

## Technical and Bibliographic Notes / Notes techniques et bibliographiques

Canadiana.org has attempted to obtain the best copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

Canadiana.org a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- |                                     |   |                                     |   |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/>            | Coloured covers /<br>Couverture de couleur  | <input type="checkbox"/>            | Coloured pages / Pages de couleur   |
| <input type="checkbox"/>            | Covers damaged /<br>Couverture endommagée   | <input type="checkbox"/>            | Pages damaged / Pages endommagées   |
| <input type="checkbox"/>            | Covers restored and/or laminated /<br>Couverture restaurée et/ou pelliculée   | <input type="checkbox"/>            | Pages restored and/or laminated /<br>Pages restaurées et/ou pelliculées   |
| <input type="checkbox"/>            | Cover title missing /<br>Le titre de couverture manque  | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/<br>Pages décolorées, tachetées ou piquées  |
| <input type="checkbox"/>            | Coloured maps /<br>Cartes géographiques en couleur  | <input type="checkbox"/>            | Pages detached / Pages détachées  |
| <input type="checkbox"/>            | Coloured ink (i.e. other than blue or black) /<br>Encre de couleur (i.e. autre que bleue ou noire)  | <input checked="" type="checkbox"/> | Showthrough / Transparence  |
| <input type="checkbox"/>            | Coloured plates and/or illustrations /<br>Planches et/ou illustrations en couleur   | <input checked="" type="checkbox"/> | Quality of print varies /<br>Qualité inégale de l'impression  |
| <input checked="" type="checkbox"/> | Bound with other material /<br>Relié avec d'autres documents  | <input type="checkbox"/>            | Includes supplementary materials /<br>Comprend du matériel supplémentaire   |
| <input type="checkbox"/>            | Only edition available /<br>Seule édition disponible  | <input type="checkbox"/>            | Blank leaves added during restorations may<br>appear within the text. Whenever possible, these<br>have been omitted from scanning / Il se peut que<br>certaines pages blanches ajoutées lors d'une<br>restauration apparaissent dans le texte, mais,<br>lorsque cela était possible, ces pages n'ont pas<br>été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion<br>along interior margin / La reliure serrée peut<br>causer de l'ombre ou de la distorsion le long de la<br>marge intérieure. |                                     |   |
| <input checked="" type="checkbox"/> | Additional comments /<br>Commentaires supplémentaires:  |                                     | Continuous pagination.  |

# The Educational Journal.

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

Subscription, \$1.50 a year.  
In advance.

TORONTO, JULY 15, 1890.

Vol. IV.  
No. 7.

## Table of Contents.

PAGE	PAGE
EDITORIAL NOTES..... 97	EXAMINATION PAPERS (Cont'd.)
SPECIAL PAPERS—	English, Grammar, Geo-
The Elevation of the	graphy, History Arith-
Country School..... 98	metic, Drawing, Com-
EDUCATIONAL MEETINGS—	position, Dictation, Lit-
East Algoma Teachers'	erature, Writing, Tem-
Association..... 99	perance, Hygiene, Read-
CORRESPONDENCE—	ing..... 103
A Union of Public School	EDITORIAL—
Teachers'..... 99	To Our Readers..... 104
SCHOOL ROOM METHODS—	The Use of Spare Hours. 104
Grammatical Analysis... 100	Prison Education..... 105
HINTS AND HELPS—	LITERARY NOTES..... 105
The Study of Nature.... 100	ELOCUTIONARY DEPT.—
TEACHERS' MISCELLANY—	Elocution, Inflection and
The Wonderful Nest of	Pitch Applied..... 106
the Baltimore Oriole... 101	ENGLISH—
"Who Knows"..... 101	Some Useful Exercises.. 106
The Backward Boy..... 101	Notes on Words..... 106
EXAMINATION PAPERS—	Pronunciation of Teach-
Education Dept., Ont.,	ers Words..... 107
July Examinations, '90. 102	BOOK NOTICES, ETC..... 109

## \* Editorial Notes. \*

THE Indian school at Carlisle, Pa., was attended the past year by nearly eight hundred pupils from forty-one different tribes. This and similar schools in the United States are doing a grand work for the education of the Indians.

REV. CALVIN GOODSPEED, M.A., D.D., has been appointed Professor of Systematic Theology and Apologetics in McMaster Hall, Toronto. Professor Goodspeed is a graduate of the University of New Brunswick, and of Newton Theological Institute, Mass. He has also had the advantage of study in English and German Universities and is regarded as a man of superior ability and acquirements.

MR. W. T. STEAD, of England, has offered and Newnham College has accepted a scholarship of £100 per annum for the next three years, the object of the scholarship being to promote an interest in present-day history and politics among women, as a counterpoise to the somewhat exclusive attention to the history and arts of the past which the ancient universities generally tend to encourage. This is in the right direction.

THE Chinese have their difficulties in the matter of cheating at examinations, as well as the Anglo-Saxons. Of late, frequent complaints have been made in Peking, and the Emperor ordered an investigation by the Board of Rites. There are two special forms of fraud prevalent—one, the actual personation by other individuals; the second, the supplying of essays to them by various secret means. Various recommendations have been made, and it is declared that if under any circumstances fraud be discovered,

the officials responsible for its prevention must be punished as well as those guilty of committing the offence.

"PASTEUR has treated 7,893 persons bitten by mad dogs in the past three years, and only fifty-three of his patients have died. The usual percentage being 15.9, it follows that Pasteur has saved 1,265 lives."

The above which is going the rounds of the newspapers contains its refutation on its very face. It is doubtful if so many persons have been bitten by mad dogs in all Europe and America within the time specified. As a matter of fact, statistics, we believe, show that more persons have died of hydrophobia in France since Pasteur commenced his treatment than before. Perhaps in not one in ten of the 7,893 cases was the animal which inflicted the wound or scratch really rabid. Many physicians of the highest standing, even in Paris, utterly deny the efficacy of the Pasteurian treatment. On the other hand, he and his imitators have in the name of science inflicted such unheard-of tortures upon innumerable animals as should make humanity shudder.

IN a recent lecture at Harvard University on "Teaching as a Profession" the lecturer took the ground that "there are two prime qualifications for a teacher,—scholarship and power of control. The first of these can easily be shown before beginning to teach, but the second can only be known upon trial. Many choose teaching only to find that they have mistaken their vocation. The power of government has to be born in one. This power is essential, and no one should be mortified if he finds out that he does not possess it." There is truth in this view, to this extent, that the exercise of the power of control comes much more easily and naturally to some than to others. But the idea that the power of control cannot be acquired and developed is as erroneous as it is mischievous. The lecture was by a superintendent of schools. As the *Public School Journal* puts it:

"What superintendent, that is not yet in his swaddling clothes, does not know that the worst failures at the beginning have grown into the very best of teachers later."

"POPULAR THRIFT," said Mr. Gladstone, in a recent address to the depositors in certain East London savings banks, "is a large part of popular virtue, and connected with the exercise of many of the qualities that make men good and great. It means an increase of means of independence, and of power to meet difficulties." In recognition of this important truth savings banks have been formed in many

schools in England and other countries, with a view to the cultivation of this virtue. The plan is, we believe, a good one. It is, we may hope, coming to be more clearly seen and recognized that the true end of school-education is not simply the learning of the "three R's" and certain other branches of study, but the training of mind and the formation of character. As a most desirable element in character, thrift should be cultivated, and this can probably be more effectively done through a savings-bank arrangement than in any other way. Many children have no parents to teach them the use and value of money, and many parents, unfortunately, utterly fail of their duty in this respect. To do all saving and purchasing for children, and give them money only to be immediately spent, as so many do, is to fail in the most important part of training. There are, we believe, many who would have been saved painful blunders and much hardship, had they been taught to exercise the virtue of thrift, (not, of course, penuriousness) in their school days.

THE *Journal of Education* of the 19th ult., in an article upon "The Virtue of Specialization," quotes with approval an article in which President Stanley Hall, of Clark University, describes and eulogizes the course of an American Senior, who, under the direction of a German Professor, spent two years in minute experimental study of one of the score of muscles in a frog's leg. Professor Hall describes how, as the work went on, the history of previous views upon the subject was studied, broader biological relations were seen, knowledge of definite points in electricity, chemistry, mechanics, physiology, etc., was gained, and so on, until many of the mysteries of the universe were seen to centre in his theme. It may be possible, we suppose, to make a muscle in a frog's leg, as well as anything else, a centre from which to set out in an exploration of the world of science and philosophy, but few, we fear, who adopt that student's course will ever get far away from the starting point. As Professor Huxley himself has confessed, as Chancellor Blake pointed out in his address at the recent Convocation of Toronto University, as many broad-minded thinkers and educators are beginning to see and deplore, the tendency to extreme specialization, especially in science, is coming to be one of the educational heresies of the age. There is great danger that it will give us in the future, in fact it is already giving us, a class of so-called scholars, who, eminent it may be in their knowledge of their own pet branch, are narrow-minded and intolerant, victims of mental myopia, in regard to infinitely larger and more vital subjects and relations of life.

## \* Special Papers. \*

## THE ELEVATION OF THE COUNTRY SCHOOL.\*

BY MISS J. F. YEMEN.

ALMOST all present have made the acquaintance of at least one country school, and have doubtless deeply considered this subject. Surely all admit that it is one deserving of thoughtful study. Much has been done but much remains yet to be done.

This Canada of ours has a people, so largely an agricultural people, whose education for the greater part must be drawn from the country schools, that it becomes imperative that we should more and more secure the efficiency of these institutions. It is a people whose unexpressed motto is "Onward." There is a demand for leaders from their own ranks. The leaders of the future are in the school. All along the line the country has sent her tale of men to the front, and she will certainly continue to do so. Count all the men in the foremost positions in our land—could you question each I fancy it would be found that the homes of the majority were farm-houses; and that their early school days were passed in rooms whose windows looked out on forests, or fields of grain or grass. Were these *all* it would be sufficient reason for interest in the advancement of our country school; but they are not all, only an important minority. The men who stand out from the others are only a few; the men who follow must have education that they may learn how and whom to follow.

Fichte has given his view of the end of education as follows: "Education cannot create anything in a pupil, cannot put anything in him from without; it can only develop into consciousness the powers that are in him, by arousing him to self-activity. Education finds its aim in the formation of character, in self-emancipation, in self-government. Character-building is the only aim of all education." If any class more than another need to be awakened to a consciousness of their powers, it is the farming class. Some of its members are fully aroused, and prove to the world that they can stand side by side with the professions in refinement of mind and manners. The others cannot take the step upward because their minds are in a state of torpidity. Their future looks dark, if something is not done to render the occupation worthy of the respect of their sons. If a boy shows any special ability he is quickly singled out for a profession, when he should remain on the farm to elevate farming. It is Greeley who well explains this desire to get away. He says: "Our farmers' sons escape from their calling whenever they can because it is made a mindless, monotonous drudgery, unintellectually pursued."

The country school must provide the remedy. The work of elevation must be the work of raising the souls of the children.

Then arises the question, who are to be the elevators, and by what means is the work to be accomplished? The teacher must be the leader. His work once begun, he will not lack either assistants or means. The person who is to take the lead in so great an undertaking must be worthy of some notice. Let us suppose that he has passed his non-professional examination and has taken his professional course. Will that be sufficient to entitle him to the position? No. Granted that he has been an honorable and diligent student, and that he is going into the work with an earnest desire to make it a success. Will that be enough? No; it is much, but he may still be a failure. There are certain qualities which it is absolutely necessary he should possess if "lifting up" is to be done—energy, vigilance, firmness, sympathy "large enough to enfold all men as brothers," an enthusiastic appreciation of his work and a determination to succeed. If he possesses the germs of these, the school-room will nourish them to vigor. In addition he should be a close observer of human nature, yet not priding himself upon reading at all times truly. And still more must be demanded. "Moral culture is pre-eminently the aim of all education."

He must have an unflinching, childlike trust in God, a heart full of love for the King who places him at work among the gems for His crown.

The teacher takes possession of the school-house, the school-yard, and the school-children. The band consists of forty or fifty children, unpolished it may be, but jewels nevertheless. The plans are kept in the background—one has to be content to "make haste slowly." He makes many trips back to the time when he was a child; wanders among the wishes, the fears, the difficulties, the strivings and the triumphs, and examines them again and again, but when he comes back to his pupils how easily he interprets the drooping head, the shuffling gait, the restless movement, the tearful face or the pained look. His sympathy goes out to the little travellers through childhood; soon it is followed by a true, tender love for each one in his flock. He understands the truth of Kant's words regarding children. "They should be open and as cheerful as the sun. If they are happy they stand the best chance of being good" and he counts nothing labor that interests the little ones or adds to their happiness, for he knows they are moving up higher. Teaching is not a soulless drudgery. He reads in the little faces "a mute appeal to all the wisdom, sympathy and love that are in him." All his energies are bent to the gathering and preparing of knowledge in inviting forms. He is what he wishes his pupils to be.

"With a feeling of keen pleasure that the recitation is at hand," he comes before a class and feels a wonderful joy in the work there awaiting him.

"It is not toil without recompense." Pupils are not slow to acknowledge care and kindness. No gift can be more precious than the gratitude and esteem of little children. Once won they are not difficult to keep.

In the beginning possession was taken of two parcels of inanimate property. How have these been utilized?

One day the teacher tacked a picture upon the wall of the school-room; next morning some one brought another; the next there were half a dozen more. That day the floor was swept cleaner than in many past days; the teacher dusted the stove, and the girls cried, "Oh, if we had only dusters we would dust the desks." Next day that is done, the old blinds are criticized and forthwith come down, while new ones go up. Soon in that room all the untidy articles gather up their skirts and march out, while neat and orderly ones march in. The boys and girls have grown proud of their room and talk over it so much at home that the parents begin to wish to see it. The trustees, when interviewed, readily agree to get new maps, etc.—but the teacher knows better than to ask for more than one donation at a time.

When the three schoolmen see the necessity of repairs, and have had a confidence established in the teacher's ability to protect such repairs, there are no "We can't see our way for it," "Wait till next year," "Our taxes are too heavy now."

The trustees of a country section are the very best friends a country teacher can have. And another, one who helps much, may be counted in—the Inspector. His visit imparts new vigor to teacher and pupils for coming weeks, while his suggestions, the result of experience and study, oftentimes "lighten the burden of care." Children ever welcome visitors, and counsel from one has more charm than a story from the teacher. In a few moments with them one may accomplish what the teacher requires weeks to do. On one occasion an Inspector, noting the inclination of many in a class to stand with "bent shoulders," walked up the class, straightening those who "stooped," showing them how an erect position improved the appearance of the whole class. After that day every class in the school-room assumed a more correct position, and did it with a feeling that they had taken a step upward.

But to return to the parents, there is help to be drawn from them. The teacher visits the homes, does not disabuse the mother or father's mind of the idea that teaching means, as I once heard it defined, "sitting behind a desk and calling up classes for big scholars to hear;" but makes the bright side very bright; praises the little folks where he can, where he can't keep silent. Then he remembers to ask the father to call in some time and see his girls and boys.

One day the old gentleman goes home and remarks, "Well, I don't see how that master keeps that whole school-full quiet, when we can hardly manage our six. My! you ought to have seen the little fellow's eyes dance when they answered. 'Goin' to school there ain't like what 'twas when

you and me went," and the mother adds, "Couldn't you let Johnny go all year and I would manage without Katie?"—and it's all settled. Something similar happens in every home. The children are coming more neatly dressed. Disorderly hair is an exception. Voices are toning down, the loud laugh has changed for one just as hearty but more musical.

Spring has come, and with it Arbor Day, and the change in the yard corresponds with the change in the school-room. Nobody that day can complain of drones. How many doors are opened for knowledge—the trees, the flowers, so many things are invested with a new charm; the workers go home full of so many plans for their home gardens.

There are plenty of wild flowers in the woods, hepatica, adders, tongue, spring beauty, violets and trillium, and by the ponds marsh marigold. How eagerly these are gathered, and how delighted are the little folks to notice differences, and with what surprise they find that the poplar, the maple, the beech, all the trees have their flowers, many very beautiful and all very wonderful. One boy takes a long tramp to get a pine branch to show a class who have never seen the pine needles, another hunts up some pine cones when he finds that the readers are interested in the subject too.

About this time many of them begin to pay some attention to the crow, the blackbird, the woodpecker, the meadow lark, the grey bird, etc., and to compare the voices. Soon the eggs and nests will be examined but not disturbed.

The weasel that races across the yard with a mouse in its mouth, and keeps it there in spite of half a hundred boys and girls, will demand just a little respect.

The stars at night will not be just stars. There will be more "whys," and as a child always insists on having his why answered, other people will be awakened to the necessity of learning why.

The boys and girls begin to find out that they know more than they thought they did; they can even tell their teacher something, but for some reason they do not conclude that the teacher is "a stupid." Much has been accomplished when a boy or girl learns that his or her ideas are worthy of consideration. No danger that conceit will step in and take possession.

Into the school lessons is introduced as much of the outside world as possible. The pupil is led to consider the Creator of the beautiful handiwork, for then only may he attain the greatest height of earthly joy. The poet wrote:

"Acquaint thyself with God if thou wouldst taste  
His works. Admitted once to His embrace  
Thou shalt perceive that thou wast blind before,  
Thine eye shall be instructed, and thine heart  
Made pure; shall relish with Divine delight,  
Till then unfelt what hands Divine have wrought."

The Readers are filled with choicest selections of poetry and prose. What an opportunity for inculcating a love of books. When Locksley is read a little more of the story may be told. "Little Nell" will urge a sketch of "The Old Curiosity Shop," and when the pupils reach the books they will be ready to read them. Perhaps the teacher introduces a library.

The pupil can see much beauty in "The Prairies" and "Ocean;" but it is in after years that the intensity and grandeur of the thoughts will flash upon him. The teacher's finest work must be hidden for years.

So many things there are to contribute to the work of elevation—pictures, stories, gems of thought, music, beautiful forms of nature, earnest teaching and good example.

