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J. E. WELLS, M.A. *Editor.*
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Editorial Notes.

PLEASE read the "Business Notices" issued by the publishers, page 316.

TEACHERS will please observe that the second order for the twenty premium books were forwarded to New York on February 19th.

MR. PATTERSON'S remarks, in another column, on the difficulties which mathematical masters in the High Schools now find in connection with their classes in Euclid are worthy of attention. We should be glad to publish the opinions of other masters in regard to the matter, and the remedies suggested.

Practical Problems in Arithmetic is now ready for delivery. It is a work most cordially recommended by practical educationists. It will furnish every teacher in the first, second, and third forms with all the arithmetical problems he requires—about 700—well arranged and graded for the respective classes. It is a coming book for these forms. Why should a teacher waste his time and wits in devising arithmetical questions, when for so small a sum he may have a book containing a supply for all time and all purposes? Send 25 cents to Grip Printing and Publishing Co., 28 Front street west, Toronto, and get the book by return mail.

THE suggestion of a correspondent that every school-house should have a national flag to display on occasion is a very good one, provided a right use is made of the flag. Such a use as that suggested in the contest between juvenile loyalists and Americans we do not think a good one. It is not too much to say that the national characteristics of the coming men depend largely upon the teachings and influences of the school-room to-day. By all means let the school-boys learn to be loyal to their country, but let them also be taught that they should, above all, be loyal to the right, and that the first care of every true patriot should be to have his country always in the right. It is time that the old idea of patriotism, to hate foreigners and fight for one's country "right or wrong," should give way to a nobler ideal.

MANY of our readers will have been deeply grieved by the sad news of the death of Professor Young of the University of Toronto, which

comes to us just as we are preparing for the press. Full particulars are not yet to hand, but from what we have learned it appears that the venerable Professor was smitten with paralysis shortly after returning from a lecture to one of his classes a few days since, and never rallied from the shock. The deceased was about seventy years of age. We need not say to our readers, many of whom have, no doubt, heard Professor Young on the platform, or sat under his lectures in University College, that a man of noble character and extraordinary ability has passed away. Few, indeed, are more universally respected and beloved within the circle of their acquaintance, and still fewer have the rare power of profound thought and of impressing that thought upon others, by which he was so eminently characterized. His death will leave a blank in the University staff which it will be very hard, if not impossible, to fill completely.

THE subscribers to *School Work and Play* are this week supplied with No. 5, for first Friday in March. It is certainly safe to say that the paper grows in interest and value. No. 5 is well illustrated. It has a beautiful frontispiece, "Watching the Birds," with a nice description; the second illustrated article on Silver Mining in Canada, by Mr. Arthur Harvey; a column of short stories, on various subjects, written by little ones in Toronto public schools; "A Boy's Jaunt through Europe," a very entertaining illustrated letter of travel, written by a boy to a friend; short and spicy Editorial column; contributions in prize essay, puzzle and drawing contests, in "Field of Fame;" a pretty poem on our Canadian History, by Mr. W. H. Higgins; two capital stories in the Story department; the Little Ones' page,—very good; and first-class contributions in "Puzzlewitz," and the funny column. A paper like this, 8 pages, issued semi-monthly, at 50 cents a year, is a marvel of interest and cheapness; and we are glad to say the teachers of Canada are gradually realizing that a first-class boys' and girls' paper is now published at home. A great deal of effort must yet be put forth, however, in the formation of school clubs, before it stands on safe ground. Will not the teachers give it this position? It is for them to say whether it shall succeed. Back numbers, from Jan. 1, can always be supplied. Samples, with circular, will gladly be forwarded to those who have not seen them; and No. 5 will be sent to all who ask for it. Please say you are a teacher. Address the publishers, Grip Printing and Publishing Co., 28 Front street west, Toronto.

It is a good omen for the Public Schools of England that a number of elementary teachers have been elected to the County Councils. In some cases they have also been nominated as aldermen. This is as it should be. Why should not public school teachers everywhere be among the most useful members of the municipal bodies, and influential in promoting the best interests of the community, through its civic corporations? They are not always too young.

We commend to the special attention of our readers the interesting and instructive article on "The influence of the Scandinavian Languages upon English," by Mr. Keys, Lecturer on English in University College, which is concluded in this issue. We should be sorry if such articles as this were thought to be above the range of thought of any teacher. We gladly, and we trust not unreasonably, assume that not only the masters in the High Schools, and those holding the higher positions in the Public schools, but all who are engaged in the work of instruction, and who are ambitious of progress and promotion, will welcome such thought-compelling papers as are from time to time given on our third page. We have still on hand, or promised, several of a similarly high order of merit. With much of a more practical and popular character, we aim always to combine something suitable for those teachers of all grades who are willing to think, and anxious to improve themselves.

