew higher,  
And hit the sad liar,  
And killed his good name.

—*Christian Statesman.*

#### HOW POLLY AND PETER KEEP HOUSE.

My uncle is threshing with Freddy;  
My mother has gone to the fair;  
I've vowed to be steady as steady,  
And baby, she's tied in her chair;  
I must brush up the hearth to look neater,  
And put all the teacups away,—  
There's no one to help me but Peter,  
And Peter,—why, Peter's at play.

Just hear how the turkeys are crying,  
And the calf is as hungry as two I  
I'll see if the cherries are drying,  
And then there's the churning to do;  
In summer we churn in the cellar,  
So baby can come there to stay—  
I must think of a story to tell her  
While Peter,—but Peter's at play.

It is time that the chicken was over,  
And my mending is scarcely begun,—  
Here's Peter come up from the clover,  
And ew never have dinner till one I  
I'll just make this sauce a bit sweeter  
And bring out some cakes on a tray,—  
He must be well treated, poor Peter,  
He does work so hard at his play!  
—*Dora Read Goodale, in St. Nicholas for July.*

#### LITTLE BOY BLUE.

THE little toy dog is covered with dust,  
But sturdy and staunch he stands;  
And the little toy soldier is red with rust,  
And his musket moulds in his hands.  
Time was when the little toy dog was new,  
And the soldier was passing fair,  
And there was the time when our Little Boy Blue  
Kissed them and put them there.

"Now, don't you go till I come," he said,  
"And don't you make any noise!"  
So toddling off to his trundle bed  
He dreamed of the pretty toys.  
And as he was dreaming an angel song  
Awakened our Little Boy Blue—  
Oh, the years are many, the years are long,  
But the little toy friends are true.

Ah, faithful to Little Boy Blue they stand,  
Each in the same old place,  
Awaiting the touch of a little hand,  
The smile of a little face;  
And they wonder as waiting these long years through  
In the dust of that little chair,  
What has become of our Little Boy Blue,  
Since he kissed them and put them there.

—*Eugene Field, in American.*

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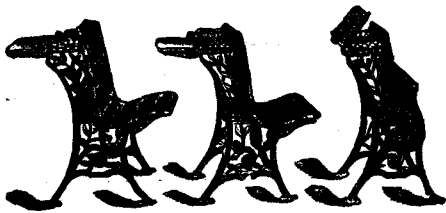
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