The teacher dare not say "I have labored in vain;" he sees not his whole harvest but he need not despond.

The difficulties that thronged round his rugged path have been his most faithful helpers; without them he must surely have failed. In working to elevate others he has elevated himself. All wrong has not been put down, but there has been implanted a desire for the noble and the good, a love of knowledge as a means to be truer, a thoughtfulness for fellow creatures, a reverence for things holy and pure, and there has been given a training in self-government that must make itself felt in the government of others. "We learn to rule by learning to obey."

All through the school days the children have been taught that "toil is honorable, and that nothing is dishonorable but shirking one's duty."

\* Read before the West Bruce Teachers' Association at Kincardine, May 22, 1890.

They are leaving school with the desire, the ability and the determination to rise. Many remain on the farm. Farming must improve, for men with minds aroused will not permit it to be a "mindless drudgery."

The elevation of the school means the elevation of the home, and the elevation of the home means the elevation of the country.

## Educational Meetings.

### EAST ALGOMA TEACHERS' ASSOCIATION.

(Condensed from *Algoma Advocate*.)

THE regular annual meeting of the Eastern Algoma Teachers' Association was held in the school-house at Thessalon on Thursday and Friday, June 10th and 11th. Over twenty teachers were present. The work taken up was of a practical nature and specially adapted to the teaching profession in the District; and the proceedings were conducted by the Inspector and teachers of this District. In previous years a Director was sent by the Education Department for the purpose of conducting the meeting. This year none was sent, so the teachers were thrown upon their own resources, and did nobly. A gratifying feature was the presence of a large number of visitors. It was pleasing to notice the number of pupils from the Thessalon and other schools, who attended during the session.

At 9 a.m. on Thursday the teachers assembled and work was begun. Mr. Percy, of the Sault, Vice-President of the Association, took the chair. After business routine, Mr. McCaig, I.P.S., showed his manner of teaching an Object Lesson. He exhibited very clearly his method of presenting the subject. He claimed that Object Lessons were an excellent means of interesting pupils, and were productive of much good, as they lead the pupils to think, and thereby acquire much useful knowledge.

Mr. Sparling then took up the subject of "How to Conduct the Recitation." His paper was an exhaustive one. He first spoke of the importance of having some knowledge of the mental abilities of children, and urged that attention should be paid to mind study. He then, by way of introduction, showed how ideas present themselves, and how one idea acquired paves the way for others to follow. The objects of a recitation are to excite interest, arouse self-activity, develop will-power. He divided his method into five divisions, as follows: 1. Preparation; 2. Presentation; 3. Association and Comparison; 4. Classification; 5. Practical Application. Each of these was fully treated. He summarized the work of instruction under the following heads: 1. It should introduce the new lesson by means of a preparatory discussion; 2. Present the new lesson; 3. Compare the new in its parts and with older ideas and their combination; 4. Draw out the general results of this comparison, and arrange them in systematic form; 5. Convert the knowledge acquired into use.

On assembling at 1.30 p.m., Mr. Case dealt with the subject of "Fractions to Beginners." He would make use of objects and lead the pupils thus to think for themselves. He dealt with the fundamental principles and clearly showed the reason for each step. The paper was an excellent one, and was well received.

Mr. McCaig then exhibited his method of presenting a lesson in Grammar. He would commence by taking a sentence, but would first deal with a word in the sentence. He showed his method of teaching the Parts of Speech in a clear and conclusive manner. Some discussion arose as to whether definitions should be told the pupils or they should be taught to form definitions for themselves. On this there was a difference of opinion, but the majority of teachers present favored the plan of drawing out the ideas of the pupils by a series of questions, and thus leading them to form their own definitions as far as possible.

Mr. Percy then read his paper entitled "The Teacher's Difficulties." He dealt with a number of the difficulties which present themselves to teachers in the course of their work. He alluded to cases of violations of discipline, and showed his method of dealing with the same. The paper was

an able one, and was carefully prepared. This closed the proceedings of the first day.

On Thursday evening, Mr. McCaig delivered a lecture in the Methodist church. Mr. Cairns, President of the Association, occupied the chair. The subject of the lecture was the "Unity of Nature." The lecture was an able one, in fact, the most instructive that has ever been delivered in Thessalon.

On Friday morning Mr. McCaig took up the subject of "Neglected Studies." He referred to several studies which were very much neglected in the schools of the District. Music, Drawing and Temperance were especially referred to. He made a strong plea for more attention to be devoted to these, especially to the latter. Mr. Sparling briefly alluded to the subject of Temperance. He held that it should be taken up in connection with elementary Physiology and a knowledge of the laws of health. He would teach first the functions performed by the various organs of the body, and then would deal with the injurious effects of alcohol and other stimulants and narcotics upon the human system. He hoped that the day was not far distant when the teaching of Temperance would be made compulsory in all schools, and would also be made a compulsory subject at teachers' examinations.

As Mr. McCaig was obliged to leave by the boat, he briefly addressed the Convention. He was highly satisfied with the proceedings.

Mr. Cairns then read a paper on the "Conditions of Effective Work in Education." He pointed out a number of the more important things requisite in order that successful work may be done. Among these he mentioned Regular Attendance, Sympathy, Earnestness, Development, etc. He dealt very fully with each, and clearly showed that the chief objects in education were to develop character and thinking power, not necessarily to impart knowledge. The paper was well prepared, and dealt very fully with the subject.

Mr. Sparling then dealt with the value of "School Discipline." He first defined good order as consisting in letting the children take a good, easy, healthy position at their work. He arranged his subject under the following heads: Punctuality, Regularity, Silence, Truthfulness, Justice and Kindness. Each was dealt with in turn.

The election of officers was next proceeded with, and resulted as follows: President, B. C. Case; Vice-President, W. C. Acheson; Sec'y-Treas., R. H. Cairns; Library Committee, Messrs. Case, Cairns and Miss Marks.

The Convention then adjourned for dinner. On re-assembling in the afternoon, Mr. Sparling read a paper entitled, "What Will Insure a Teacher's Success." He first pointed out what true success was, and mentioned the following as necessary in order to attain success: Motive, Culture, Sympathy and Heart-Kindness, Sound Reason, Good Judgment and Self-Control, Good Ideals and General Information. He advised all present not to forget the fact that, though they were teachers, still they were citizens, and should discharge all the duties of citizenship. They should be familiar with all public questions, and be ready at all times to express themselves intelligently. Teachers should not confine their influence solely to the school-room, but should seek avenues in which work could be done towards furthering the cause of moral and social reform. He concluded by exhorting all to "Love God and keep His Commandments," to be cheerful, take care of their health, to guide their conscience, read the best books and the best papers, associate with the best people and not be discouraged at failures. Mr. Cairns made a few remarks by way of corroborating the ideas advanced in the paper read. Many other subjects relative to school work were discussed very profitably by the members present.

A resolution asking the Minister of Education to make the teaching of Temperance compulsory in all Public schools was introduced and carried unanimously.

The Inspector was also requested to make no effort to secure outside assistance next year, but to leave the teachers to conduct the work of the Association.

The Convention then adjourned, to meet at Bruce Mines next year.

Heaven never helps the man who will not act.—Bailey.

## \* Correspondence. \*

### A UNION OF PUBLIC SCHOOL TEACHERS.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—Mr. Bolton has shown with great force and truth, in his timely and spirited address, the necessity for union amongst teachers, to secure better salaries and a higher social standing. It was at one time trusted that the Provincial Association would regard these objects as paramount—that it would constitute itself an educational Parliament, not disregarding the necessity for development and improvement in the methods of school education, but as a representative body, especially of the interests of Public School Teachers, asserting and defending their claims to just remuneration and a higher social position, consistent with the importance and necessity of their work. But that Association has failed in satisfying these expectations, if it ever recognized them. During the brief time of its annual sessions, it has limited its discussions to professional topics and methods of teaching, interspersed with occasional lectures from members of other professions on the importance and responsibilities of the school teacher; but avoiding every topic which might express the discontent which is universal and just, and which makes the office of Public school teacher a mere stepping-stone to some more lucrative and, therefore, more honored position.

The Provincial Association may continue to exist as an educational institution, but it has no claim to the support of the Public school teacher as a defensive, and, when necessary, an offensive society. An attempt was made a few years since to change its organization and powers, but the changes had no regard for the interests of the great body of Public school teachers, the eight or nine thousand who are regarded as subordinate and inferior to the more privileged class; and it might as well be understood and announced in the programme of the defensive union contemplated by Mr. Bolton that it would in no respect exclude from its membership the rectors of Collegiate Institutes or the professors in Universities; but that it must be like a Trades Union, or an organization of Knights of Labor, a union of Public school teachers for defensive, and, if necessary, offensive purposes.

Mr. Bolton does not propose any details of action, nor are they necessary. They will follow. Union first, union of both sexes, whose principles shall be represented in the claims, that the character of the schools, the social standing of the pupils, whether High or Public school, shall no more be the rule for fixing payment than the character of the patient is with the physician or the client with the lawyer, or than that of the congregation is or ought to be with the clergyman. The value of the work done for the community should in all cases be the standard of remuneration and honor, and in that regard distinctions of sex should have no existence. It should be a representative and central body, with power to collect and hold possession of funds for defence and the support of any of its members subjected to unjust treatment by school or other authorities; and with similar powers to prevent the appointment of any school officers who received their appointments on any grounds other than those of satisfactory competency; and of teachers in accordance with payments sanctioned by such central body. These are but suggestions of the course of action necessary to such a union. But they may, with the suggestions thrown out with excellent effect in Mr. Bolton's paper, assist in the great work of organization.

The movement will inevitably cost something at first, but it will pay. It has cost the labor classes dearly, in privations, poverty, imprisonment, every injustice; but it was a noble sacrifice in behalf of their own interests. Sixty years since it was a criminal offense for the labor class, who make the wealth of a nation, to combine for higher pay and limited hours of labor. Now they have their Labor Parliaments, whose delegates are invited to imperial councils, and their official Bureaus of Labor supported by the State; and when they unite to secure just wages, they have the sympathy of imperial powers and dignitaries of the Churches

and the highest statesmen of the land—and, better than all, they win. At a great cost it is true: but what great conquest was ever accomplished without cost?

Of course the labor classes have the power of numbers to support them. But that power has been won by sacrifices. Sixty years since they could not count hundreds in their ranks where they now count millions. Teachers will never equal them in numbers, but it has not been by mere numbers that the labor classes have triumphed, but by unity of purpose, by sacrifices and by the necessity for the products of their labor. The teachers cannot count their numbers by millions—probably never will; but the necessity for their work is as urgent as that for any other labor, professional or otherwise. The people have learned that they cannot do without the Public school any more than without the products of labor. I do not propose strikes as the remedy, though beyond doubt they have been the grand means of success for the labor class, and always will have their place as factors of irresistible power when right has to struggle against might. We may adopt wiser methods and applications of other powers in our hands. We have right on our side, and the nation cannot do without us any more than without the labor class. Besides, let Public school teachers remember that they belong especially to that class, in rank and in usefulness. When the Press or the public speaker tells us that the Public school is the nursery of freedom and the safeguard of law and order, they mean that the Public school teacher is the guardian of liberty and law; they mean that the labor class represents the power of a nation for evil or for good, and that if it is to be for good it is because the salvation of a people lies in the union of the Public school teacher with the masses. The battle the Public school teachers have to fight is that in which the masses are now engaged, and one class must unite with the other to win. Let Ontario take the lead, and her example will give courage to the teachers of other lands—forming a federation like that of the army of laborers—whose issues will be crowned with success. Their cause is a just one, and, if they unite and work, and, when necessary, sacrifice personal advantages, they will win.

In conclusion, I urge my fellow-teachers to agitate these important views at their meetings and wherever they have access to the public mind. The EDUCATIONAL JOURNAL has already opened its columns to the cause, and it has already expressed its sympathy with the movements in its editorial comments on Mr. Bolton's address. Let other teachers follow the example set them so courageously by Mr. Bolton, and sustain the agitation, and their reward will be beyond measure, ultimately greater than any suggested either by Mr. Bolton or

Yours respectfully,

RICHARD LEWIS.

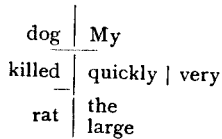
### School-Room Methods.

#### GRAMMATICAL ANALYSIS.

BY J. T. BRADSHAW, PRINCIPAL GOODWOOD PUBLIC SCHOOL.

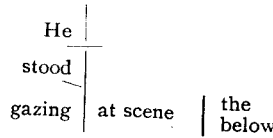
AS the study of botany begins with a plant, so the study of grammar should begin with sentences—the unit of discourse. In teaching the "parts of speech" we merely have to teach the part each word plays in the formation of an expressed thought, so the analysis of sentences should begin the study. I have found the following method of diagramming very useful in getting pupils to comprehend the relation of words to one another.

1. Sentence: My dog very quickly killed the large rat.



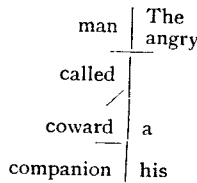
EXPLANATION. Subject, predicate and object are written on the left of the main line and modifiers to the right. The horizontal line that separates the object and predicate does not cross the main line. *Very* modifies *quickly*, so is placed to the right and separated by a vertical line.

2. Sentence: He stood gazing at the scene below.

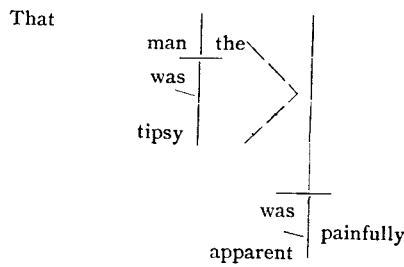


EXPLANATION. The verb and complement are separated by a slanting line, which slants toward the subject to mark the *subjective complement*, and toward the object to mark the *objective complement*, as in next sentence.

3. Sentence: The angry man called his companion a coward.

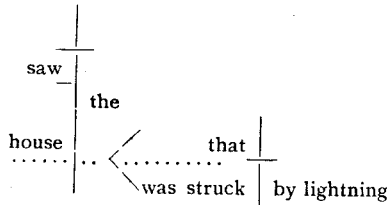


4. Sentence: That the man was tipsy was painfully apparent.

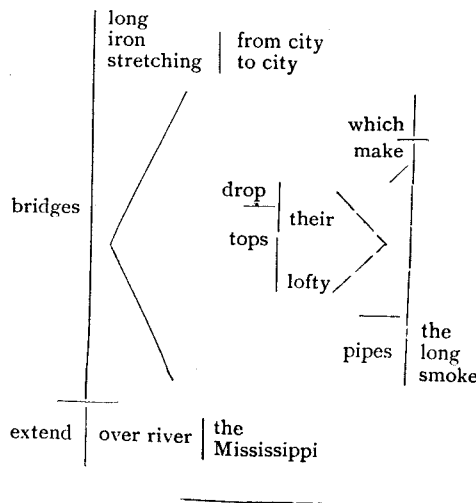


EXPLANATION. *That* is merely introductory.

5. Sentence: I saw the house that was struck by lightning.



6. Sentence: Over the Mississippi River, stretching from city to city, extend long iron bridges, which make the long smoke pipes drop their lofty tops.



1. THE teacher's desk should be an object lesson in order and neatness. It should not be a receptacle for bits of string, marbles, waste paper, broken pencils, etc.

2. All places for storage of copy-books, etc., should be as neatly arranged as the desk.

3. The floor should be as clean from unnecessary dirt at 3 P.M. as at 9 A.M. The floor is not to be used as a waste basket.

4. Teach the pupils how to avoid dropping ink upon the floor or desks. Have all ink spots removed daily. Do not allow them to accumulate. —Colorado School Journal.

### Hints and Helps.

#### THE STUDY OF NATURE.

TWO persons take a walk in the country. They are, perhaps, on the same errand, they traverse the same ground and are, for the time being, surrounded by the same circumstances; and yet to one the walk is full of pleasure; new beauties have been noted, new facts of nature have been learned; the walk has added treasures to his store of mental pictures, knowledge to the mind, and new thoughts for mental food: to the other the walk has been a walk—simply that and nothing more, a necessary preliminary to some errand. The difference is that one is observing, the other unobserving.

It follows then that whatever is done for a child to stimulate observation of nature is to enlarge its possibilities for enjoyment and culture throughout life. The following questions are suggestive of others in the line of stimulating observation of nature. They may be used as the basis of opening exercises or of language lessons as may seem best suited to circumstances.

Why is it possible for the earth to be so soon clothed with verdure in the spring?

What is the character of the plants that appear first in the spring?

These questions may lead to a discussion of the way different plants protect their buds, how nourishment is stored; and this latter question may lead to a lesson on the forms of roots, bulbs, tubers, etc. Just now is a good time to question about the maple keys. What are they? From what developed? Does the maple, in maturing seed before the leaves are grown, follow the usual order of plants? Why is it possible for it to do so? What other plants follow the same order? Are keys formed on all the maple trees? Questions about the shape of the keys, and about the ripe dandelion heads, and why we so frequently find berry bushes growing by fences, and under solitary trees, may, after sufficient time for thought and investigation has been given, lead to an exercise on the general subject of "Distribution of Seeds." After a series of such questionings the pupils may be allowed to tell of independent observations, what they have seen of interest on their way to school, etc.

A subject, such as "The Robin," may be given out a few days previous to its discussion, and pupils requested to observe, question, and learn all they can of the robin. The exercise might be appropriately opened or closed with the song "The Robin," in the Franklin Square collection of songs, and pupils should be encouraged to tell anecdotes and to recite poems appropriate to the subject.

Right here let me make a plea for the literature which should accompany such observation. The child's own observations will be stimulated by it, and his mind enriched by the observations and beautiful thoughts of others. He may now gain treasures in such literature that shall be to him a joy forever, or lacking them now he may lack them forever. In childhood the mind is more receptive. In active life, the newspaper, and the literature of his business will form the bulk of his reading. Happy is he if his school days have left him a legacy of songs of nature which will prove a fountain of refreshing. He will remember with gratitude the teacher who leads him to these songs, and induces him to commit them to memory. Tonight at sunset I heard a robin's song. Instantly from far off school days there came to mind this little gem:

"Do you hear the robin singing,  
Little one,  
When the rosy dawn is breaking,  
When 'tis done?  
Do you hear the wooing breeze  
In the blossomed orchard trees,  
And the drowsy hum of bees,  
In the sun?"