WHATEVER opinions may be held with regard to the desirability of having eligible graduates of Toronto University, or other Canadians, appointed to chairs in the Provincial institution, most of our readers will, we think, join with us in deprecating the exceedingly discourteous and violent attack that is being made on the venerable President of the University, by anonymous writers in the public press. It is one thing to urge as strongly as possible the superior claims of individual Canadians, on educational grounds, which alone should be considered in such a case. It is quite another thing to make the fact or suspicion that the Head of the University may have thought or advised otherwise, the occasion for rude, personal assault. Whatever advice Sir Daniel Wilson may have given in any case it is but fair and reasonable to assume, in the absence of evidence to the contrary, that it was given conscientiously, and under a deep sense of responsibility. It is, of course, open to any one to argue that his judgment may have been at fault, or his opinions prejudiced, but surely, in common courtesy, the line should be drawn at the imputation of sinister motives.

THE Chicago *Times* presents some rather startling calculations with regard to the condition of educational matters in that great city. In the first place it observes that, "It is claimed that there are 50,000 children in Chicago, receiving no school education whatever. These children

are the idle, vicious class, who grow up to become occupants of our penitentiaries, brothels, and poor-houses." In the second place it points out, from the school statistics, that of more than 50,000 children in the schools of the city more than 75 per cent are in the first four years or grades. "Of the 17,988 who enter school, only 6,345 reach the lowest of the grammar grades, and of these only 765 reach the high schools. In the light of these figures the *Times* pertinently asks: "What becomes of all these children? It will be seen that over ten thousand leave school each year before they have learned to read common words, to use a pen, or to compute simple numbers. They cannot read a newspaper, write their own name, make change, or tell how to go to Milwaukee. They constitute nearly two-thirds of the entire number who enter the Public Schools. It is fair to presume that they have completed their education. They may not be classed in the census tables as illiterates, as they can read some sentences and comprehend their meaning, but they are removed but one step from illiteracy. They go out to swell the great multitude of ignorant people who control the destinies of the nation." To what extent does a similar state of things prevail in the cities, towns, villages, and country districts of Canada? That is the practical question for us.

SOME kind friend has sent us the following clipping from the *St. Mary's Journal*.

"A lady teacher at the East Middlesex Teachers' Association has for the subject of an address, 'What I Learned in the Normal School.' Would some out of that august body rise and explain, 'What I Learned in the Model School.' It would be very interesting to the public to learn something about that institution. Another very profitable subject for the East Middlesex Teachers' Association would be 'Why teachers, holding in a great many cases second class non-professional certificates and with three or more years experience, and having proved themselves excellent teachers should be compelled to abandon the profession in the absence of their being unable or unwilling to bear the expense of attending the Normal school, and their places generally taken by teachers with a lower grade of certificate and without an hour of actual experience in teaching,' and whilst they are in the explaining humor, would some of the profession kindly but forcibly point out how such a system can advance the proficiency of our public schools and the cause of education in the Province."

The extract speaks for itself. The questions suggested are of the highest interest. It is but right for us to add that we have heard at sundry times and from divers quarters, murmurs, "not loud but deep," of dissatisfaction with the courses and methods pursued at the Normal Schools. We feel sure that the authorities of those schools and the Education Department desire only to make them of the highest efficiency and usefulness, and would welcome any criticisms offered in a proper manner and spirit. The columns of the *JOURNAL* are always open to whatever seems adapted to promote the interests of education.

Educational Thought.

LIFE surprises and overpowers us with the knowledge which it offers; the book, impassive, waits our convenience; the teacher, superior to us, perfectly prepared in comparison to us, consults our necessity, and with his living speech uses a gentle force to which we can yield without losing our freedom.—*Rosenkranz*.

VENTILATE! Ventilate before school! Ventilate at recess! You can teach better, give better attention, pupils can study better, give better attention, recite better in good air than in poor. Vicious air is the greatest of school-room evils. Look to it that your room is thoroughly, frequently ventilated.—*American Teacher*.

LANGUAGE, next to reading, is the most important subject in our school course. To be able to use the English language with facility and correctness is the end to be attained. To do this by committing to memory definitions and fixed rules is as absurd as to attempt to train the arms by committing rules from a manual on muscular development. The child is taught to use language by using it, just as he learns to walk, by walking, or to talk, by talking.—*Superintendent A. P. Soule, Hingham, Massachusetts*.

HERETOFORE, it seems to some of us, the common schools have been run according to the theories of college and normal school professors, with a view of giving an education suited to doctors, ministers and lawyers, but not so valuable to laborers or mechanics. Now, as ninety per cent. of our children leave school before thirteen years of age, should we not aim to concentrate our efforts so as to reach those who are with us so short a time, and so do the greatest good to the greatest number? With this view, our teaching will become mere practical.—*F. L. Wurmer*.