"All the earth is full of music,  
Little May,  
Bird and bee and water singing  
On its way.  
Let their silver voices fall  
On thy heart with happy call,  
Praise the Lord who loveth all,  
Night and day,  
Little May."

Let us open the ears of the children to this music of nature! On a bright June day,—for these things are more impressive if timely,—the pupils may learn this gem from Lowell's prelude to Part I. of the vision of Sir Launfal:

"What is so rare as a day in June,  
Then, if ever, come perfect days,  
Then Heaven tries the earth if it be in tune,  
And over it softly her warm ear lays,  
And whether we look or whether we listen,  
We hear life murmur and see it glisten.  
Every clod feels a stir of might  
An instinct within it that reaches and towers,  
And groping blindly above it for light,  
Climbs to a soul in grass and flowers."

The bob-o-link is a very interesting bird with a secret. The children will be pleased to know about him, not only for his own sake but because it affords such an excellent opportunity for them to learn that rollicking poem of Bryant's on "Robert of Lincoln."

Why the birds should be protected is a good lesson to develop, and it may be beautifully emphasized by Longfellow's "Birds of Killingworth." This is rather long for committing to memory, but if the children can carry in their memories a few of its stanzas, such as,—

"'Tis always morning somewhere,  
And above the awakening continents from shore to shore,  
Somewhere the birds are singing evermore."

the poem will contain for them not only a lesson but a benediction as well. When autumn comes with its falling leaves give such questions as these: "Do the leaves of all trees fall in autumn?" Contrast the oak and maple. "Do the evergreens shed their leaves at any time?" Now introduce also Bryant's "The melancholy days are come." Lowell gives us a beautiful picture of winter in his prelude to Part II. of "The Vision of Sir Launfal;" and passages of Whittier's "Snow Bound" should be read some morning when the earth is white with the newly fallen snow.

These questions and passages are by no means exhaustive but simply suggestive of the treasures to be found in Nature and in books for the head and heart culture of the children.—*Hattie E. West in Wis. Journal of Ed.*

## Teachers' Miscellany.

### THE WONDERFUL NEST OF THE BALTIMORE ORIOLE.

THE skilful nests of the vireos have yet their matchless pattern in the work of that prince of weavers, the "hang-bird," or Baltimore oriole, whose swinging, pendulous nest is a masterpiece, not only of textile art, but equally of constructive skill, whether from an engineering or architectural point of view. What sagacious perception of means and intelligent discrimination in their employment are here disclosed! The trite maxim that "the strength of a chain is only that of its weakest link" would seem, on a superficial glance at the nest, to be entirely ignored by the oriole, the attachment of the nest often seeming to exhibit a daring dearth of material and in singular contrast to the elaborate density of the weaving below. A closer examination, however, shows a most sagacious compensation in the economy of this apparently weak portion, for here it will be found in almost every instance the toughest fibre in the entire nest has been concentrated, in most cases that have come under my observation; and in three specimens now before me, consisting of remnants of strings, fish-line, strips of cloth securely twisted and looped around the forked or drooping twigs, the loose ends below being intricately interwoven among the gray hempen fibres of which the body of the nest is composed, the whole structure being literally sewed through and through with long horsehairs.

Remembering Wilson's investigations into the similarly compact nest-fabric of the orchard oriole, from which he disentangled a strand of grass only thirteen inches long, but which in that distance was thirty-four times hooked through and returned in the meshes, the relation of which fact led an old lady acquaintance of his to ask whether "it would not be possible to teach the birds to darn stockings," I was led to test the darning skill of the

hang-bird which uses the horse-hair in true regulation style. With much labor I succeeded in following a single hair through fourteen passes from outside to interior in the length of about ten inches, which I was then quite willing to assume as an average as to the total, which would doubtless have reached at least thirty stitches. When this is multiplied by the hundreds of similar sinews with which the body of the nest is compacted some idea may be formed of its strength.—*From "Bird Cradles," by W. H. Gibson, in July Scribner.*

### "WHO KNOWS?"

#### IMPROMPTU.

WE give this reverie for the benefit of the teacher in reflective mood. It need not be recited unless the impulse seems irresistible, but we felt that its dreamy lines conveyed so much of a spirit of inspiration as to make it quite refreshing for private meditative purposes. Seriously, however, it holds many pertinent suggestions, and our motive of general usefulness must be our apology for introducing it here.

I sit and look at the children,  
Before me seated in rows,  
And sigh, "Am I doing my duty,  
The best for their welfare? Who knows?"

"Do I 'check' them a little too often,  
And keep them a little too straight;  
Do I watch them with too much suspicion,  
And keep 'after hours' too late?"

"Do I make them 'machines' with my methods?  
Suspend for 'offenses too slight'?  
Do I mar God's plan for their future,  
In trying to guide them aright?"

"Do I take the heaven-born poet  
And mould him into a clown?  
Do I clip the orator's pinions,  
And make him a crier of the town?"

"Do I take the embryo artist  
And make him a moulder of bricks?  
Hands destined to wake sweetest music  
Do I fit for the 'shears and the sticks'?"

"Is the baby philanthropist nourished  
To broaden his love of mankind,  
Or, when I have finished my feeding,  
A misanthrope, instead, shall I find?"

"Am I fitting the lover of nature  
To master her secrets with ease,  
Or teaching him only the science  
Of weighing out sugars and teas?"

"Am I holding back swift-winged genius  
To slow mediocrity's pace,  
While urging to undue exertion  
The slow ones who lag in the race?"

"Am I"—O winged winds of heaven,  
Come out of your caves dark and cool;  
And answer my query oft given,  
"Oh, who is there fit to teach school?"  
—*S.-W. Journal of Education.*

### THE BACKWARD BOY.

J. B. ANGELL, PRESIDENT OF THE UNIVERSITY OF MICHIGAN.

How shall we teach backward children? This is a question which sorely perplexes parents and teachers. We are not now considering the case of what we call feeble-minded children. We are speaking of those who have unusual difficulty in learning, of those who have little interest in study, and of those who have slow and tardy mental development.

These three classes obviously differ from each other. The first class is not likely, under any treatment, to furnish eminent scholars; the second and the third may do so in due time under judicious training.

In some cases the backwardness is owing to the mental constitution of the children, in others it is caused by bad teaching. I knew a lawyer who talked of seeking in the courts damages of a wretched teacher for the injury he had inflicted on the lawyer's son by unwise methods of instruction. Though the boy was bright he had been taught in such a manner that he had no mental discipline.

Some teachers, in giving instruction to classes, take no special pains to help the dull and backward pupils. They hold that their function is to teach those who are teachable under the ordinary methods, and that the rest are not worth spending time on.

It must be confessed that a teacher who has a large class may, with reason, be perplexed to decide how much the bright scholars are to be delayed, or to be deprived of the instructor's inspiring help, for the sake of the backward pupils. But surely he is not justified in refusing to give some special attention to the most needy section of the class.

Many a devoted instructor has found a rich reward for giving them special help outside of the regular hours of school.

If children are very backward, doubtless it is best for them to have the special service of a private teacher for some time. Although they thus lose the inspiring aid of companionship, which affords so much joy and stimulus in a school, yet they escape the depressing and mortifying influence of seeing their dullness exhibited at every recitation to that most merciless audience, a company of school children who are outstripping them, and ridiculing their stupidity.

But what shall the private teacher do? He must begin at the beginning, at the zero point of the pupil's knowledge, and with patience proceed only so rapidly as the slow mind can master each step, and he must lend interest to his tardy march by all the resources at his command.

Often, if the child lacks interest in the studies first taken up, it will be found on trial that he can be readily interested in some other study. Then begin with his last study, and link it, if possible, in some way with the less interesting pursuit. A boy who abominates grammar may have a passion for some branch of natural history. Be sure that he has a chance to gratify this passion. An apt teacher may sometimes save a boy by discovering a talent which none of his elementary studies has tested.

I once knew a boy in college who evinced no interest in any of his regular work. He was deemed hopelessly lazy. He was generally busy making caricatures of his fellow students and of the professor.

On day a caricature of a certain professor, which had much amused the students, fell into the hands of the professor himself. He summoned the young man to his room. The student went with some trepidation, supposing he was to be reprimanded. But the wise teacher said to him: "You seem to have a talent for drawing. No one of the Faculty has been able to find out what you were made for. All had despaired of making anything of you. But evidently you are intended for an artist. You ought to go abroad and study art."

And then, having himself lived many years in Rome, he gave his astonished and gratified hearer suggestions concerning the best method of pursuing art studies, and tendered him letters to distinguished artists at Rome. This indolent student followed the advice given him, and became a painter of distinction. The timely council of his teacher was the making of the man.

We should not be too easily discouraged at finding the mental operations of a child slow. I know a man of advanced years, one of the most eminent scholars in one department of learning whom I have met, whose mental processes have always gone on with a slowness which is surprising, but with an accuracy and sureness equally surprising. He sometimes has difficulty in following a speaker, because his mind cannot keep pace with the speaker's utterances. But his attainments are so ample that he is justly considered an authority in the branch to which he has given the leisure of a long life.

Still less should we be disheartened at a lack of precocity in our children. Many a man of great intellectual force has ripened late. Sometimes very rapid physical development seems to absorb all vital force in a boy so that his mental development lags. One need not be unduly disturbed by such a phenomenon. After a little the intellectual growth will be resumed. The observant teacher or parent will wait with patience for this result.

But do what we may, we shall, of course, find a certain number of children who can never become eminent scholars, or even passably complete a college course. We must then honestly recognize the fact, and inquire what they can best do in life. Not unfrequently they have executive talent which fits them for some worthy career.

We must with patience and persistence strive to impart to them, by however slow a process, such an amount and kind of training as will enable them to fill, without discredit, the place allotted to them in life.—*The You'll's Companion.*

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—  
JULY EXAMINATIONS, 1890.

HIGH SCHOOL ENTRANCE.

ENGLISH GRAMMAR.

Examiners: { J. E. HODGSON, M.A.  
                  { THOMAS PEARCE.

NOTE.—All candidates will take questions 1, 2, and 3, and any two of the other questions. A maximum of five marks may be added for neatness.

1. Classify the words in the following passage into (a) those that admit of a change of form to express a difference in meaning or relation, and (b) those that admit of no such change: from (a) select those that admit of change to show difference of relation:

"I saw her but a moment,  
Yet I think I see her now,  
With a wreath of orange blossoms  
Upon her snow-white brow."

2. (a) The closing scene of French dominion in Canada was marked by circumstances of deep and peculiar interest.

(b) "If on this verse of mine  
Those eyes shall ever shine,  
Whereto sore-wounded men have looked for life,  
Think not that for a rhyme,  
I name thy name, true *victress* in this strife."

(1) Analyse fully the sentence in (a).

(2) Classify and give the relation of the clauses in (b).

(3) Point out and classify the connecting words in (b).

(4) Parse the words printed in italics.

3. Correct the errors in the following sentences:

(a) When each of the pupils had took their place in the class, the teacher begun to ask questions.

(b) That boy don't know his lessons and he aint never sorry.

(c) Whom do you think called on me the other day but he, the man that I hated.

(d) His brother has wrote more books on that subject than he has done.

(e) Let's you and I the battle try.

(f) Our teacher has spoke of Mr. Willson, the secretary and the treasurer of the Board, about giving us a holiday.

4. (a) Pluralize: potato, cherub, valley, baby, mother-in-law, court-martial.

(b) Give the other degrees of comparison of: noisy, fore, old, cautious, sweetly, extreme.

(c) Give the principal parts of: seek, bear, chide, crow, fall, slide.

5. Where possible, give a noun formed from each of the adjectives in the following list of words, and an adjective from each of the nouns: brief, sleep, superior, amiable, death, hope, wood, deep, high, rock, table, close.

6. Frame sentences to show that each of the following may be used with the value of more than one part of speech, and in each case name the part of speech:

who, to rent, in the garden.

7. Explain what is meant by "qualifying," "apposition," and "agreement." Illustrate from the following sentence:

These boys, my cousins, have beautiful toys.

### GEOGRAPHY.

Examiners: { THOMAS PEARCE.  
                  { JOHN SEATH, B.A.

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

1. Name and locate the six chief cities and towns passed through during a journey from Montreal to Sarnia by the main line of the Grand Trunk Railway. Name and locate the four chief rivers crossed during the journey.

2. (a) Give the names of four forest trees common to Ontario; four grains; four fruits. (b) Mention six of the principal articles of export from Ontario. (c) From what foreign country do we obtain tea? cotton? rice? tobacco? silk? coffee? raisins? coal?

3. Take a separate sheet of paper and draw a map, as large as the page will permit, of the county in which you live; divide it into townships and name them; name and mark the position of each city, town and incorporated village in it.

4. State what bodies of water each of the following connects: Strait of Belle Isle, Welland Canal, The Sound, St. George's Channel, Windward Passage, Suez Canal, Strait of Juan de Fuca, The Dardanelles, Strait of Mackinac, Behring Strait, Erie Canal, Strait of Malacca.

5. Give a short account of each of the following Canadian industries: fisheries, ship-building, fur trade, lumbering.

6. Mention six important minerals found in Canada and the part of the country where each is most abundant.

7. Draw an outline map of Ontario; name each boundary river and lake; name and mark the position of Lake Simcoe, Lake Nipissing, Lake Nipigon, the Moose River, the Abitibi River and the Canadian Pacific Railway between Ottawa and Rat Portage.

8. Name and locate five of each of the following: the chief cities, the chief rivers, and the chief mountain ranges of Europe.

### HISTORY.

Examiners: { J. E. HODGSON, M.A.  
                  { THOMAS PEARCE.

NOTE.—Candidates will take any four questions in I, and any two in II. A maximum of five marks may be added for neatness.

#### I.—BRITISH HISTORY.

1. Give an account of any two invasions of Great Britain, with the results thereof.

2. Sketch briefly the reign of King John, and show what liberties and privileges of the English people were then secured.

3. What was Queen Elizabeth's claim to the throne of England? Show the importance of her reign as regards (a) literature and (b) commerce.

4. Give an account of the circumstances that led to the establishment of the Protectorate.

5. What gave rise to the war of American Independence? Give a brief account of it.

6. Write brief notes on: (a) The First Reform Bill, (b) The Abolition of Slavery, (c) The Chartist, (d) The Disestablishment of the Irish Church.

#### II.—CANADIAN HISTORY.

7. Relate, as clearly as you can, any circumstances in connection with the City of Quebec that make it of interest in Canadian history.

8. Sketch briefly the leading events of the War of 1812-14.

9. Write brief notes on: (a) The Family Compact and the Clergy Reserves, (b) McKenzie's Rebellion, (c) The British North America Act.

### ARITHMETIC.

Examiners: { D. FOTHERINGHAM.  
                  { JOHN SEATH, B.A.

NOTE.—Only seven questions are to be attempted, of which No. 1 must be one. A maximum of five marks may be allowed for neatness.

1. Write down 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.	\$65 95	\$24 89	\$79 79	\$40 78	\$37 59	\$89 61	
2nd.	58 71	41 65	24 67	94 26	70 26	42 51	
3rd.	47 58	99 57	50 60	80 71	91 82	89 76	
4th.	29 69	70 80	87 91	74 93	36 63	21 90	
5th.	81 45	56 93	54 82	96 57	12 72	96 67	
6th.	42 63	68 77	81 79	60 86	31 87	75 82	
Total							

(No marks will be allowed for this question unless all the work is correctly done.)

2. A boy's age is now one-fifth of his father's. In six years it will be one-third his father's present age. How old is he?

3. Some Atlantic liners consume 200 tons of coal per day. They average 8 days out and 8 back. In case of accidents they carry a supply for 4 days extra. How many cubic yards of the hold of such a steamer will be occupied with coal for her round trip if each ton is 33 cubic feet?

4. In a factory 12 men, 16 women and 30 boys are employed. At the end of a week they receive \$330.00. A man is paid as much as two women; and a woman, as much as three boys. What is the share of each?

5. A farmer, whose property is assessed at \$9,600, pays on the dollar,  $1\frac{3}{4}$  mills for township rates.  $1\frac{1}{4}$  for county rates;  $1\frac{1}{2}$  for railway bonus; and  $2\frac{1}{2}$  for school rate. How much does he pay in all?

6. On June 29, 1890, I borrow \$16.50 to be returned April 30, 1892. With interest at  $6\frac{1}{2}$  per cent., what amount must I then pay?

7. In what time would a field, 80 by 60 rods, pay for underdraining lengthwise, at 2 cents per foot, if the field yield 2 bushels, at 66 cents, per acre more than before draining? The drains are 4 rods apart, and the first drain runs down the centre of the field.

8. If 18 men do  $\frac{2}{3}$  of a piece of work in 30 days of 10 hours, in what time should 15 men do the whole, working 9 hours a day?

9. Two men start from the same point at the same time to walk in the same direction around a block of land  $1\frac{1}{4}$  mile on each side. A goes at the rate of 4 miles and B 3 miles an hour. How far will A walk before he overtakes B?

### DRAWING.

Examiners: { THOMAS PEARCE.  
                  { D. FOTHERINGHAM.

NOTE.—Only two questions are to be attempted.

1. Draw a tea-cup and saucer as seen when placed below the level of the eye, the cup to have a handle and to stand in the saucer.

2. Sketch a square (side to be not less than three inches long). Sketch its diameters. Join the ends of the diameters, forming a second square. Bisect each half of the left side of the first square. From these two points of bisection draw lines to the centre of the squares. Draw similar lines from the other sides of the first square. Strengthen the corners of both squares and the lines drawn from the points of bisection.

3. Draw a common table in perspective.

4. Draw a side elevation of a bridge (three inches long), supported by a "king post truss."

### COMPOSITION.

Examiners: { JOHN SEATH, B.A.  
                  { J. E. HODGSON, M.A.

NOTE.—All candidates will take question 1 or 2, question 3 or 4, and both questions 5 and 6. A maximum of five marks may be allowed for neatness.

1. Change, in the following, the verbs that are in the Active form of conjugation (or Voice) into the Passive, and those that are in the Passive form into the Active:

(a) Many incidents are preserved of Frontenac's administration.

(b) At the gate Madeleine found two women weeping for their husbands.

(c) The blockhouse was connected with the fort by a covered way.

(d) It has been shown that distilled liquors contain only water and alcohol.

2. Turn into clauses the italicized parts in the following:

(a) *After the cession of their country*, a great number abandoned their homes.

(b) *Claiming to be political neutrals*, they refused the oath.

(c) *Save the expulsion of the Moors*, history offers no parallel.

(d) To strengthen the British power, Lord Halifax sent out a colony.

(e) The old verger, shutting the door, said good night.

3. Combine the following sentences into a paragraph consisting of suitable longer sentences :

It was October. I travelled westward from Hamilton by the Great Western Railway. Part of it is cut through the mountain. It was late in the afternoon. The train started then. The setting sun threw its rays on the valley below. Pretty farm dwellings were there. The cars wound along the edge of the precipice. The hill beyond with its trees seemed to catch fire from the sunset. The hills threw back the rosy evening light. In the valley every tree seemed decked with red rubies and purple amethysts. Every cottage glowed in a halo of light. Every cottage looked like an enchanted palace. The glorious sunset vanished. The cars travelled on through the darkness. The splendid blaze still seemed to burn before my eyes.

4. Substitute an equivalent expression for each of the italicized expressions in the following :

After sunset a violent north-east wind began to blow, accompanied with snow and hail. The Iroquois were meanwhile lurking about us ; and I judged by their movement that, instead of being deterred by the storm, they would climb into the fort under cover of the darkness. I assembled all my troops, that is to say, six persons, and spoke thus to them : " God has saved us to-day from the hands of our enemies, but we must take care not to fall into their snares to-night. I will take charge of the fort with an old man of eighty, and you, Fontaine, with our two soldiers, will go to the block-house with the women and children, because that is the strongest place. If I am taken, don't surrender, even if I am cut to pieces and burned before your eyes. The enemy can't hurt you in the block-house, if you make the least show of fight."

5. Reproduce, under the following heads, the substance of the lesson entitled "The Heroes of the Long Sault" :

Daulac's plan. Daulac and his companions. Their progress. The camp at the Long Sault. The coming of Iroquois. The fight and its results.

6. (a) In a letter from your home to some friend in Winnipeg, name and describe the school you attended during the past year. Tell about some interesting book you have read, some pleasant acquaintance you have made, or some visit you have paid. Add anything else you think of, to make your letter interesting ; and ask your friend to visit you, holding out such inducements as you can.

(b) Having written your letter in full, draw an envelope on your paper and on it write your name and address in proper form for the post-office.

(c) Write a brief note, as if from your friend in reply, accepting the invitation and telling how you will go and when you may be expected.

DICTIONARY.

Examiners : { THOMAS PEARCE.  
J. E. HODGSON, M.A.

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.

The Mound-builders must have been in some ways well advanced in civilization. Their earth-works show more or less engineering skill. In figure they show the square, the circle, the octagon, the ellipse ; and sometimes all these are combined in one series of works. The circle is always a true circle, the square a true square ; and there are many squares that measure exactly one thousand and eighty feet on a side, and this shows that the builders had some definite standard of measurement.

Besides, there have been found in these mounds many tools and ornaments, made of copper, silver, and valuable stones. There are axes, chisels, knives, bracelets, and beads ; there are pieces of thread and of cloth, and gracefully ornamented vases of pottery. The Mound-builders also knew

how to model in clay a variety of objects, such as birds, quadrupeds, and human faces. They practised farming, though they had no domestic animals to help them.

LITERATURE.

Examiners : { JOHN SEATH, B.A.  
D. FOTHERINGHAM.

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

I.

O rich man's son ! there is a toil  
That with all other level stands ;  
Large charity doth never soil,  
But only whiten, soft, white hands—  
This is the best crop from thy lands ;  
A heritage it seems to be  
Worth being rich to hold in fee.

O poor man's son ! scorn not thy state ;  
There is worse weariness than thine,  
In merely being rich and great ;  
Toil only gives the soul to shine,  
And makes rest fragrant and benign ;  
A heritage, it seems to me,  
Worth being poor to hold in foe.

Both, heirs to some six feet of sod,  
Are equal, in the earth at last ;  
Both, children of the same dear God,  
Prove title to your heirship vast  
By record of a well-filled past ;  
A heritage, it seems to me,  
Well worth a life to hold in fee.

1. State and explain the title of the poem to which the foregoing stanzas belong.

2. What is the subject of each of the foregoing stanzas ?

3. Explain the italicized parts, noting especially the meanings of "large charity," l. 3 ; "gives the soul to shine," l. 11 ; "makes rest fragrant and benign," l. 12.

4. State, in your own words, why Lowell thinks (a) the heritage of a rich man is "a heritage one scarce would wish to hold in fee," and (b) why the heritage of the poor man's son is a heritage "a king might wish to hold in fee."

II.

"Whilst I was thus musing, I cast my eyes towards the summit of a rock that was not far from me, where I discovered one in the habit of a shepherd, with a musical instrument in his hand. As I looked upon him, he applied it to his lips, and began to play upon it. The sound of it was exceeding sweet, and wrought into a variety of tunes that were inexpressibly melodious, and altogether different from anything I had ever heard. They put me in mind of those heavenly airs that are played to the departed souls of good men upon their first arrival in Paradise, to wear out the impressions of their last agonies, and qualify them for the pleasures of that happy place. My heart melted away in secret raptures.

"I had been often told that the rock before me was the haunt of a genius, and that several had been entertained with music who had passed by it ; but never heard that the musician had before made himself visible. When he had raised my thoughts, by those transporting airs which he played, to taste the pleasures of his conversation, as I looked upon him like one astonished, he beckoned me to approach the place where he sat. I drew near with that reverence which is due to a superior nature ; and, as my heart was subdued by the captivating strains I had heard, I fell down at his feet and wept. The Genius smiled upon me with a look of compassion and affability that familiarized him to my imagination, and at once dispelled all the fears and apprehensions with which I approached him. He lifted me up from the ground, and taking me by the hand, 'Mirza,' said he, 'I have heard thee in thy soliloquies : follow me.'"

1. What is the subject of each of the foregoing paragraphs ?

2. Explain the meaning of each of the italicized expressions.

3. Distinguish between the meanings of "musing," l. 1, and "thinking," "apprehensions" and "fears," l. 29.

4. Substitute an equivalent expression for each of the following : "Whilst I was thus musing," l. 1 ; "in the habit of a shepherd," l. 3 ; "upon their first arrival in Paradise," l. 11.

5. Describe, in your own words, (a) the sound of the musical instrument played by the Genius, and (b) the effect produced upon Mirza by this music.

III.

Quote any one of the following :

"Lead, Kindly Light,"

"The Three Fishers."

The last three stanzas of "The Song of the Shirt."

WRITING.

Examiners : { D. FOTHERINGHAM.  
J. E. HODGSON, M.A.

1. Write the following once :

"Bravely done, my little lads !  
Rouse up the lazy wheel !  
For money comes but slowly in  
When snow-flakes are the meal."

2. Write the following three times :

Toronto, Aug. 31, 1890 ; Dear Sir ; Madam ; Esqre. ; Jnr. ; Snr. ; LL.D. ; Yours truly.

TEMPERANCE AND HYGIENE.

Examiners : { D. FOTHERINGHAM.  
THOMAS PEARCE.

NOTE.—Any five questions may be taken.

1. Mention facts in connection with the structure the endurance, the agility and strength of animals which seem to prove that artificial drinks and stimulants are unnecessary in any climate.

2. Make a comparison between the circulation of the blood and a system of canals.

3. Show, by comparing the substances in milk and alcohol with those in the muscles, nerves and other active organs that milk is a perfect food and that alcohol cannot rank as a food.

4. What evils arise from the contraction and the sticking together of blood-globules through the presence of alcohol in the blood-vessels? Explain how the action of alcohol on the fibrine of the blood may produce diseases of the brain, the lungs, the liver, the kidneys and the skin.

5. Show what the work of the heart is in twenty-four hours under the stimulus of different quantities of alcohol.

6. How are spirits of wine and other spirits prepared, and for what useful purposes are they employed ?

READING.

Examiners : { JOHN SEATH, B.A.  
D. FOTHERINGHAM.

In the examination in Reading, the local examiners shall use one or more of the following passages, paying special attention to Pronunciation, Emphasis, Inflection and Pause. They shall also satisfy themselves by an examination on the meaning of the reading selection, that the candidate reads intelligently as well as intelligibly. Twenty lines, at least, should be read by each candidate.

I. The Three Fishers - - pp. 220.

II. Robert Burns - - - - " 275-277.

III. Edinburgh after Flodden " 277-278.

TEACHERS should remember that the education of the emotions is far more essential to the happiness of the child than the education of the intellect.

DR. BROWN, of Illinois, well says : There are four things that the school should do for the pupil : 1. It should make him intelligent. 2. It should cultivate in him the spirit of obedience to conviction and the habit of conformity to law. 3. It should make him industrious. 4. It should establish a reasonable control over "the hand and the eye," or the rule of the mind over the body.—Common School Education.



# The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A. - - - - - Editor.

Terms:—One dollar and fifty cents per annum, payable strictly in advance. Clubs of three, \$4.25; clubs of five, \$6.75. Larger clubs, in associations, sent through association officials, \$1.25.

Individual members, subscribing at a different time from that of the formation of the Club, may send their subscriptions to this office. Their orders will be taken at club rates.

New subscriptions may begin at any time. Payment, when by mail, should be made by post-office order or registered letter. Money sent in unregistered letters will be at the risk of the senders.

In case it may be necessary to make change, please send it in two-cent stamps.

The date at the right of the name on the address-label shows to what date the subscription is paid. The change of this date to a later one is a receipt for remittance.

Renewals of all subscriptions should be made promptly.

Subscribers addressing the office on any business will, in all cases, please give the names of the post-offices to which their papers are being sent at the time of writing.

Rates of advertising will be sent on application.

Business communications should be addressed to the publishers; those relating to matter for insertion in the paper to the editor. These distinct matters should always be treated on separate sheets of paper.

## NOTICE.

As many people, either thoughtlessly or carelessly take papers from the Post Office regularly for some time, and then notify the publishers that they do not wish to take them, thus subjecting the publishers to considerable loss, inasmuch as the papers are sent regularly to the addresses in good faith on the supposition that those removing them from the Post Office wish to receive them regularly, it is right that we should state what is the LAW in the matter.

1. Any person who regularly removes from the Post Office a periodical publication addressed to him, by so doing makes himself in law a subscriber to the paper, and is responsible to the publisher for its price until such time as all arrears are paid.

2. Refusing to take the paper from the Post Office, or requesting the Postmaster to return it, or notifying the publishers to discontinue sending it, does not stop the liability of the person who has been regularly receiving it, but this liability continues until all arrears are paid.

PUBLISHED BY

The Grip Printing and Publishing Co.

TORONTO, CANADA.

T. G. WILSON, - - - - - Manager.

## BUSINESS NOTICE

We direct special 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.

## ✻ Editorials. ✻

TORONTO, JULY 15, 1890.

### TO OUR READERS.

ACCORDING to our custom—a custom which, we are sure, commends itself to all our readers—we propose to take a rest, and to give them a rest, during the hot month of August. The next issue of the EDUCATIONAL JOURNAL will be dated September 1st., and will appear, if all be well, promptly at that date. During the intervening period our patrons will, we dare say, find reading matter more profitable for vacation purposes than even an educational journal. We wish all our friends, and we are happy in believing that we may put all our readers in that category, a pleasant and fruitful season of rest and recreation. We ourselves hope, with God's blessing, to greet them again, after one short month, with renewed energy, and to devote ourselves with fresh enthusiasm and increased earnestness of purpose to the work of making the JOURNAL ever more and more efficient in its chosen field. Let all who think it worthy speak a good word for it and get us a new

subscriber when opportunity offers. We trust it is no breach of modesty to say that in so doing they may serve their friend at the same time that they are helping us.

### THE USE OF SPARE HOURS.

THE *School Journal* of New York had recently a suggestive article showing what might be accomplished in the way of reading and thinking by laboring men, when they get the eight-hour day which they are demanding, and which, it is pretty certain, will become the rule in the not distant future. Our contemporary points out that, supposing ten hours,—a large allowance, surely,—to be spent in sleep and two in eating, there would remain four solid hours of each twenty-four, that could be put to good service somewhere; 1,200 hours, or the equivalent of 150 eight-hour days, every year, that might in the main be devoted to reading and thinking. What scholars the carpenters and brick-layers and hod-carriers might make of themselves, with sufficient perseverance and pluck. Why, one is constrained to ask, may not the day come when the old order of things shall be reversed, and those who labor with their hands shoot ahead of those who labor with their brains in liberal culture?

Of course there is a good deal of fallacy, or forgetfulness, in all such calculations. The majority of laboring men have families, who have a claim to at least a liberal portion of their spare hours, and society has claims which even those who have not families must recognize, if they be true men. There are other uses for many of the minutes redeemed from bodily toil, besides reading and study. We do not suppose the *Journal* means to imply that the model workman would be the man who would spend all his four hours upon himself, whether in the society of books, or in any other kind of solitary and more or less selfish enjoyment. But, after making all proper and reasonable deductions for the claims of family and friends and "chores" and social duties of various kinds, it remains true that, under an eight-hour day, the average workman whose taste is pure and properly directed, should easily find time to put himself on a level with the best informed and most intelligent men in the community. Will he do it?

In some cases the workman of the present generation will; in too many he will not. How will it be with the average workman of the next generation? That depends very largely upon the public schools of to-day. In these schools those who will be the coming men in what we, with an indefensible use of the word, call the *laboring* classes, as well as in all other classes, are receiving the bias which will determine, in a very large degree, their mental and moral habits in all the future.

The *School Journal* expresses in a sentence the thought that we have tried to make the keynote of the *Educational Journal*, as it is happily that of an increasing number of our best Canadian educators. "We need an education that

will enable its possessor to enjoy good literature." We would emphasize this sentence to the utmost power of our types, and press it upon the attention of every teacher in the country. We strive to avoid hobby-riding, but are almost disposed to make an exception in regard to this one article of our educational creed.

We hold that the sentence is worthy to be adopted as a motto and guiding principle by every educational institution in the land, from country school to University, for it is an open secret to all who keep their eyes and ears open that not all the graduates of our Universities,—would it be too much to say not even a great majority of them?—have received such an education as enables them to enjoy good literature.

How is this end to be attained? Why do so many schools, high and low, fail to come up to this standard?

There is only one way in which the ability to enjoy good literature can be imparted. That is by reading good literature. This, of course, means by reading it, and being taught to read it, understandingly, intelligently and with appreciation. This again implies that the literary food provided be carefully adapted to the capacity of the reader at every stage of his course. The hindrances are many, but the worst one in schools of all grades is the lack of time. The programmes are too full of other subjects, many of them of minor importance. Again, much of the time that is ostensibly given to the study of literature is really occupied with side issues, such as the history of literature, the origin and nature of words, which are but the materials used in its production, etc. These are all well in their places, but those are very subordinate places. As we have often said, we are quite at one with our friend, Mr. Houston, in the main features of the views he so well advocates, and wish him all success in his crusade against the stereotyped methods which teach about literature, instead of the thing itself. He is doing a good work. May he go on and prosper.

Let us close by reiterating. "We need an education that will enable its possessor to enjoy good literature." This will be an excellent motto for teachers to take with them as they go on their vacation tours. Let the thought take root, and the more it is reflected on, the deeper, we are sure, will it strike its roots. It will be a grand principle for them to bring back with them to their work, a few weeks hence. We know no better test by which every teacher of English or of language in any form, or, we might even say, of any other subject, for all are more or less closely related to literature, may try his true educational success than this, "Am I helping my pupils to be able to enjoy good literature?" It is not impossible that there may be cases in which this question might be profitably followed or preceded by another, "Do I myself really enjoy good literature?"

WE hear much said about self-educated men, and a broad distinction is made between them and others: but the truth is that every man who is educated at all is and must be self-educated.—Mark Hopkins.

## PRISON EDUCATION.

THE question of the character and end of prison discipline is one of very great importance. It is just now a living question in Canada. The attitude of the trade organizations in the matter of convict labor is making it very difficult to keep the prisoners in our jails and penitentiaries properly employed. And yet there can be no doubt that prison labor of the right kind and rightly enforced must always play a very important part in any reformatory system of discipline. The matter is one that demands the best thought of all social reformers and of philanthropists of every grade. One cannot wonder at the indignation of the honest tradesman who finds his work brought into unfair competition with the products of criminal labor. But, on the other hand, idleness is the mother of the very worst vices and crimes, while sheer inability to earn an honest living subjects many a weak nature to irresistible temptations. To cut off the short-term or long-term convict from the chance of being constrained to form a habit of industry, and, at the same time, learning a trade by which he may earn an honest livelihood when set free, is to cut him off from all hope of reform, and to shut him up almost inevitably to a life of crime. And yet there is undeniable force in the objection that it is unfair that the commission of crime should entitle the convict to be taught a trade at public expense, while honest private citizens can have trades taught to their children only at their own cost, and often by dint of much labor and self-denial. If the objection can be effectively answered, the answer must be that it is much cheaper for society, including the parents in question, to reform criminals and make them self-supporting, than repeatedly to convict and punish them. The correct principle would seem to be that the convict who is taught a trade should be made, if possible, to repay the cost from the proceeds of his own labor, after (or before) he is set free.