"TEACHING is the process by which one mind exercises, incites and develops the mind of another. Some do it by their presence merely, some by their conversation—these are rare. Others make a special business of it. They excite the curiosity, they demand thinking by putting questions, to answer which the pupil studies. True teaching keeps ever the growth of the child in view. The greatest work of the world is teaching. It is so great that but few can do it. It is the most exhausting of all kinds of work. It demands will-power, sympathy, insight, kindness, sweetness, and stimulation."

Do not throw limitations about you. Grow, grow, grow. The big world and its myriad interests are yours. Because you live in a small place, do not let yourself lose sight of and interest in the great human problems and aspirations of the day. Keep your fingers on the world's pulse. Do not complain of your environment. If it does not suit you, get out of it. If you can't do that, be philosophical and make the best of it. Diogenes found life in a tub tolerable. If the people with whom you are thrown in contact don't please you, there are Emerson and Plato for company. If you can't live in the crowded centres, you at least can have the newspapers. It is a poor policy to repine at such trifles, when the remedy is in your own hands.—*Central School Journal*.

THE thoughtful employer looks with pity upon the young man who comes from school to take a place at the workman's bench. Place a drawing before him, and he cannot read it—he can read Latin and Greek, perhaps, or French and German, but before a simple drawing he stands speechless; he can quote you bits of poetry, or write fine sentences, but he has no time for that in the shop. I have in mind two men who grew up side by side under my own observation; they came into the struggle for existence together, and to-day one is a man of influence and power, while the other is an inferior at the bench: the one was given knowledge that he could not use, the other was educated in the line on which he was to work; the one after a college training could not read the simplest drawing, the other knew the meaning of every line in the most intricate. Shall we go on wasting the pupils' time and crippling their future, by giving them what they do not need and can not use, and withholding what is most essential.—*J. A. Price*.

Special Papers.

*THE INFLUENCE OF THE SCANDINAVIAN LANGUAGES UPON ENGLISH.

BY D. R. KEYS, B.A.

(Concluded from last number.)

FROM the thirteenth to the nineteenth century is a long cry, and yet there is little trace in the interim of any Scandinavian influence upon our thought. The English had thoroughly incorporated both Danes and Normans, and the great Northern Peninsulas, which, by their geographical position—one hanging down from the mysterious north, the other jutting forth from Central Europe—are emblematic of their two-fold historic interest, these two peninsulas, exhausted apparently by the emission of so many warriors, had little part in European affairs till the days of Gustavus Vasa, Gustavus Adolphus, and Charles the XII recalled the early conquests of the Northmen. Even in this interval, however, we are not without evidence of the artificial character connecting English with Scandinavian literature. The greatest of our writers in the greatest of his plays chose a Danish subject, and did so doubtless with artistic appreciation of the fitting background afforded by the misty and mysterious Northern land, for this most marvellous and impenetrable of his characters.

The friendship existing between Milton and the great Queen, Christina, of Sweden, might be considered another link in the chain. But however great may have been the influence of England upon Scandinavia, during the eighteenth century, when a single writer, Dalin, imitates Addison in his Swedish Argus, Pope in his Thoughts about Critics, and Swift in his Tale of a Horse, England herself was looking to the South and not to the North for her models, and only in the present century do we again recognize a Scandinavian flavor in our literature. To this renewal of influence two causes have contributed. First, the growth of a really great Northern literature and second, the cosmopolitan spirit of our time, which, under the general influence of modern civilization, and particularly owing to the increase of travel, has brought all Christendom into closer communion and made Goethe's idea of a world literature a living fact. These two causes may be seen working together in this sentence of Gosse. "There can be no reasonable question that Ibsen and Bjornson are the two most original figures of their generation in the Teutonic world of imagination." This grouping of the Teutonic nations together illustrates the cosmopolitan spirit in which our great living critics approach literature, and though there is a lack of sobriety in the estimate put upon these writers, there is enough truth in it to prove my other point that a really great northern literature has arisen. And the establishment of chairs of Scandinavian literature, which was recognized as a necessity by President Howard Crosby, of New York, has been effective in more than one of the American Universities in increasing the attention paid to this new literature.

But before the appointment of Longfellow to the Modern Language Professorship of Bowdoin College, with three years leave of absence to study abroad, had enabled that poet to study the Northern literatures, a great impulse had been given to that study by the revival of Antiquarian studies in Great Britain, due to the example of Bishop Percy and Sir W. Scott.

It is of peculiar interest to us Canadians that the link between this British antiquarian and the similar activity in Scandinavian lands should have been the distinguished secretary of the Scotch Antiquarian Society, who afterwards became President of University College, and is now Honorary President of the Modern Language Teachers' Association. This fact has been of some service to me in preparing the present paper and I may here be permitted to thank Sir Daniel Wilson for his kind readiness to loan me books that have the special interest of presentation copies.