The whole question is beset with difficulties, but these difficulties seem to multiply in connection with the treatment of child criminals. Obviously the course of most communities, in permitting children who, for any reason, may be destitute of proper home training, to grow up in the vicious atmosphere of the streets and gutters, until they qualify themselves for public attention by actual crime, and then not only punishing them at public expense but confirming them in their vicious habits and propensities by sending them to herd with the most confirmed criminals, is so short-sighted and illogical as to be itself almost criminal. The industrial school seems the proper place for such children, and they should be caught young and sent there before it is too late. In the course of a recent discussion in the British House of Lords, Lord Norton declared himself to be in some doubt whether industrial schools were of any use at all, as they encouraged parents to throw their children on the streets in order to save themselves the trouble of keeping and educating them. The obvious reply to this objection is that such parents should be com-

pelled to pay, to the extent of their ability, for the support and education of their children.

A striking illustration of the short-sightedness which is so often characteristic of municipal methods is just now afforded in this city. A new regulation, and probably a salutary one, has been made for the licensing and registration of newsboys. A paragraph in the papers told us the other day, that a number of boys, who have hitherto followed this business, have been denied the badges which give them permission to sell papers because of their notoriously bad characters; whereupon the *World* pertinently asks how the characters of such boys are to be improved by depriving them of the means of earning an honest livelihood. It is very like telling such boys that they must henceforth rely wholly on criminal methods.

The Toronto Prison Reform Association has been and is doing an excellent work in directing the attention of the Government and the public to questions connected with prison management and discipline, and the need of reform in principles and methods. Mainly through the influence of this Society the Government of Ontario has issued a commission charged with the duty of inquiring into the whole subject and reporting upon it. The work and report of the Commissioners should be very useful.

Teachers, by virtue of their profession, should feel special interest in these and similar sociological questions, and be ready to take an intelligent and influential part in their discussion and settlement. One legitimate mode in which they can add to the dignity and influence of the profession, is by studying such questions—a study for which their occupation gives them, in some respects, special facilities,—and giving the public the benefit of their observations and deductions.

## EDITORIAL NOTES.

THE only true teaching is that which appeals to and develops the intelligence of the pupil. The use of the new methods is to secure that the child shall be carried forward only so fast as he can go with clear understanding of what he is about. Their abuse is to make the steps so short that he becomes either too indolent for real mental exertion or disgusted with the whole tedious process.

REV. R. T. THOMPSON, M.A., B.D., has been appointed Professor of Apologetics in Knox College, Toronto. Professor Thompson graduated from Toronto University in 1881, taking the highest honours in philosophy, together with the silver medal. He also took the degree of B.D., at Edinburgh, and spent some time in Germany. He is said to have achieved marked success as a lecturer in Knox College, and is, it is believed, eminently fitted for the chair to which he has now been appointed.

COMPLAINT of injustice is made through the press by Mr. McCrimmon, who stood alone in the First Class in Philosophy at the recent examinations in the University of Toronto, but

was pronounced ineligible for the Medal because of non-attendance at lectures last term. Mr. McCrimmon says that he was not informed or aware that attendance was necessary. He further says that the medal was awarded but a year or two since to a student who did not attend lectures during term. Whatever may be the explanation in this particular case, it seems to us that the position of the Senate is illogical and untenable. The attempt to secure attendance at lectures by arbitrary rules, making presence at a minimum number of lectures each term compulsory, must fail of its main purpose so long as no account of class-room or college work is taken in awarding University standings and honours. Either these should be awarded on a basis in which genuine work during term shall count, or no requirement should be made in respect to attendance. It is evident from the tone in which Mr. McCrimmon writes that had he been forewarned in respect to the rule the only effect would have been to cause him to attend perfunctorily the minimum number of lectures, which would have been sheer waste of time.

## \* Literary Notes. \*

SINCE the readers of *The Critic* elected an American Academy, early in 1884, nine of the "Forty Immortals" have passed away—namely, Richard Grant White, Henry Ward Beecher, James Freeman Clarke, Asa Gray, Theodore D. Woolsey, A. Bronson Alcott, Mark Hopkins, John G. Saxe and Edwin P. Whipple. The surviving members are now balloting for successors to their deceased fellow-Academicians.

PERHAPS the most striking feature of the July *Century* is the long-expected debate on "The Single Tax," by Edward Atkinson and Henry George. Mr. Atkinson opens the discussion in a paper on "A Single Tax upon Land"; Mr. George replies in "A Single Tax on Land Values," and there is a rejoinder by Mr. Atkinson. This is a discussion by men whose names will command respect for whatever they may write, on a question which is attracting a great deal of attention and thought, and is one of the vexed problems of the age, in political economy. Every intelligent citizen should take pains to inform himself in regard to it.

*Scribner's Magazine* for July begins the eighth volume of that periodical, which promises to contain many features of remarkable interest. This issue is especially well suited to the season—containing articles on Surf-bathing, the building of Birds'-nests, and on Suburban Houses—all of them elaborately illustrated. Robert Louis Stevenson sends a poem from an obscure island in Polynesia; a prominent physician of New Orleans tells of a voyage which he took in a slaver, many years ago; the editor of the *Evening Post* discusses the citizen's rights to his own reputation, and there is plenty of entertaining fiction in the second instalment of the striking anonymous serial, "Jerry," the short story by the author of "Expiation," and the conclusion of Harold Frederic's successful historical novel, which has been so widely noticed during the year.

LABOR often takes a holiday; but rent never does. This is one reason why the landlord is richer than the workman.—*Puck*.

## Elocutionary Department

## ELOCUTION, INFLECTION AND PITCH APPLIED.

BY R. LEWIS.

ALL vocal reading and speech are marked by incessant and ever changing inflections and pitch. In reading prose composition, embracing scientific, historical and narrative subjects, demands the least variations of voice. The chief essential of lessons of this character is perfect, distinct articulation. Emotion and passion in their various forms of poetry, fiction, oratory and dramatic dialogue, demand expression as well as finished articulation; and expression in its vocal utterance means inflection and pitch and the various forces of the voice exercised in harmony with natural laws. But in literary composition of every kind the utterance of words and sentences in their varied relations and importance is governed by rules; and the grammatical analysis of sentences is of the highest advantage to teacher and pupil to make expression a just interpreter of thought. It is true that a perfect knowledge of the meaning of a passage is indispensable to a just expression; but the best knowledge of the subject will fail in making the reading expressive, that is, truthful in its elocution, if the reader cannot apply the rules of inflection, and pitch, and tone to the passage read.

It is, of course, not supposed that pupils below the Fourth Reader can apply grammatical analysis to elocutionary study, but the divisions without the analytical forms and names of the parts of a sentence can accompany the reading of the lowest divisions; and when the pupils have become familiar with the common forms and names of the members of a sentence, as they do even in the Third Reader, the knowledge then acquired will be a great help in the just reading of a selection. The following general rules will aid in this department of the reading studies: Principal sentences express the principal thought, and, therefore, the principal sentence takes precedence in pitch and force over the subordinate sentence. The noun sentence however is an exception, as it forms the subject or object of the principal sentence. In the following sentence, Third Reader, p. 161, it is more important: "From the short time they had taken it was evident *they had a previous knowledge of the locality, the place, where the eggs were deposited, the time when they were to assemble, and the degree of resistance they had to expect.*" The italicized words forming the leading members of the noun sentence are here the chief subjects of evidence, and therefore demand a special force of voice that will distinguish them. The shades of difference are not strong, but the trained reader or speaker will not fail to make the necessary vocal distinction, and it is this variation of pitch and force that gives the charm as well as the just meaning to uttered speech. Sentences and phrases, as well as words, have their emphasis; and familiarity with the grammatical structure of a sentence, combined with a just conception of the thought it embodies, is indispensable to perfect delivery.

The leading members of sentences must also be distinguished. Thus the grammatical subject and predicate will generally claim vocal distinction, and the importance and dependence of such parts in a very simple sentence can be illustrated even in the First and Second Readers. It is not urged that in these early stages of reading the knowledge of the grammatical forms and names should be taught, but that knowledge must direct and systematize the methods of the teacher, and thus the relations of thought with language, even in the simplest lesson, will be made clear and familiar to the beginners.

*Examples of Pitch and Inflection:* Third Reader, p. 129, "To an Early Primrose." The leading thought of the poem is, that, as the primrose resists and overcomes the attacks of winter, so virtue flourishes and overcomes the attacks of adversity. The qualities of voice in harmony with the prevailing sentiment are effusive and tremulous. This especially marks the reading of the first stanza. The first line is the expression of an appeal marked throughout by the rising inflection. It begins with sympathetic tenderness, which changes to a deeper and sterner expression in the latter part of the line. The three lines that follow, being strictly paren-

thetical and subordinate, are read in lower pitch, but increasing in warmth of tone in harmony with "storms" and "winds." In v. 2, l. 1, the connection of "Thee" with l. 1, v. 1, is expressed by a higher pitch and increased force and a rising inflection; but the voice resumes the lower pitch and expression of v. 1 to the end of l. 2, as the sentence is subordinate and parenthetical, but marked by warmth of feeling, and its dependence again marked by the rising inflection. L's. 3, 4, present the principal sentence, and for that reason and because they express the triumph of spring over winter, rise in pitch and warmth of feeling.

V. 3 is read with an expression of gentle calmness, with a slight increase of warmth on "promise," and with similar warmth on "serene;" "openest" is slightly emphasized with a marked pause; l. 3 is read soft and low in sympathy with neglected worth; and in l. 4, a warm and tremulous tone well expresses the joy of the poet and the reader that the humble primrose has triumphed. "Tender" is read with tremulous force, the voice poising on the accented syllable and trembling on the liquid sound of *n*.

V. 4 presents the application of the simile to the triumphs of virtue; and the expression of this and of v. 5 is one of calm and lofty triumph, uttered in warm but not loud or high tones. "Virtue blooms" is the principal and emphatic sentence, "virtue" with a falling inflection taking chief emphasis. The remainder of this verse changes to a tone of sadness, soft and tremulous, expressive of the sympathy of the reader with the discouragement which virtue receives in life.

V. 5. But here virtue like the tender primrose triumphs, and the reading of this stanza is calm and lofty in tone. L. 1, read "breze" with a slight emphasis, and "blows" similarly. L. 2 em. on "chastens," and slighter em. on "purity;" and the line read with exulting warmth as being the principal thought; Ps. 3, 4, em. "harden," and with increased force "serene," with pause. Read "ills of life" slowly and emphatically.

The object of this analysis is to suggest the importance of methods in harmony with principles and rules in the study and practice of expressive reading.

The poem of "Edinburgh after Flodden," in the Fourth Reader, presents great varieties of pitch and inflection. The stanza beginning on p. 278 commences in a high pitch of burning excitement. It is the cry of alarm, of fear and intense earnestness, especially in the third and fourth lines, "Warder, open quickly, etc.;" but as the excited citizens behold only one man, not a triumphant returning army, they anticipate the dreadful news of defeat and slaughter, and naturally their silence or subdued murmurs best express their terror, and the last two lines will be uttered in subdued and trembling force. But emotion again overcomes terror in the second stanza, and in the earnest cry, "Tell us all, oh tell us true," the voice passes into higher tones of excited entreaty. In reading the last line, "Is it *weal*, or is it *woe*?" the emotion is one of trembling hope on "weal," with a rising inflection, but one of fear and sorrow on "woe," expressed with tremor in a deeper pitch and with a downward inflection.

The stanza describing the silent march of Randolph Murray at once suggests the character of the reading, deep, slow, and solemn. But again, when the anxious crowd send forth their cry of agony, "shrieking, praying by his side," the voice ascends in tremulous but not harsh tones on "shrieking," and descends on "praying," with fervid but trembling expression.

The stanza on p. 279 presents an entire change of scene and events. We are carried to the time when King James is bidding farewell to the citizens, and his speech must be given in tones of manly and heroic expression, rising to a climax of defiance and determination. The vocal force is expulsive, especially in the last part from the line "Then, let the warning bells ring out" to the close. Each of the first four lines of this appeal is a command, ending with a slight falling inflection to "may," "Fiery flame" and "thunder" demand full force of voice, while "foreign foe," "trample" and "town" expressing strong negative ideas, demand rising inflections to the last word. The succeeding stanzas on p. 279, 280, when the Provost in solemn tones asks Randolph to "tell his tidings," are deep, mournful, and solemn.

The answer of Randolph is slow and mournful. As he holds forth the "riven banner," the right

arm and hand supine but trembling slightly, indicate the action, and his speech grows in solemn mournfulness and fervor as he tells the people that the banner is sacred with the stains of the slain monarch.

The last two stanzas rise to the sublimity of a funeral dirge, mournful and solemn as the "Dead March" in Saul.

The writer of these articles would be pleased to receive and answer questions bearing on this or any other selection with reference to their elocutionary study.

Errata on the last article: In the example, col. 1, the quotation, "Merrily," etc., should have the inverted commas before *Merrily*; and *name*, the last word of the quotation, should have a falling inflection.

Similarly, "Oh spare mine eyes," should form a single quotation with rising inflection on *eyes*.

Col. 2, second paragraph after the verses, the last line corrected is "the learner will never read with expression."

## \* English. \*

## SOME USEFUL EXERCISES.

IN SYNONYMS.—In the following sentences select the correct synonym:—

1. Our (acts, or actions) speak more plainly than words.
2. The house was entirely (empty, or vacant).
3. This circumstance (alone, or only) is sufficient proof.
4. (Continuous, or continual) droppings wear the stone.
5. The vegetation is (luxurious, or luxuriant).
6. The food furnished was (healthful, or wholesome).
7. He is scarcely (sensitive to, or sensible of) the cold.
8. The Irish are (perpetually, or continuously) using *shall for will*.
9. Her death was hourly (anticipated, or expected).
10. There were not (less, or fewer) than twenty persons present.
11. Potatoes are very (plenty, or plentiful) this season.
12. I have found the package (alluded, or referred) to in your advertisement.

## NOTES ON WORDS.

ABILITY, CAPACITY.—"Capacity" is the power of receiving and retaining knowledge with ease. "Ability" is the power of applying knowledge to practical purposes. "Capacity" implies power to "conceive"; "ability" the power to execute designs. "Capacity" is shown in quickness of apprehension; "ability" in something actually done.

ADAPT, DRAMATIZE.—To "adapt" a play is to modify its form or construction; to alter it, so as to meet the public taste or demand. To "dramatize" a production is to change a story from the narrative to the dramatic form. It is to make a story into a drama.

ALONE, ONLY.—"Alone" relates to that which is unaccompanied; as, "Wealth alone cannot make a man happy." "Only" implies there is no other; as, "Man *only* of the animal creation can adore."

AMATEUR, NOVICE.—An "amateur" is one who is well skilled in an art, a science or pursuit, but does not pursue it professionally. A "novice" is one who is inexperienced or new in any business, profession, pursuit or art. A professional singer who is unskilled in the art of singing would be a "novice" and not an "amateur." An "amateur" singer may be one of great power and excellence.

ANSWER, REPLY.—An "answer" is given to a question; a "reply" is made to a statement or an assertion. We "answer" inquiries, we "reply" to charges or accusations.

APPREHEND, COMPREHEND.—To "apprehend" is to take an idea into the mind, to have a partial conception of its meaning. To "comprehend" means to understand fully.

**BOUNTIFUL, PLENTIFUL.**—"Bountiful" refers to persons, not to things. "Plentiful" refers to things measured or weighed.

**BRAVERY, COURAGE.**—There is no more merit in being "brave" than in being beautiful. "Courage"—whether physical, mental or moral—is truly commendable.

**CATCH, REACH, GET, OVERTAKE.**—A man may be running very fast to "overtake" the cars; when he has "caught" up to them he does not catch them as a man endeavors to "reach" or "get" to a horse in a pasture in order to "catch" him.

**CHARACTER, REPUTATION.**—These words ought to be carefully discriminated. "Character" denotes the traits which are peculiar to any person or thing. "Reputation" is really the result of "character." "Character" is what one essentially is. "Reputation" is the estimation in which one is held. A man may have a good "character" and a bad "reputation," or a bad "character" and a good "reputation."

**COMPLETED, FINISHED.**—That is "complete" which is lacking in no particular; that is "finished" which has had all done to it that was intended. A poem may be "finished," but not "completed."

**CONVENE, CONVOKE.**—An assembly of any kind may "convene"—*i. e.*, come together without any authority. A body is "convoked" by an act of authority.

**CUSTOM, HABIT.**—"Custom" refers to "usages" of society, or to things done by great numbers of men. "Habit" relates to things done by the individual. "Custom" is therefore an external act, "habit" an internal principle.

**DISTINGUISH, DISCRIMINATE.**—We "distinguish" one thing from another; we "discriminate" between two or more things.

**EVIDENCE, TESTIMONY.**—"Evidence" is that which tends to convince; "testimony" is that which is intended to convince. There may be a great deal of "testimony" and but little "evidence."

**LUXURIOUS, LUXURIANT.**—"Luxurious" now means indulging or delighting in luxury; as, "luxurious" ease, a "luxurious" table. "Luxuriant" is confined to excessive growth or production; as, "luxuriant" branches.

**OUGHT, SHOULD.**—"Ought" implies that we are morally bound to do something. "Should" is not quite as strong a term. We "ought" to be honest; we "should" be tender toward little children.

**PERPETUAL, CONTINUAL.**—"Perpetual" means never ceasing; "continual," that which is constantly renewed, with, perhaps, frequent stops and interruptions.

**PORTION, PART.**—A "portion" is a "part" set aside for a special purpose, or to be considered by itself.

**QUANTITY, NUMBER.**—"Quantity" refers to that which is weighed or measured; "number" to that which is counted.

**VOCATION, AVOCATION.**—A man's "vocation" is his business, his calling, his profession. His "avocation" is his occasional business. Such "avocation" may be recreation.—*Self Help and Home Study.*

## PRONUNCIATION OF TEACHERS' WORDS.

BY H. A. FORD, DETROIT, MICH.