The influence of this Scandinavian spirit was confined at first to the world of scholars, but one of

the greatest scholars of the time, who was also a prose poet, may serve as the transition to the more modern poetic influence. Thomas Carlyle, another cosmopolitan spirit, one who, as Max Muller has recently said, helped more than any man to carry out Goethe's theory of a world literature, was always fond of everything Norse. Froude tells us that Carlyle at one time thought of trying the subject which Freeman had not then exhausted, William the Conqueror and the Norsemen. "This seemed more feasible [than that of the *Cid*] continues Froude, and his own sympathies—his own heart itself was Scandinavian; all the virtues he possessed he believed to have come to us out of our Norse ancestry."

The revival of scholarship at the University of Oxford awakened an interest in linguistic study to which we owe the labors of Vigfusson Cleasby and others, already mentioned, and so it came about that in one of the leading poets of our time, William Morris, there is so much of the Scandinavian influence that he introduces the old *Kenningar* into his translation of Homer's *Odyssey*, a procedure which has brought down the ire of an English critic in *Longman's Magazine* (also quoted, by the way, in yesterday's *Mail*) but which might be defended on the ground that it represents the old national epic style of our race. Morris has done more than anyone else to popularise the old Northern literature by such translations and adaptations as *Northern Love Stories*, *Grettir the Strong*, *Volsungs*, and *Niblungs and Segurd the Volsung*, the last moulding the Scandinavian and the high German material into a form of rare rhythmic grace.

But Morris is not the only one of our poets who has restored to us "the gods of our fathers" to use the happy phrase of Mr. Sykes. Matthew Arnold has told us the story of the beautiful god Balder, in whose character some antiquarians think they have discovered a prophetic vision of the Messiah. For Balder is to come again from Hell and usher in a new era of peace. "This new earth or Midgard was to be peopled by the descendants of a pair of men who had escaped the final conflagration in the wood called Hodmimir's Holt. But the poet who has brought this life of the North home to most of us is the American, Longfellow, who, as already mentioned, passed several years in Europe after his election to the professorship of Modern Languages. His genius was essentially imitative, what was once considered the most original of his poems is now known to be an imitation of the Finnic epic the *Kalevala*. It is a curious coincidence that as Morris's *Earthly Paradise* shows the influence of Chaucer in its form, and of Norse literature in a part of its subject matter, so Longfellow's *Tale of a Wayside Inn* are likewise an imitation of Chaucer's poem and introduce the Scandinavian subjects. Another of Longfellow's poems brings up a story that parallels the one just told about the *Ruthwell Cross*. The *Skeleton in Armor*, that stock piece of the deep-voiced tragedian, tells the tale of the famous Round Tower of Newport. This tower, it has now been established was built by one of the provincial governors about 200 years ago and so the romantic connection with the Viking chief is destroyed. None the less however does it illustrate our theme.

In addition to Longfellow's great work in popularising these Northern subjects we are indebted to a native Norwegian, Prof. Hjalmar Hjorth Boyesen, of Columbia College, formerly and now of Cornell, and to a native Dane, Prof. Sinding, of the University of New York, for giving us a better idea of Scandinavian history and literature. My own interest in the subject was first awakened by reading the papers of that genial and light-hearted Kentuckian, John Ross Brown, whose Californian in Iceland was published in Harper's Monthly thirty years ago, and who afterwards wrote the *Land of Thor*. Prof. Carpenter, of Columbia College, my fellow student at Leipzig, has recently published in another American magazine the account of a trip to Iceland. But the spell by which Iceland held her people is no longer irresistible. Some of you remember that a few years ago we had an Icelandic student in University College. This gentleman is now editing an Icelandic paper in Winnipeg, so that we in Canada are going to have a new infusion of Norse blood, and may expect to find trace of that influence in our Canadian literature that is to be.

And this leads me to an interesting parallel. Many of you will not accept the qualifying phrase

that closed my last paragraph. Some of you may be hopeless of ever seeing a Canadian literature. Certainly while native talent is treated as at present there is not much to be hoped for. But, as Mr. Sykes has told us, there are signs of a change, and in the light of these dawning rays a comparison may be instituted which was suggested to me by some passages in Gosse's *Northern Studies*. Perhaps the mere reading of these passages will be enough. I shall allow you to make the application for yourselves.

I have promised to bring you evidence from our latest Canadian book of poetry that here too the Scandinavian spirit is working. Is it again only a coincidence that this author should also show many of Morris's mannerisms in his poetry?

With the wish that we may all live to see the day when our poets will be shedding a Canadian influence on other less happy climes, and with thanks for your kind attention, I close my paper.

Book Reviews, Notices, Etc.

Voices of Children. By W. H. Leib. Boston: Ginn & Company. Cloth. Introduction and teachers' price, 40 cents.

This is a theoretical and practical guide for the training, protection and preservation of children's voices in speaking, reading and singing. The work claims to be the outgrowth of many years' experience in private tuition and schools of various kinds, and will be found full of practical suggestions, as well as based on the soundest philosophy of vocal culture.

Xenophon, Hellenica, Books I.-IV. Edited on the Basis of Büchschütz's Edition. By Irving J. Manott, Chancellor of the University of Nebraska. Boston: Ginn & Company.

This edition constitutes one of the "College Series of Greek Authors" in course of publication by Ginn & Company. The notes are full and give evidence of careful and scholarly preparation, though placing them beneath the text will be thought objectionable by many teachers. Typography and binding are good, and size convenient. The Introduction is full and contains much useful historical and critical matter.

A Primer of Memory Gems. Designed especially for Schools. By George Washington Hoss, A.M., LL.D. C. A. Bardun, Syracuse, N.Y.

The title of this useful little pamphlet will commend it to the notice of teachers who appreciate the importance of fixing wise and noble precepts in the child-memory.

Allen and Greenough's Latin Grammar for Schools and Colleges. Revised and Enlarged by James Bradstreet Greenough, assisted by George L. Kittredge.

This work, extended now to nearly 500 pages, is, no doubt, one of the best Latin Grammars published. We do not know that it is much used in Canadian schools, but for purposes of comparison, at least, teachers will find it valuable. Great pains and labor seem to have been expended in the revision, and much new matter has been added.

Mother Truth's Melodies: Common sense for children. A Kindergarten. By Mrs. E. P. Miller. 450 illustrations. 352 pp. Chicago: Fairbanks & Palmer Publishing Co., \$1.50.

Here is a book which will rejoice the heart of every parent and teacher who wants reason, as well as rhyme, in the jingles which the children learn. The author believes that "facts may be presented pleasingly and melodiously, and in such a way that they will be easily impressed upon the minds of children." This book teaches temperance, hygiene, arithmetic, grammar, natural history, geography, and astronomy, besides love to animals, and the various virtues which adorn the characters of children and of older people too.

The Song Century. C. W. Bardeen, Syracuse, N. Y. 15c. Contains a varied selection of old favourites, and new songs likely to become so.

An Introduction to German at Sight. By Eugène H. Babbitt, Instructor in German in Harvard University. Boston: D. C. Heath & Co.

*Paper read before the Modern Language Association of Ontario.

English.

All communications for this department should be sent to W. H. Huston, M.A., care of THE EDUCATIONAL JOURNAL, Toronto, not later than the 5th of each month.

NOTE.—The editor of the column wishes to state that owing to the non-receipt of expected contributions and press of his school work, the English column has suffered during the last month. In next issue he hopes to make some amends.

ENTRANCE LITERATURE.

FLOW GENTLY SWEET AFTON.

THIS poem is one of the very best examples of a melodious suiting of the sound to the sense. It should be read in a quiet sympathetic way by the pupils individually and collectively. After it has been thus read the class will be able almost unaided to tell all that is necessary concerning the versification of the selection. They should not be bothered with technical names, but they should be required to note for themselves the graceful rhythm, the system of rhyming and the effect of the figurative language.

To aid the teacher we give an examination paper, which will serve as a test of the work done by his class.

EXAMINATION PAPER.

1. (a) What is the feeling in which the poem is written?
- (b) What expressions specially indicate this feeling?
2. Why is the Afton asked to flow gently?
3. What is the subject of the first two stanzas taken together? In what does the second differ from the first?
4. What do stanzas three and four taken together describe? In what do they differ?
5. What title might be given stanzas five and six? In what do they differ as to their sub-titles?
6. Write notes showing that you understand the meaning of *braes, murmuring, stock-dove, whistling, glen, lapwing, fair, rills, noon, cot, birk, love, stems, theme*.
7. Why is stanza six made to resemble stanza one?
8. Explain the meaning of *disturb not her dream, noon rises high, my Mary's sweet cot in my eye, primrose blue, sweet-scented birk shades my Mary, her snowy feet lave, theme of my lays*.
9. In what lines do you notice any change from the usual order of words? Why were these changes made?
10. Close your book and quote any passage describing (1) animal life; (2) a peaceful river scene at evening; (3) The appearance of a landscape in a mountainous country at noon.

Music Department.

All communications for this department may, until further notice, be addressed to A. T. Cringan, 23 Avenue St., Toronto.

THE next point to be taught is the division of the pulse into combinations of halves and quarters. This should not be attempted until pupils have been thoroughly drilled in singing quarter-pulse tones as shown in the second step.

LESSON ON TAA-TE-FE.

Prepare blackboard by writing two four-pulse measures thus, | : | : | : | :

REVIEW.