THERE is scarcely any minor department of English study in which teachers exhibit so many deficiencies as in practical orthoëpy. A pretty full set of "examples for correction" may be made up at almost any teachers' institute or association meeting, often during a visit to a school. In a Michigan school, taught by a fairly bright and successful lady, I heard an exercise in spelling "words in which *ch* has the sound of *k*." Notwithstanding this plain notice at the head of the list, the stroke in each word through *ch* to indicate the *k*-sound, and the personal knowledge she should have had of many of the words, she was actually giving out the whole—chirography, chorography and the rest—with *ch* as in *chine* or *chore*!

The disgrace of faulty scholarship in this branch

is much greater when there is persistent mispronunciation of what may be called professional words. Of these, in the case of the teacher, there is a large number, if we include the technical terms in the studies. But aside from these, there is still a good-sized body of words that may be held to belong somewhat strictly to the teachers' vocation, to "the theory and practice of teaching." For several years I have been so impressed with the importance of correct usage in the utterance of these, that I have made a regular exercise, in my institutes on this side of the boundary, of the professional words most liable to be mispronounced, with a few others from the branches. I now propose to give the readers of the EDUCATIONAL JOURNAL the benefit of this list, for comparative study at least, to the extent of publication so far of the Century Dictionary (fourteen numbers out of twenty-four, and to "optics," inclusive), with an indication of such changes as that coming authority makes from the older books. Where no remark is made, it will be understood that pronunciation remains as in "The Orthoëpist" and the Boston "Pronouncing Handbook," both of which base upon Webster and Worcester, and somewhat upon English orthoëpists. There is a later book, Phyfe's "Seven Thousand Words," but I fancy it has not yet much circulation in the Dominion.

**Abdo'men or ab'domen** (Century.) Both the manuals named allow the former only.

**Ac'cent**, noun; accent', verb.

**Acoustics** (akoostix or akowstix). The latter, which many sensitive persons deem so barbarous that they deliberately fly in the face of authority, and will not use it, is the only one justified by the manuals, though the Orthoëpist makes a halting plea for "akoostix." It is one of the best features of the new Dictionary that it takes the language as it is in best present usage, and so not only admits that orthoëpy, but gives it first place.

**Algebra.** Don't "bray" over this word.

**Antepenult'.** It is singular that the Century editors do not permit the alternative antep'enult, which the "Orthoëpist" author thinks will be the recognized pronunciation "sooner or later." Certainly penult or penult' furnishes a suggestive analogy.

**An-tip-o-des.**

**Arctic.** Make sure of the first *c* in this and in Antarctic.

**Apparatus** (ray). The new authority does not even allow "rat," which has heretofore been in almost exclusive use, though the books are uniformly against it. I have heard ex-President A. D. White, of Cornell, one of the most exact scholars in our country, read it this way, in a paper before the National Teachers' Association.

**Arkansas** (saw). This pronunciation has been thought worthy an Act of the State Legislature to fix it. Yet local usage is divided, and it is said a former Vice-President never showed his fine courtesy and tact more than in recognizing one of the members from this State as "the Senator from Arkansas," and the other as "the Senator from Arkansasaw."

**Asia, Asiatic.** All Old World geographical words of this class take the *sh*, not *zh*, sound.

**Biography** (by, not bi).

**Cairo** (in Egypt, kyro; America, karo).

**Cayenne** (not kyen).

**Chinese, Japanese, and the like.** The Century now makes primary the syllable "neece," which was before altogether disallowed.

**Concord** (kurd, proper noun; common noun, kawrd).

**Danish** (day).

**Demon'strate or dem'onstrate.**

**Dialogue, catalogue, etc.** (short *o*). The Century does not accept the reformed spelling of the former, but does give "catalog" as an alternative. "Rime" is also promised, along with "rhyme." "Literarian," a new word for *literatus*, proposed by the literary world a few years ago, is received into full fellowship.

**Diphthong** (dif or dip). The former secondary now becomes primary pronunciation. So apthong and triphthong; also diphtheria.

**District.** Does anybody in the Dominion still say deestrick?

**Dis'cipline.** Guard against discipl'ine. But discipl'inary is all right, and alone right.

**Docile.** The "antiquated" word, according to the Orthoëpist, doesil, is not only readmitted to the Century, but given first place, with dossil as the sole alternative.

**English** (ing-glish, "you know.")

**Epoch** (see now given preference).

**Equation.** No change made by the great and authoritative Century has surprised me more than the allowance of *zhun*, though only as secondary. It has heretofore been disallowed by the books, though often heard in practice.

**Example** (still egz, though many other words have had the system changed to eks, or given it as alternative. Exhibit is no longer allowed eks, though it remains sole in exhibition).

**February.** Mind all the *r*'s, in spelling as well as pronunciation.

**Fiord** (feeawrd).

**Geography and Geometry.** No "jogs" or "joms."

**Glacier.** Glayshier now allowed and put first.

**Hygiene.** Never "hyjeen."

**Isthmus.** Istmus or ismus, reversing the previous order.

**Italian.** No "eye" in this.

**Juvenile.** Nor "Nile" in this.

**Learned.** The adjective always in two syllables.

**Lyce'um.** So museum, atheneum, etc.

**Moslem.** Mos, not moz, reversing the former authority.

**Mountain, mountainous.** *A* as in prelate, courage.

**Mul'tiplicand, not multiplicand'.** Another reversal.

**Mythology** (mi, not my).

**No'menclature** only.

**Numismatics** (miss only).

**Oa'sis and oa'ses.**

**Oblique** (obleek or oblyk).

**Oceanic** (she).

**Octavo** (long *a* only).

**Off and often** (awf and awfn).

I will finish the list when the remaining volumes of the Century Dictionary are in print—in about ten months, it is expected. Meanwhile I shall be pleased to answer any questions concerning the foregoing words, or any others in the three and a half volumes already published.

## BANDS OF MERCY.

THE Ladies' Committee of the Royal Humane Society also give the following reasons why children should be encouraged to join Bands of Mercy:—

(1) Because children should be trained to habits of kindness to animals, which will soften their manners and tend to habits of kindness to mankind.

(2) Because children should have tender hearts, which will lead them to compassionate defenceless creatures, and ameliorate the condition of weak, oppressed, or suffering human beings.

(3) Because children should learn their duty to the lower creation, whether of domestic or wild nature, the performance of which is doing in part our duty to the Author of Creation.

(4) Because children should study the structure, habits, and wants of animals, which will enable them to treat them usefully and humanely, and to fix in their minds a sense of justice to man, and bird, and beast.

(5) Because children who acquire kindly dispositions in Bands of Mercy are not likely to be cruel to any sensitive being when they become men and women, and thereby will be made better citizens.

(6) Because children should be permitted to cultivate tenderness towards animals, seeing that the performance of a reasonable consideration for them increases the happiness of animals, and is a source of pleasure to children and adults.

I WOULD have my children able at each moment from morning to evening to read on my face and to divine upon my lips that my heart is devoted to them; that their happiness and their joys are my happiness and my joys.—*Pestalozzi.*

SCHOOLMASTERS were more common in Abraham's days than in France in the days of Louis XII. It is proved that writing was practiced in Egypt as many centuries before Moses as there have been centuries since, and Moses' time was a period of public schools, boarding schools, seminaries and colleges. The free school system which is our boast is not so modern as this century by three or four thousand years.—*Rev. C. M. Coburn, in Homiletic Review.*

## Book Notices, etc.

*Tables for Chemical Analysis.* By A. T. Richardson, B.A., Science Master at the Isle of Wight College. Relfe Brothers, 6 Charterhouse Buildings, Aldersgate.

These tables, arranged with much skill and care, will undoubtedly be found very useful by teachers and students of Chemistry.

*Baseball.* How to Become a Player. With the Origin, History and Explanation of the Game. Illustrated. By John Montgomery Ward. Philadelphia: The Penn Publishing Company, No. 1124 Arch Street, 1890.

*Twelve Years' Queen's Scholarship Questions, 1878-1889.* With Answers to Arithmetic, Algebra and Mensuration. Price, 3s. 6d. London: Moffatt & Page, 28 Warwick Lane, Paternoster Row.

The title of this book sufficiently indicates its character. It will be very useful to University examiners and students for purposes of comparison and suggestion.

*How to Preserve Health.* By Louis Barkan, M.D. The trade supplied by the American News Company.

On the sound principle that "an ounce of prevention is worth a pound of cure," this book, if prepared by a competent authority, should render excellent service in supplanting both patent medicines and doctors' visits in the household. That it has been so prepared is attested by the certificates of physicians of standing, as well as by internal evidence, which commends it to the judgment and common sense of the reader. We think such books are needed, and cannot fail to do much good if widely circulated.

*The Best Elizabethan Plays.* Edited with an Introduction by William R. Thayer. Ginn & Company, Publishers.

The selection comprises *The Jew of Malta*, by Marlowe; *The Alchemist*, by Ben Jonson; *Philaster*, by Beaumont and Fletcher; *The Two Noble Kinsmen*, by Fletcher and Shakespeare; and *The Duchess of Malfy*, by Webster. It thus furnishes not only the best specimen of the dramatic works of each of the five Elizabethan poets who rank next to Shakespeare, but also a general view of the development of the English Drama from its rise in Marlowe to its last strong expression in Webster. This volume appeals to the general reader who wishes to get, in small compass, the best products of the Elizabethan Drama (exclusive of Shakespeare), and also to the students in academies or colleges, who are studying this most important period of English Literature. It is a work equally well adapted to the library and to the class-room.

*A Class-Book of Geography,* Physical, Political and Commercial, for Intermediate and Senior Pupils. By William Balfour Irvine, B.A. London: Relfe Brothers, 6 Charterhouse Buildings, Aldersgate.

This work is designed to succeed an elementary text-book of Geography by the same author, already in use. A distinctive and desirable feature of the work before us, to which attention is called by the author, is the manner in which he has aimed to suggest and facilitate reference to maps. The explanations and illustrative diagrams in the department of Mathematical Geography are clear, and will be found very useful. On the whole, the work is a storehouse of geographical information, presented after the manner which still seems to prevail in England, and suggesting enormous drafts upon the powers of memory of the pupil. We cannot help thinking that the Canadian and American methods, which rely mainly upon the study and construction of maps, and the use of outline maps, making the dry facts of the text-book merely auxiliary, are preferable. The educational value of burdening the memory with so large a mass of facts and figures is, we think, more than

doubtful, and the method of reasoning from effect to cause and from cause to effect, in the study of climate, physical features, etc., of countries, in relation to their fauna and flora, and also the relations between national characteristics and geographical environments, is, in our opinion, much more valuable as well as more interesting.

*The Home Knowledge Atlas.* Toronto Home Knowledge Association. Toronto: 126 Bay Street.

This Atlas is, we presume, already in the hands of a number of our readers who have become members of the "Home Knowledge Association," though we have just had, for the first time, an opportunity to inspect it. The Atlas claims, and we do not doubt justly, to show the greatest number of maps of any Atlas published in the world. It is certainly a marvel of comprehensiveness, not only in respect to its maps, but to the descriptive and historical matter which accompanies them, and which contains a mass of information which cannot fail to be of great service to teachers. Its maps of the various parts of Canada are particularly complete, as they should be in a Canadian work. We have counted no less than twenty-one full double-page maps of the different Provinces and sections of Provinces of the Dominion. Interspersed between these are at least as many pages of historical and descriptive notes, including a sketch of the history of Canada since Confederation, and a valuable array of facts as to size, population, resources, institutions, etc., not only of the Provinces themselves, but of all their principal cities and towns. An interesting feature of the work is the plans of a number of the great cities of the world. The historical maps of England and other European countries will be very helpful to the student and teacher of History, and the astronomical charts, representing clearly the phases and orbits of the planets in the solar system, with explanatory and historical astronomical notes, are full of interest as well as of instruction. Teachers would do well to send for a prospectus of this Association, and study carefully the advantages it offers.

MACMILLAN & CO., of London, England, have completed arrangements with the Copp, Clark Co., of Toronto, to issue a cheap edition of their Elementary Trigonometry, by Rev. J. B. Lock, M.A. The Canadian edition will be issued at \$1.00.

THE Copp, Clark Co. are about to issue special cheap editions of "Chaucer's Prologue" and "Simpson's Latin Prose," as the first of these is on the new curriculum for Matriculation, and the last is recommended to students in Latin prose. We have no doubt that the Canadian editions will have a large sale.

E. J. MCINTYRE, B.A., French and German Master in the St. Catharines Collegiate Institute, has edited an edition, "Le Chien du Capitaine and La Belle Nivernaise," with notes and full vocabulary. The edition contains some new features which should recommend it to the students in French for next session. The Copp, Clark Co., (Limited) issue the volume in a few days.

## AN INCIDENT AND ITS LESSONS.

THREE boys had climbed over a fence and pushed off a board, and had left it so. The owner of the field called at the school-house and informed me and gave me their names.

After school was opened I noticed that on one of these boy's desks was a pile of books. I went and pushed them off; he looked surprised.

"What do you think I should do?"

"Say excuse me," said one of the girls.

"What could I do to make it right?"

"You could pick them up," said another.

"Are you not surprised that I do neither the one nor the other?"

The pupils knew that something was under the surface; their attention was aroused; they began to watch now with keen interest.

"Suppose now I should climb over James' (he was one of the three boys) fence and push a board off, should I go on without putting it back?"

James saw the point and reddened; the other two smiled.

Two days afterward, the complainant told me, the boy scame and nailed on the board.—*Exchange.*

THE appropriate end attainable ends of a good education are the possession of gentle and kindly sympathies; the sense of self-respect and of the respect of fellow-men; the free exercise of the intellectual faculties; the gratification of a curiosity that "grows by what it feeds on," and yet finds food forever; the power of regulating the habits and the business of life, so as to extract the greatest possible portion of comfort out of small means; the refining and tranquilizing enjoyment of the beautiful in nature and art, and the kindred perception of the beauty and nobility of virtue; the strengthening consciousness of duty fulfilled; and, to crown all, "the peace which passeth all understanding."—*Sarah Austin.*

*Moral Education.*—No teacher who neglects the moral training of the pupils in the essential elements of good character does the whole duty of the instructor. The main object in moral training, as in physical and intellectual education, is to give a right direction to the action of those powers that relate to this department of our nature. Such training, to be effective, must provide suitable means for the exercise of the moral powers. It consists, largely, in leading the children to understand their duties to themselves and their duties towards others. Among their duties to themselves are: self-control in all matters relating to conduct,—of the temper, the appetite, and the desires; speaking the truth, and self-culture in all things that aid in forming a good character. Among their duties to others are: obedience to parents and teachers; kindness to brothers, sisters, and play-mates; and the practical observance of the Golden Rule. That teacher who kindly respects the rights of the pupils, and daily illustrates the great virtue—*kindness*—in the management of pupils, and in personal conduct elsewhere, will accomplish practical results in moral education which cannot be attained by rules or lectures. A spirit of true kindness pervading a school will become a fountain of virtues.—*Francis J. Walker.*

THE youth with a loud necktie does well to put his cane in his mouth. That keeps one section of his top storey quiet, at any rate.

TEACHERS and students attention! As the vacation season advances many teachers are contemplating "how will they spend their holidays" to the best advantage. None can spend it better than by acquiring the knowledge of keeping a set of books, writing a good business hand, or by learning the art of shorthand; the most essential acquisition to teachers at the present day. To all those thinking as above we would very heartily recommend them to the Toronto Business College, corner of Yonge and Shuter Streets, Toronto. This well known and long established Commercial College has made special preparation for a teacher's course during the months of July and August. The former students and graduates speak in the highest terms of the knowledge imparted in such a short time. Further particulars may be obtained by addressing the Manager, Mr. J. M. Crowley.

THE man with a club-foot finds it hard to believe in the "divinity that shapes our ends."—*Puck.*

PROBABLY no modern medicine has obtained wider notoriety, within a given time, than the really wonderful SLOCUM'S OXYGENIZED EMULSION OF PURE COD LIVER OIL. To sufferers from lung troubles we say: take no other. As all druggists sell it, it is easily obtained.

CANVAS is spread for sail in the offing, and sold for spread in the awning.—*Puck.*

THE following unsolicited testimonial has just been received at the office of the Central Business College, Stratford, Ontario, from one of its recent graduates:—

NORWICH, May 10, 1890.

"After ten years' experience in teaching I determined to take a course in some Business College, and after making a careful comparison of the facilities offered by the different colleges I decided to attend the Central Business College, Stratford, of which Mr. W. H. Shaw is the Principal. Having now completed the course, I have no hesitation in stating that it is the model college of its class. The equipment in every department is complete. The course of study is most thorough, and of a decidedly practical character. The teachers are courteous and attentive, and manifest an earnest desire to advance the interests of the students. The penman, Mr. W. J. Elliot, is not only a thorough master of the art, but is also a most efficient teacher of the same.

FRANK LYON, (teacher),  
Norwich, Ont.

AN advertisement of the Ontario Business College, Belleville, now in its twenty-first year, of which Messrs. W. B. Robinson and J. W. Johnson, F.C.A., are the Principals, appears in another column. This old established institution enjoys the confidence of the teaching profession and the business community in a high degree. Twenty-four different provinces, colonies and states have been represented among its students. The great success which this implies has been won by the thoroughness of its work and the success of its graduates.

## Ontario Business College

BELLEVILLE.

W. B. ROBINSON, J. W. JOHNSON, F.C.A.,  
Principals.

21st YEAR.

The high standing and wide spread reputation of this institution have been attained by the thoroughness of its work and the success of its graduates.

Twenty-four Provinces, Colonies, and States have been represented among its students, embracing four West India Islands and Demarara. Sixteen thousand copies of its text books are in use.

TEACHERS!

Send for the circular. Other matter, interesting and valuable to teachers, is sent with it. Be careful to address,

Ontario Business College,  
BELLEVILLE, - ONTARIO.

## McGill University,

MONTREAL.

The Calendar for the Session 1890-91, contains information respecting conditions of Entrance, Course of Study, Degrees, etc., in the several faculties and departments of the University, as follows:—

Faculty of Arts—Opening September 15, 1890  
Donalda Special Course for Women—  
September 15, 1890.