TEACHER.—I will put one note in the first pulse, and in the second I wish to have four notes. Can you tell me what sign we use for dividing the pulse into halves? C.—We use a dot. T.—Will some one come up and write the dot in its proper place? (This is done by a volunteer, teacher being careful to see that the dot is placed exactly in the centre of the pulse and on a level with the lower dot of the colon. : . |). T.—We will now divide each of the half-pulses into quarters. What sign do we use for quarter-pulses? C.—We use a comma. T.—I want some one to write the commas in their

proper place. (This is done as before, the commas being placed so as to divide the pulse into four equal spaces. : . , |). Teacher now fills in remainder of the example using dot only, *i.e.*, | d : d,d,d,d'd :— | d .d,d'd :— || Pupils practice singing to time-names and *laa*.

EAR EXERCISES.

T.—Listen while I sing and tell me whether you notice any mistakes. (Sings correctly.) Did you notice any mistakes? C.—No; you sang correctly. T.—Try once more. (Sings with three tones, only in second pulse, which is divided into a half and two quarters.) Was there any mistake made? C.—Yes. T.—At what place? C.—In the second pulse. T.—How many tones did I sing in that pulse? C.—Three. T.—How was the pulse divided between these three tones? C.—The first tone was longer than the others. T.—Yes. The first tone got half of the pulse, and the others a quarter each. We will now study the time-names for this division of the pulse.

TIME-NAMES.

What is the time-name for a full-pulse tone, two half-pulse tones, and four quarter-pulse tones? Pupils answer as desired, while teacher writes from

taa
their dictation, taa tai
 ×
 tafa tefe

T.—I have drawn cross lines between the time-names. Following the line from the first half to the last two quarters; what three syllables do we find? C.—Taa te-fe. T.—Listen while I sing taa-te-fe. (Sings it several times in close succession while beating time.) You will now imitate. C.—Repeat as directed. T.—I will now point to the diagram, and you will sing any of the time-names as I may point to them. Points to taa only for a few pulses, then leads up to taa-tai, tafa-tefe, and draws the pointer along the cross line for taa-tefe. Should pupils become confused, return to the simpler rhythms.

NOTATION.

The notation for this new division of the pulse is very simple. We have only to take away the second quarter-pulse tone and we have it. (Rubs out the second *d* and comma, and shows the pulse divided into one half and two quarter spaces, *i.e.*, : d .d,d').

PRACTICE.

Class will now be drilled in singing from the notation, the new division being written in various other pulses. When this has been mastered, the teaching of

TAAFA TAI

—two quarters and one half—will be an easy matter: Simply develop the time-name from the diagram as above; practice from teacher's pattern, and show the notation with comma in centre of the first half pulse division instead of the second.

TAA FE.

The next division of time to be introduced is three-quarters and quarter-pulse tones. In teaching this be exceedingly careful to make the last quarter pulse tone connect with the pulse which follows. The tendency with careless pupils will be to sing as if the pulse were equally divided between the two tones. With such it will be necessary to compare taa-tai with taa-fe, and have them sing either as required.

Pupils will now be prepared to sing any of the songs and exercises in Book I. and the first part of Book II.

In the next number a graded scale of work for use in the Public Schools will be given, with hints on the "rubbing in" of the various subjects introduced in preceding papers.

QUERY.—I have to read a paper on Music at our County Convention, and would like to have some information as to the extent to which the Tonic Sol-fa system has been adopted in Canada, and also what progress it has made in the "Old Country."

ANS.—The system is now adopted by the School Boards of Toronto, Montreal, Hamilton, London, St. Thomas, Stratford, Ingersoll, and many other towns. The Canadian Music Course has been authorized for use in the Province of Quebec, and is being largely used by teachers there. The On-

tario Teachers' Association, at their last meeting, unanimously petitioned the Education Department to authorize a series of text-books, and place Tonic Sol-fa on an equal basis with the Staff. This, however, has not yet been done. In England, the Tonic Sol-fa system is used in eighty-seven per cent., and in Scotland in ninety-four per cent. of the schools which pass the Government examinations in music.

Teachers' Miscellany.

THE DRIFT.

THE following, which we quote entire, because we can find no sections we are willing to omit, from our Maritime Province contemporary, the *Educational Review*, we commend to the thoughtful consideration of our readers:—

"We ask our school teachers and officers to carefully weigh the import of the following presentation of present educational development, which we quote from the report of one of the most practical educationists of Canada, Supervisor McKay, of Halifax. For the unprogressive, it is the handwriting on the wall:

In my reports to the board for three or four years past I devoted much attention to the vital educational questions of the day as they presented themselves to my judgment. Some propositions, which at that time were deemed debatable, are now regarded as settled. No man with any reputation as an educationist would dispute the absolute necessity for trained teachers or for free and properly equipped high schools. All are willing to admit that drawing, singing, calisthenics and nature lessons should form part of the exercises of every well conducted school; that co-education, almost universal in America and fast gaining ground in England, is a success; that some considerable modifications of our curricula, looking towards the introduction of manual training and kindergarten principles, are necessary, and must soon come. But how can anything new be admitted into a course of study generally regarded as already overcrowded with subjects, each as important as those seeking admission? Well, in the first place, the course of study seems to be more formidable than it is in reality, on account of the fulness with which the requirements in the various topics are described. Again, increased practice in the teaching of nature lessons, of drawing and other new subjects, will eventually make them the most popular and easiest on the programme. Much of the feeling of over-pressure, experienced at present, arises from the want of interest, which is the result of defective methods of presentation. In a primitive form of society man could afford to satisfy his few wants in spite of energies misdirected and wasted by crude machinery and unskilled labor. But as society became more complex and social demands multiplied, a proper economy of productive forces became the prime necessity. Just so in educational matters. The many-sided culture demanded by modern life renders necessary the wisest economy of educational energy. In the words of Dr. Eliot, our school programmes must be shortened and enriched. As to how this can be done, the most authoritative deliverance comes from the reports of two committees appointed in England—one in 1886 by the English Parliament, the other in 1887 by the London school-board. These committees, including the most distinguished educationists of the country, after an exhaustive investigation, have recently reported. Acting on a motion of the Hon. Senator Power, the board sent for these valuable reports, and they have just come to hand. As offering a solution of difficulties, and for the information of this board, I beg to present, in a condensed form, those recommendations in the reports which are most suited to the circumstances of a new country not unduly trammelled by the traditions of the past.

They recommend:—

1. That the method of kindergarten teaching be developed for senior scholars throughout the schools, so as to supply a graduated course of manual training in connection with science teaching and object lessons.
2. That the teaching of all subjects be accompanied, where possible, by experiments and ocular

demonstration, and that the necessary apparatus be supplied to the schools.

3. That the board encourage modelling in clay in all departments of schools, both in connection with drawing as a training of the artistic faculties, and for the illustration of the teaching of geography and other subjects.

4. That all manual instructions should be given in connection with the scientific principles underlying the work, and with suitable drawing and geometry.

5. That greater attention be paid to the teaching of mechanics, and that models for illustrating the instructions be supplied.

6. That instruction in practical geometry be included in the teaching of drawing, and that mechanical drawing to scale with actual measurements be encouraged in all boys' departments.

7. That the time now given for dictation be reduced, and that in substitution for the part omitted in the lower classes the reproduction by children in their own words of passages read out to them, and in the senior classes original composition be usually taken.

8. That the teaching of reading should be specially directed to give children an interest in books, and to encourage them to read for their own pleasure, and that reading books should be used for imparting a knowledge of geography, history, social economy, and facts of common life to all children who may not be able to take such subjects for examination.

9. That in order to allow time for experimental teaching and manual work, the time now given to spelling, parsing and grammar generally be reduced.

10. That principals of all schools be required to forward each year, for the approval of the school committee, a scheme of object-lessons and a copy of the time-tables proposed to be used.

11. That teachers be informed that the board do not pay so much attention to the percentages obtained at written examinations as to the general tone and character of the school work as set out in the supervisors' reports.

12. That the play-grounds attached to schools be used for the formation of clubs for hardy sports, gymnastic exercises and drill.

13. That the question of organized physical education out of school hours receive careful consideration.

14. That with a view to secure the improvement of kindergarten in the schools of the board, the education departments be required to grant certificates to teachers after examination, showing that they have been trained in the principles and sound practices of kindergarten.

Acting in the spirit of these recommendations would imply:

1. A great deal of intelligent and interesting reading in all the classes, for the purpose of securing readiness in word recognition, command of language and fluency of expression. Opposed to this in the younger classes would be the mischievous habit of continually interrupting the reader and harrassing him with trivial explanations. Minute accuracy is neither natural nor desirable in very young children. A correct general understanding is all that is necessary at that stage. Let the teacher be a good reader, and read much to her pupils for their imitation.

2. But little attention to spelling as a specific exercise until the pupil could read fairly well. After they have spent three or four years in becoming familiar with the forms of words by much reading and by simple exercise in composition, spelling could then be taught thoroughly at the least cost, thus saving much time for other important work.

3. That arithmetic should be practical, dealing with matters of everyday life. Arithmetical puzzles should be postponed until they could be solved by algebra. There are practical difficulties enough for the purposes of mental gymnastics without creating artificial ones. Actual weights and measures, ocular demonstration and experiment would elucidate principles and render the subject less abstruse. Here again time could be saved.

4. That but little attention be given to grammar or parsing until the eighth grade be reached. The mental discipline can be supplied in more useful ways, while the practical uses can be acquired by exercises in composition and letter-writing.

5. That geography be combined as much as possible with object lessons, and be taught from maps made by the teachers and pupils. Modelling in clay is required for the best teaching of geography.

6. That interesting biographical sketches should form the beginnings of history teaching.

7. That instrumental and geometrical drawing for the purpose of training the eye and hand to accuracy, should be continually associated with free-hand drawing. Writing is very much improved by the teaching of drawing.

8. That in teaching nature-lessons pupils should be made to base their conclusions on what they observe, not on what they are told.