Faculty of Applied Science—Civil Engineering, Mechanical Engineering, Mining Engineering and Practical Chemistry—September 16, 1890.

Increased facilities are now offered in this Faculty by the erection of extensive workshops, which will be ready for this Session.

Faculty of Medicine—October 1, 1890.  
Faculty of Comparative Medicine and Veterinary Science—October 1, 1890.

Faculty of Law—October 1, 1890.  
McGill Normal School—September 1, 1890.

Copies of the Calendar and of the Examination Papers may be obtained on application to the undersigned.

J. W. BRAKENRIDGE, B.C.L.,  
Acting Secretary.

(Address McGill College.)

## BIBLE CLASS PRIMERS

Edited by Rev. Professor SALMOND, D.D.

In Cloth, - - - 25 Cents each.

Historical Connection between the Old and New Testaments. By Rev. John Skinner, M.A.  
The Life of Christ. By Rev. Professor Salmond, D.D.  
The Shorter Catechism (3 parts). By Rev. Professor Salmond, D.D.  
The Period of the Judges. By the Rev. Professor Paterson, M.A., Edinburgh.  
Outlines of Protestant Missions. By John Robson, D.D.  
Life of the Apostle Peter. By Rev. Professor Salmond, D.D.  
Outlines of Early Church History. By the late Rev. Henry Wallis Smith, D.D.  
Life of David. By the late Rev. Peter Thomson, M.A.  
Life of Moses. By Rev. James Iverach, M.A.  
Life of Paul. By Paton J. Gloag, D.D.  
Life and Reign of Solomon. By Rev. Rayner Winterbotham, M.A., LL.B.  
The History of the Reformation. By Rev. Professor Withrow.  
The Kings of Israel. By Rev. W. Walker, M.A.  
The Kings of Judah. By Rev. Professor Given, Ph.D.  
Joshua and the Conquest. By Rev. Professor Croker.  
Bible Words and Phrases, Explained and Illustrated. By Rev. Charles Michie, M.A. 18mo, cloth, 30c.

Sold by JOHN YOUNG,  
Upper Canada Tract Society,  
102 YONGE STREET, TORONTO.

NEW AND CHEAP

## Little Books

REQUIRED BY EVERY TEACHER.

We ask attention to the Catalogue of Books and School Supplies recently issued with the EDUCATIONAL JOURNAL. In it will be found a large list of books for assistance or recreation especially valuable to the teachers. We select the following from the list:—

\* BOOKS \*

### For Clubbing with "Educational Journal"

To Subscribers to EDUCATIONAL JOURNAL we will give the following special list of books at the low prices named:—

Little People's Speaker, 100 pages, attractively bound, well filled with motion songs, concert, holiday, temperance and patriotic pieces, suited to every occasion in which the little folks are called upon to take part. Paper, 15c.

Little People's Dialogues, 120 pages, handsome cover. This book is specially prepared for children's recitations, by Clara J. Denton. It is adapted to the most varied kinds of entertainments and exhibitions. Paper, 25c.

Humorous Dialogues and Dramas, handsome cover, contains a great variety of specially prepared selections, humorous, without being coarse. Paper, 25c.

Sunday School and Church Entertainments, handsome cover, contains dialogues, tableaux, recitations, concert pieces, motion songs, and short dramas, illustrating Biblical truths. Paper, 25c.

March's Speeches and Dialogues for Wee Tots, comprising a variety of short speeches and dialogues, suitable to children from three to ten years old. Paper, 25c.

Tableaux, Charades and Pantomimes. A first-class collection for various entertainments. Paper, 25c.

Jokes. A collection of the brightest, funniest and most catching jokes of the day. 150 pages; attractive cover. Paper, 25c.

Popular Synonyms. Twenty-five thousand words in ordinary use; accurate, elegant, cheap. Flexible cloth cover, 15c.

Words Correctly Spoken. A work valuable to all who desire accuracy of language. Cloth, 15c.

The following special list will be found attractive:

Wilford's Original Dialogues and Speeches for Young Folks.—Being by far the most complete of its kind ever issued. This work supplies that palpable need, which has so long been evident in books of this class, that of Dialogues and Speeches adapted to the natures of children. This work contains 19 original Dialogues and 53 Speeches, especially adapted for children between the ages of 5 and 12 years. 160 pages. Paper cover, price 25c.

Ritter's Book of Mock Trials.—An entirely novel idea. The trials are very amusing take-offs of actual scenes in court and daily life; containing sixteen complete trials—adapted to performance by amateurs or professionals. Paper cover, price 25c.

Rowton's Complete Debater.—Containing nine complete Debates, Outlines of Debates, and 108 questions for Debate. The most perfect work of its kind published, and especially adapted to Literary and Debating Societies. No person should be without this great literary work. We are sure that those who purchase copies will declare it well worth ten times the amount spent. Containing over 200 pages. Boards, price 50 cts.

Beale's Callisthenics & Light Gymnastics for Young Folks.—120 Illustrations from Life by Photographic Process. Containing Broom and Fan Drills, Marches, Fencing Club, Hand and Dumb Bell Exercises, Swimming and Music for marching. This is the most complete work published on the subject. 160 pages. Boards, 75 cts.

Burdett's Dutch Dialect Recitations and Readings.—This collection of amusing and laughable recitations embraces all the newest and most successful pieces, original and selected, with which the celebrated reader, James S. Burdett, invariably "brings down the house." Containing 94 original and selected gems of Humorous German dialect pieces in prose and poetry. 16mo, 160 pages. Price, paper 25 cts.

Bruder Gardner's Stump Speeches and Comic Lectures.—Containing the best hits of the leading Negro delineators of the present day, comprising the most amusing and side-splitting contributions of oratorical effusions which have ever been produced to the public. The newest and best book of Negro comedicalities published, 160 pages. Bound in illuminated paper covers. Price 25 cts.

Sent post-paid on receipt of price.

Address:

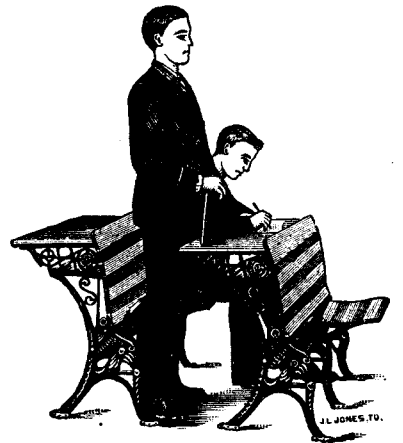
GRIP PRINTING and PUBLISHING CO.  
26 & 28 Front St. West, Toronto.

## The Canadian Office and School Furniture Company, Limited,

PRESTON, - ONTARIO.

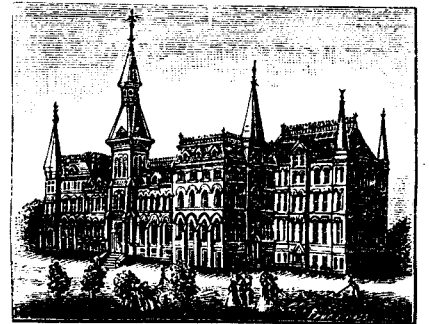
Successors to W. STAHLSCHEMIDT & Co.

Manufacturers of Office, School, Church and Lodge Furniture.



THE "PERFECT AUTOMATIC" SCHOOL DESK.  
The latest and best.

The School Desks of this Company cannot be excelled for Strength, Beauty of Design, Adaptability and Comfort to the Scholar. Send for Circulars.



## Alma Ladies' College

ST. THOMAS, ONT.

FACULTY 20. STUDENTS 212

Of Seven Full Advanced Certificates given by the Education Department during the past two years to Art Colleges, affiliated Ladies' Colleges and Collegiate Institutes, etc., Alma has taken 6.

Equally successful Departments of Music, Elocution, Commercial Science and Literary Work.

60 pp. Calendar free. Re-opens Sept. 4th, '90.

Address, PRINCIPAL AUSTIN, B.D.

## WOMAN'S MEDICAL COLLEGE

Toronto, Ont.

In Affiliation with the University Trinity College.

For full information regarding graduation, prizes, fees, etc., and for copies of the annual Announcement, apply to D. J. GIBB WISHART, M.D., Secy., 36 Carlton St., Toronto.



WANTED!

BOYS! BOYS! BOYS!

TO SELL

"GRIP"

Weekly, in every City and Town in Canada.

Apply for Terms to

T. G. WILSON, Manager Grip Co., Toronto.

## SCOTT'S EMULSION



Of Pure Cod Liver Oil and HYPOPHOSPHITES of Lime and Soda

Scott's Emulsion is a perfect Emulsion. It is a wonderful Flesh Producer. It is the Best Remedy for CONSUMPTION, Scrofula, Bronchitis, Wasting Diseases, Chronic Coughs and Colds. PALATABLE AS MILK. Scott's Emulsion is only put up in salmon color wrapper. Avoid all imitations or substitutions. Sold by all Druggists at 50c. and \$1.00. SCOTT & BOWNE, Belleville.

## CENTRAL BUSINESS COLLEGE

STRATFORD, ONT.

Re-opens after vacation on Monday, Sept. 1st, 1890.

This institution has just closed the most successful term of its existence. It is known all over as one of the most thorough training schools of its class. Our course of study and business practice requires work and plenty of it. This College does not pretend to have found a new and easy way whereby to avoid hard labor and still enjoy its fruits. This School has moved steadily forward in its good work, continually growing in public estimation, until to-day it has a patronage double that of the previous year, and greater than that of any other Business College in Canada.

Catalogues and specimens of penmanship free to all interested parties.

W. J. ELLIOTT, Secretary. W. H. SHAW, Principal.

## THE ALLIANCE

Bond and Investment Company of Ontario (L't'd.)

CAPITAL - - - \$1,000,000

Incorporated February 27, 1890.

GENERAL OFFICES:

27 and 29 Wellington St. East, TORONTO.

This Company through co-operation of investors and combining small sums of money produces sure and favorable returns.

Teachers having money to invest—in small or large amounts—can have their investments guaranteed and obtain the most favorable returns. Every investment guaranteed.

Teachers can use their unemployed time—their vacation periods—in a most profitable manner by taking an agency for the Company.

Correspondence solicited. Address General Offices, as above.

WM. STONE, President. G. F. POTTER, Managing Director. WM. SPARLING, Superintendent.

### Special Offers!

We will send the EDUCATIONAL JOURNAL three months and Ayres' Verbalist and Orthoepist, postpaid, for \$1.00.

We will send the EDUCATIONAL JOURNAL four months and Williams' Composition and Practical English, postpaid, for \$1.00.

We will send the EDUCATIONAL JOURNAL one year and Ayres' Verbalist and Orthoepist, postpaid, for \$2.00.

We will send the EDUCATIONAL JOURNAL one year and Williams' Composition and Practical English, post-paid, for \$2.00.

We will send the EDUCATIONAL JOURNAL one year and Worcester's Dictionary (Full Sheep), for \$10.00.

We will send the EDUCATIONAL JOURNAL one year and the Concise Imperial Dictionary (best binding), for \$5.50.

We will send the EDUCATIONAL JOURNAL one year and Webster's Dictionary (Full Sheep), for \$11.50.

We will send the EDUCATIONAL JOURNAL one year and Lippincott's Gazetteer (Full Sheep), for \$11.50.

ADDRESS—  
THE EDUCATIONAL JOURNAL.

**SMITH NEEDLE PACKAGE—Best Thing Out.**  
Agents make Five Dollars per day. Sample by mail, twenty-five cents. **Clement & Co.**, 36 King Street East, Toronto.

**TEACHERS WANTED**  
To handle our popular  
**Subscription Books & Bibles**  
DURING VACATION.  
Special Discounts given.  
Write and secure agency.  
**Rose Publishing Co., Toronto.**

**McCAULEY & SON**  
MEMORIAL WINDOW  
CHURCH & SECULAR  
STAINED GLASS  
LONDON ESTD 1886  
DESIGNS SUBMITTED

**WATERMAN FOUNTAIN PEN**  
Best in the World. Send for Circular.  
**GEO. BENGOUGH,**  
CANADIAN AGENT, 45 KING STREET EAST,  
TORONTO.

**TRINITY MEDICAL COLLEGE**  
TORONTO  
Incorporated by Special Act of Parliament. Established 1850.  
SESSION 1890-91.  
For full information regarding Graduation, Medals, Scholarships, Fees, etc., and for copies of the Annual Announcement, apply to  
**DR. W. B. GEIKIE, Dean.** Holyrood Villa, 52 Maitland St., Toronto.

**VANNEVAR & CO., Educational Booksellers, Toronto,**  
Keep always on hand the books for use in Schools, Colleges and Training Institutes. Books sent daily by mail or express to teachers and students in all parts of Canada. For satisfaction in every particular send your orders direct to  
**VANNEVAR & CO., Booksellers & Stationers, 440 Yonge St. (opp. Carlton St.), Toronto, Ont.**

**WILLIAM JONES,**

**Provident Life & Live Stock Assn.**  
CHIEF OFFICE:—  
43 Queen St. East, Toronto, Can.  
Is the one that gives the best benefits to its members and pays the agents well.  
It is to your interest to send for Prospectus, Claims Paid, etc.  
Splendid opportunity for teachers to make money in unrepresented districts. Address,  
**Managing Director.**

**KINGSTON WOMAN'S MEDICAL COLLEGE.**  
*First of its Class in Canada, and Largest List of Graduates.*  
New College Building. Well located. Very best teaching staff. Three Lady Professors. Full Hospital advantages. Affiliated with Queen's University. Reduced fees to Medical Missionary Students. Valuable scholarship prizes.  
**Hon. Dr. Sullivan, Dean of Faculty.**  
**R. V. Rogers, Q. C., Pres. Trustee Board.**  
Calendars for Session 1890-91 on application to **DR. A. P. KNIGHT, Secretary, Kingston, Ont.**

**HOME STUDY. LATIN AND GREEK at sight.** Use the "Interlinear-Classics." Sample page and Catalogue of School Books free. **C. DE SILVER & SONS, No. L.L. 1102 Walnut Street, Philadelphia, Pa.**

**TEACHERS!**  
WE ARE MAKING THE  
**Best Self-Wringing Mop**  
EXTANT.  
It is a Bonanza for the Holidays.  
Send for Circulars and Terms.  
**TARBOX BROS., Toronto, Ont.**

**TEACHERS AND STUDENTS** may have all their book wants promptly attended to, either in the new or used line, and at reasonable terms, by addressing  
**Frank Porter, 353 Yonge St.**  
(SUCCESSOR TO DAVID BOYLE.)  
Books to any part of the Dominion, for Inspectors, Teachers and Students, mailed or expressed daily.

**GENTLEMEN**  
Living out of town can purchase their **Toilet Articles and Sundries** direct from the city through the mail **cheaper** than in the local market. The list embraces Shaving Mugs and Brushes, Bath Gloves and Brushes, Military Hair Brushes, Rubber Goods, Chest Protectors, Sponges and Sponge Bags, Hand Mirrors and all toilet requisites. All goods guaranteed. Send for catalogue and note **Discounts.** Correspondence solicited. **STUART W. JOHNSTON, 287 King Street West, corner John Street, Toronto.**

**JAMES MURRAY & Co.**  
+ **PRINTING,** +  
**PAPER RULING**  
**BOOKBINDING.**  
**FIRST-CLASS BOOK, LAW, COMMERCIAL AND GENERAL JOB WORK.**  
**26 & 28 FRONT ST WEST, TORONTO.**

**THE HIGH SCHOOL Drawing Course**  
Authorized by the Minister of Education.  
The Course is now complete:

- No. 1—FREEHAND,
- No. 2—PRACTICAL GEOMETRY.
- No. 3—LINEAR PERSPECTIVE,
- No. 4—OBJECT DRAWING,
- No. 5—INDUSTRIAL DESIGN.

These books are all uniform in size and style, and constitute a complete uniform series. The same plan is followed through them all—the Text, the Problems, and opposite the Problems, in each case, the Exercises based upon them. The illustration is upon the same page with its own matter, and with the exercise, in every case, is a space for the student's work. Each copy, therefore, is a complete Text-book on its subject, and a Drawing Book as well, the paper on which the books are printed being first-class drawing paper. The student using these books, therefore, is not obliged to purchase and take care of a drawing book also. Moreover, Nos. 1, 4 and 5 are the only books on their subjects authorized by the Department. Therefore, if the student buys the full series, he will have a uniform, and not a mixed series, covering the whole subjects of the examinations, and edited by Mr. Arthur J. Reading, one of the best authorities in these subjects in this country, and recently Master in the School of Art. Each book is in the direct line of the curriculum, and is authorized. The examinations in High School Drawing will be set from the authorized books.

**PRICE, ONLY 15c. PER BOOK.**

**Grip Printing & Publishing Co.**  
PUBLISHERS, TORONTO.

**BARKER'S SHORTHAND SCHOOL,**  
45, 47 and 49 King Street East, Toronto

*6 0 4 7 7 9 3*  
Circulars post free.

**"Public School Temperance."**

The attention of teachers is respectfully called to this new work, designed for use in the public schools. It is placed on the programme of studies under the new regulations, and is authorized by the Minister. It will be used in three forms. The object of the book is to impart to our youth information concerning the properties and effects of alcohol, with a view to impressing them with the danger and the needlessness of its use.

The author of the work is the celebrated Dr. Richardson, of England; and this book, though somewhat less bulky, being printed in smaller type, contains the whole of the matter of the English edition, slightly rearranged as to some of the chapters, to suit the requirements of our public school work. It is, however, but half the price of the English edition.

The subject is treated in a strictly scientific manner, the celebrated author, than whom there is no better authority on this subject, using the researches of a lifetime in setting forth the facts of which the book discourses. At the same time the style is exceedingly simple; the lessons are short and accompanied by appropriate questions, and the language is adapted to the comprehension of all who may be required to use the book. Price 25 cents, at all book-stores.

**The Grip Printing & Publishing Co.**  
PUBLISHERS, TORONTO.

**HARVARD UNIVERSITY SUMMER SCHOOLS.**

Harvard University offers instruction in the following departments, viz.: Four courses in Chemistry, two in Experimental Physics, three in Geology, two in Topography; also courses in Botany, French, German, Physical Training and Medicine. Except the courses in Medicine and the advanced courses in Geology, they are open to both men and women.  
For information, address

Sec'y of HARVARD UNIVERSITY,  
Cambridge, Mass.

**A GREAT Scientific Revelation**

The microbes or germs cause of all disease can now be effectually destroyed and removed from the system. Miraculous cures of hopeless and pronounced incurable diseases constantly being made; Consumption, Scrofula, Catarrh, Syphilis, Rheumatism, Bright's Disease, Eczema, Tumors, Stomach Troubles, etc., robbed of their terrors. This may seem pretty strong talk, but we mean every word we say. Call and examine an office full of the most marvellous testimonials. \$1,000 reward for any not genuine. Agents wanted everywhere. The demand for this marvellous remedy has become so great within three years, that ten laboratories have been erected in the United States, one in England, and one in Canada. We have over 3,000 agents of both sexes, who find our agencies very satisfactory.

Address or Call,  
**Wm. Radam Microbe Killer Co.**  
**CHAS. W. EMAN,**  
General Manager,  
120 King St. West, Toronto, Ont.  
Headquarters for the Dominion.

**SELBY & CO.**  
32 1/2 Church Street, - Toronto,  
IMPORTERS AND MANUFACTURERS OF  
**KINDERGARTEN GOODS**  
AGENTS IN CANADA FOR THE  
**MILTON BRADLEY COMPANY,**  
The Celebrated United States Makers of  
**Kindergarten Materials.**  
Estimates given for the complete furnishing of Kindergartens. Correspondence invited.

**Practical Problems**  
IN  
**ARITHMETIC.**  
For First, Second, and Third Classes.

By **JAMES WHITE, Public School Teacher**  
EDMONTON, ONT.

This book is now ready for delivery. It contains nearly 700 Practical Problems in Arithmetic for the three lowest forms, and will supply the teacher with questions at once interesting and useful. The problems are properly graded for the separate classes, and answers are given in the appendix.

**Board and Linen Covers—**  
Price, post-paid Only 25 cts.  
ADDRESS:  
**Grip Printing & Publishing Co.**  
PUBLISHERS,  
28 Front Street West, Toronto.

In Crown 8vo, 450 pages, with Map and Thirty-four Illustrations and Portraits, Cloth.

# Stanley's Emin Pasha Expedition.

By A. J. WAUTERS, Chief Editor of the "Mouvement Geographique," Brussels.

## Synopsis of Contents of the Twenty Chapters.

Chap. 1. Conquest of the Soudan.	Chap. 13. Fifteen Months of Uncertainty: Is he Killed, Unable to Leave, or a Prisoner?—The White Pasha.
2. Revolt of the Mahdi—Gordon Pasha—Siege of Khartoum and Relief Expedition under Lord Wolseley.	14. Through an Unknown Country—From the Camp at Yambouya to Lake Albert.
3. The Equatorial Provinces—Lupton Bey and Emin Bey.	15. Meeting of Stanley and Emin Bey on Lake Albert.
4. Dr. Junker and Casati—The Niam-Niam—The Monbuttu.	16. To the Assistance of the Rear-Guard—Murder of Major Barttelot—Starving in the Forest.
5. Prisoners in the Soudan.	17. Revolt of the Egyptian Troops—Emin Bey and Jephson Prisoners—Mahdist Invasion.
6. Return of Dr. Junker.	18. Another Meeting of Emin Bey and Stanley—The Soudan Abandoned.
7. The Relief Expedition—Tipoo Tib.	19. Retreat of the Fifteen Hundred—The Mountains of the Moon and the Sources of the Nile.
8. On the Lower Congo.	20. The Return to Zanzibar—Thalassa! Thalassa!
9. The Region of the Falls.	
10. Stanley Pool.	
11. On the Upper Congo.	
12. The Camp of Yambouya.	

## SOME EXTRACTS FROM PRESS NOTICES.

*Saturday Review*.—"Of all the books that tell of Mr. H. M. Stanley's latest African Expedition, the most complete, as a narrative and in illustrative material, is 'Stanley's Emin Pasha Expedition,' by A. J. Wauters." *Athenaeum*.—"The author supplies a readable history of the Soudan, since its conquest by the Egyptians, down to the return of Dr. Junker." *Graphic*.—"To those who wish thoroughly to understand what has been done in Central Africa and the Soudan, and what remains to be done, Mr. Wauters' book will prove most useful." *Manchester Guardian*.—"No one is better able to focus upon the Emin Pasha Expedition such light as can be collected from all existing sources of information. This is what has been done in the present work." *Scotsman*.—"Mr. A. J. Wauters has prepared a well-planned and well-written account of 'Stanley's Emin Pasha Expedition,' which bids fair to secure, among many competitors, a large share of favor as a compact and popular version of the last great 'African Romance.'" *Notes and Queries*.—"Much information is supplied, and the whole constitutes a pleasant and stimulating record of heroic adventure." *Liverpool Post*.—"This is a book which will be read with the deepest interest." *Newcastle Chronicle*.—"With its maps and numerous illustrations and portraits, Mr. Wauters' volume will assuredly be welcomed as a bright and interesting account of the 'Dark Continent,' and of the thrilling events that have taken place there."

Regular Price \$2.00. - - - Offered at \$1.00.

Crown 8vo, Cloth. Price \$1.25 per Volume.

## THE

# Contemporary Science Series

EDITED BY HAVELOCK ELLIS.

Illustrated Volumes containing between 300 and 400 pp.

THE CONTEMPORARY SCIENCE SERIES will bring within general reach of the English-speaking public the best that is known and thought in all departments of modern scientific research. The influence of the scientific spirit is now rapidly spreading in every field of human activity. Social progress, it is felt, must be guided and accompanied by accurate knowledge—knowledge which is, in many departments, not yet open to the English reader. In the Contemporary Science Series all the questions of modern life—the various social and politico-economical problems of to-day, the most recent researches in the knowledge of man, the past and present experiences of the race, and the nature of its environment—will be frankly investigated and clearly presented.

## First Volumes of the Series.

- The Evolution of Sex.* By Prof. Patrick Geddes and J. Arthur Thomson.
- Electricity in Modern Life.* By G. W. de Tunzelmann.
- The Origin of the Aryans.* By Dr. Isaac Taylor.
- Physiognomy and Expression.* By P. Mantegazza.
- Evolution and Disease.* By J. B. Sutton.
- The Village Community in Britain.* By G. L. Gomme.
- The Criminal.* By Havelock Ellis.
- Sanity and Insanity.* By Dr. C. Mercier.
- Hypnotism.* By Dr. Albert Moll (Berlin). [ *Shortly.* ]

The following Writers, among others, are preparing Volumes for this Series:

- Prof. E. D. Cope, Prof. G. F. Fitzgerald, Prof. J. Geikie, E. C. K. Gonner, Prof. J. Jastrow (Wisconsin), E. Sidney Hartland, Prof. C. H. Herford, Sidney Webb, Dr. Sims Woodhead, Dr. C. M. Woodward (St. Louis, Mo.), etc., etc.

# "The Three Burglars."

NEW BOOK by

FRANK R. STOCKTON,

— AUTHOR OF —

"Rudder Grange," "The Lady or the Tiger," "A Borrowed Month," etc.

There is a great demand for Frank Stockton's stories, and the "Three Burglars" is a welcome addition to this list of fascinating tales.

PRICE, - - - 35 CENTS.

## CLEARANCE LIST OF A FEW BOOKS

AT REDUCED PRICE.

As in many cases only one book of the following is in stock, orders should be sent in at once.

## BOHN'S SELECT LIBRARY.

The volumes, well printed, and on good paper.....	cloth, \$0 50	Regular Price.	Offered at.
	paper, 0 35		0 30
			0 20

- Bacon's Essays.* With Introduction and Notes.
- Dante's Inferno.* Translated, with Notes, by Rev. H. F. Cary.
- Goethe's Faust.* Part I. Translated, with Introduction, by Anna Swanwick.
- Goethe's Boyhood.* Being Part I. of the autobiography. Translated by J. Oxenford.
- Schiller's Mary Stuart and The Maid of Orleans.* Translated by J. Mellish and Anna Swanwick.
- Life and Labours of the Late Thomas Brassey.* By Sir A. Helps, K.C.B.
- Moliere's Plays.*—The Miser—Tartuffe—The Shopkeeper Turned Gentleman. With brief Memoir.
- Goethe's Reineke Fox* in English Hexameters.
- The Vicar of Wakefield.*
- Goldsmith's Plays.*
- Hauff's "Caravan."*

"In all these the paper is good, the type large and clear—the latter always an important point, though upon it some other issues of this nature have gone to grief. We are glad to note also that Messrs. Bell do not abandon their authors to the scissors and fancies of opinionated editors. The text is, in all cases, printed without abridgment, as is only proper and respectul, while biographical notices or indices are given whenever such are likely to prove useful to students. The little series is a promising advance in the excellent movement for good and cheap literature."—*Daily Telegraph.*

- Melchior's Dream, and Other Tales.* By Juliana Horatia Ewing. New edition. Numerous illustrations. \$0 35 0 20
- Routledge's Dictionary Appendix,* containing classical and foreign phrases, family mottoes, etc. Fully translated by James Henry Murray. 0 35
- Beeton's Medical Dictionary.* A safe guide for every family. 0 35 0 20
- Beeton's Bible Dictionary.* A Cyclopaedia of the Truth and Narratives of the Holy Scriptures. With the correct pronunciation of the leading names and words. 0 35 0 20
- The Sick Man's Employ,* or Consolation in Affliction, Adversity, Bereavement and Death. With Devotional Exercises, etc., by John Fawcett, D.D. 0 35 0 20
- The Lady's Manual.* An Aid to Improving and Beautifying the Human Figure. 0 50 0 25

The science of the toilet is well-nigh as delicate as that of medicine; and as no prescription has yet proved a specific for disease, no recipe can reach all cases of complexion. I could wish for this book the good-will and consideration of physicians, under whose advice it may be hoped its suggestions will approve themselves of wide service. Remember it is woman's business to be beautiful. And the little book goes out hoping to meet, if not new friends, at least some old ones.

- Anniversary Gems.* Music and Words by John Burnham. 0 50 0 25
- Young Folks' Readings and Recitations.* 0 35 0 20
- How to Become Quick at Figures.* Comprising the shortest, quickest and best methods of business calculations. 1 00 0 60
- Monarchs I Have Met.* By W. Beatty Kingston. Illustrated. 0 50 0 25
- Representative Men.* By Ralph Waldo Emerson. 0 15 0 05
- Kenilworth.* By Sir Walter Scott. Superior paper, clear, bold type. Boards. 0 35 0 20
- Love Conquers All.* By A. C. Hertford, author of "Among the Heather." 0 35 0 20
- Wealth and Want.* A social experiment made and described by H. Broadbent, Esq. 0 20 0 10
- The Elcutionist.* By James Sheridan Knowles. 0 90 0 50

W. J. GAGE & CO., 54 FRONT ST. WEST, TORONTO.



# WHERE AND HOW TO GET YOUR STANDARD DICTIONARY!

The Regulations of the Education Department (approved August 25, 1885), No. 23 (f), read as follows:

"Every School should have, at least, a Standard Dictionary and a Gazetteer."

We make Teachers and Boards of Trustees the following offers:—

- Concise Imperial, best binding, - \$5.50
- Webster's Unabridged, full bound, 11.50
- Lippincott's Gazetteer, full bound, - 11.50

Together with one year's subscription to THE EDUCATIONAL JOURNAL in every case.

## The Grip Printing and Publishing Co.

26 & 28 FRONT STREET WEST, TORONTO.

## The Canadian Mutual Aid Association

ASSESSMENT SYSTEM LIFE INSURANCE

Wants Good Canvassing Agents in every part of the Dominion. Good Commission or Salary. Good business for Teachers during holidays.

THE MOST POPULAR INSURANCE COMPANY IN CANADA.

Apply to the Head Office—

W. PEMBERTON PAGE, Manager,  
8½ KING ST. EAST, TORONTO.

## University of Toronto MEDICAL FACULTY.

The Winter Session will Commence October 1, 1890.

FOR PARTICULARS ADDRESS

WM. T. AIKINS, M.D., LL.D.  
DEAN.

ADAM H. WRIGHT, M.D.  
SECRETARY.

## The Canadian Chautauqua.

NIAGARA-ON-THE-LAKE, ONTARIO.

The finest boating, bathing, fishing, and driving, with lawn-tennis ground, electric light, beautiful trees and surroundings. Summer Schools, Concerts, Lectures, etc., etc.

Hotel Chautauqua opens June 14. Sixty rooms complete. Rates, \$2 and \$2.50 per day; from \$10 to \$14 per week. Special rate Saturday to Monday.

Lakeside House. Twenty-six rooms; \$1.00 per day; \$5.00 per week. Tents and Cottages to rent.

\$80,000 worth of lots for sale. \$50,000 of 8 per cent. preference stock for sale. The Michigan Central Railway runs into the grounds. Send for 50-page programme. For particulars apply to the President, JOHN N. LAKE, Box 444, Toronto.

## WALL MAPS FOR SCHOOLS.

The most accurate and best series of wall maps published. Drawn and engraved by the eminent geographer, J. BARTHOLOMEW, F.R.G.S., Edinburgh. Mounted on Strong Cloth, with Rollers, clearly Colored and Varnished.

NO.	SIZE.	REGULAR PRICE.	NO.	SIZE.	REGULAR PRICE.
7. Railway Map of Ontario,	43 by 33 inches	\$3 00	10. Africa,	67 by 52 inches	\$4 50
8. Ontario,	67 by 52 "	4 50	11. British Islands,	67 by 52 "	4 50
3. Quebec,	67 by 52 "	4 50	12. Australia and New Zealand,	67 by 52 "	4 50
4. New Brunswick,	67 by 52 "	4 50	13. Palestine,	67 by 52 "	4 50
5. Nova Scotia and Prince Edward Island,	67 by 52 "	4 50	14. The World in Hemispheres,	67 by 52 "	4 50
6. North America,	67 by 52 "	4 50	15. The World on Mercator's Projection,	67 by 52 "	4 50
7. South America,	67 by 52 "	4 50	16. United States,	81 by 52 "	6 00
8. Europe,	67 by 52 "	4 50	17. The Dominion of Canada,	80 by 49 "	6 50
9. Asia,	67 by 52 "	4 50			

To any Teacher or Board of Trustees subscribing for THE EDUCATIONAL JOURNAL at \$1.50, we will send one or more of the above maps, each at \$1.00 less than the Regular Price.

This is an opportunity that should not be neglected. Supply your school at once with First-Class Maps at wholesale rates.

In ordering Dictionaries or Maps please give your nearest express office. Address,

EDUCATIONAL JOURNAL, Grip Office, Toronto.

## PRIMARY EXAMINATION

In Reading, Drawing and the Commercial Course.

ARRANGEMENTS FOR 1890.

I.—Candidates from the High Schools.

The Primary Examination of High School pupils in Reading, Drawing, and the Commercial Course shall be held in each High School between the 23rd and 28th days of June, as may best suit the convenience of Masters and candidates.

1. The Examiners shall be the Headmaster and teacher or teachers of the subject.

2. The examination shall be conducted as follows:—

(a) Reading.—Each candidate shall read, from an authorized Reader, one passage selected by the examiners and another from any book chosen by himself.

(b) Drawing.—Each candidate shall submit for examination his school work in any three of the five books prescribed in Form I. or their equivalent in character and amount.

(c) Book-keeping.—Each candidate shall submit for examination a set of books, worked out by himself, and consisting of Day-book, Journal, Ledger, Bills Receivable, and Bills Payable; the writing, neatness and accuracy of which shall be valued by the examiners.

(d) In determining the final standing in Oral Reading, Drawing, and Book-keeping, the Examiners shall take into account, as may be deemed most suitable, the candidate's school record in each subject.

3. The standing of the the candidates shall be entered in a form provided by the Education Department, and shall be signed by all the Examiners; the standing of the candidates being graded from I. (the highest) to IV., those graded IV. being rejected. The headmaster shall transmit this report to the Presiding Examiner not later than the 4th of July.

4. The school work in Drawing and Book-keeping of High School pupils who have passed this examination shall be retained by the headmaster until the next ensuing visit of the High School Inspector, who shall report specially to the Minister of Education on the character of this work and of the teaching of Reading, Drawing and the Commercial Course in the High School; and in the event of the Inspector's report being unfavorable, the Minister may make other arrangements for holding future examinations in the High School.

II.—Other Candidates.

5. At some convenient time during the days of the Primary Examination

(8th-11th July), the examination of those candidates who were not prepared at a High School shall be conducted at each centre by the Presiding Examiner, who shall examine their work in Drawing and Book keeping, and shall award them their standing in these subjects and in Oral Reading as above. The final standing awarded shall be reported as in the case of High School pupils, and shall be entered on the list received from the headmaster, which shall then be transmitted by post to the Education Department on the last day of the July Primary Examination, or sooner if the examination in Reading, Drawing, and Book-keeping has been sooner completed. The school work of such candidates shall be transmitted by the Presiding Examiner to the Public School Inspector of the district, who shall report to the Minister on the character of the work done in these subjects.



## AGENTS WANTED

TO SELL

## CHILD'S

## BIBLE

AND

## CHILD'S

## LIFE OF

## CHRIST

THE

## BEST SELLING BOOKS

OF THE DAY.

Grip Printing & Publishing Co.

26 & 28 Front St. W.

TORONTO.

## TEACHERS

Pleasant, profitable vacation employment, or permanent position if desired. Fast selling specialties. Salary and expenses or liberal commissions paid weekly. Don't delay. Terms and outfit free.

BROWN BROTHERS, Nurserymen,  
TORONTO ONT.