9. That singing should be obligatory in all schools. It lends brightness to school hours and gives a taste for a higher kind of recreation in subsequent life.

10. That teachers should be teachers and not lesson hearers."

COMMENCEMENT PIECES.

ED. JOURNAL.—The article in Our Drawer in the October number of the *Journal*, on "Commencement Pieces," brings to mind the discomfort I felt in listening to the unnatural efforts made by a class in one of our high schools last June. I felt some plan might be devised that would give better results with less of worry and nervous dread to pupils and teachers. I thought of this plan: During the Fall and Winter months let the graduating class be required to do some literary work each month. Let this work be an essay, a review, a discussion, a topical recitation, anything that would do for a graduating exercise. This work should be carefully planned and closely criticized. A month will give sufficient time for a paper, and not take too much thought and time from other work.

In April let the several papers be placed in the hands of a committee of teachers, who shall select the one from each pupil's papers that seems to contain the best subject-matter and literary work. Let each pupil carefully revise and perhaps enlarge the selected paper, and use it as a graduating exercise. The Spring term could then be spent upon the valuable studies found in the course. As it is usually arranged, the Spring term amounts to but little beyond a worry over a graduating essay, with very questionable results.—X.X., in *Wisconsin Journal of Education*.

Correspondence.

TEACHERS' SALARIES.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—I, too, have read with pleasure the discussions on this subject in your valuable journal.

I think the fault is with the teacher, not the Inspector or Board of Trustees. You ask, "How can the teacher hinder this deplorable state of affairs?" By hindering it. If teachers would not teach for such starvation salaries as some do accept, the trustees would simply be compelled to pay fair salaries. Last year I knew of a first non-professional who was actually "keepin' school" for \$300 per year. At present I know of several schools that are being taught for the miserable pittance of \$200. Some, perhaps, have really succeeded in extorting the extravagant sum of \$250 for a year's services.

This deplorable state of affairs, I again state, is the fault of the teacher. The lady teachers are greatly to blame here, because, in the majority of cases, they teach for lower salaries than men. Why this? If they are as competent (I would be the last to deny it) as the men, why not insist on equal compensation?

I agree with "S.G.B." on most points. I consider his Society remedy worth testing. But do not let us doze away our time, vainly waiting for legislation, because, at present, the line is not surveyed, much less the track laid for the engine of legislation to pass this way. Let us be up and doing.

Let each teachers' institute do its work and each teacher his work. Suppose that each teacher sign an agreement, by which he pledges himself, on his honor, not to teach for less than a certain amount, say \$425, at the least. This scheme may be worked, without much effort, by simply talking the subject up well before the meeting, holding a meeting of supporters during recreation hours of Institute days, drawing up a pledge, and then, perhaps, completing the work by private canvass. Surely no one would refuse to sign.

We certainly shall have to fight our own battles. Then why procrastinate. More might be done at teachers' meetings than is done. Under the influence of false modesty the subject is almost entirely neglected. We must live, but unless a beneficial change is made, bare existence is all we can hope for if we remain in the profession. It is a recognized fact that the best teachers are being lost to the profession every year through necessity. They find that if they are to accomplish anything they must find some other occupation more remunerative.

Only the other day I heard that one of our oldest, best, and most esteemed teachers of this county has applied for an office foreign and far inferior to the noble profession in which he has been engaged for some years. No uncommon occurrence, this.

I hope to see this or some better plan acted upon at once.

UNO.

Feb. 21st, 1889.

VICTORIA INDUSTRIAL SCHOOL.

To the Editor of the EDUCATIONAL JOURNAL.

DEAR SIR,—Will you kindly permit me to make, through your columns, the painful announcement that to-day we have received the last boy we can accommodate at the Mimico Industrial School. We have crowded the lads together as much as a regard for their health will permit, but this afternoon, with seventy applications on hand, and more coming in every day from the city and the country, we have been compelled to close our doors. We have done all we can, and have undertaken heavy financial responsibilities in erecting the buildings we have, and providing for the proper maintenance of over one hundred boys.

The crying need of the school is evidenced by the number of applications pouring in, its efficiency has been shown by the improvement of the boys under our control; but we cannot, under present circumstances, proceed with the erection of another cottage, which would, moreover, only accommodate sixty of the seventy present applicants. We can only place the responsibility on the people in general.

The case is serious—awfully serious. We realize the hardship that these boys will undergo, and we can do nothing. Scores of boys are drifting, through force of circumstances, into a life of vileness, dishonesty, drunkenness, and rapine, and maybe murder. We can only look on and grieve.

Yours respectfully,

W. H. HUSTON,

Hon. Sec. Toronto Industrial School Association.

Feb. 22nd, 1889.

(Correspondence continued on page 319.)

OUR joy and grief consist alike in this :
In knowing what to will and what to do.

—Leonardo da Vinci.

FEW men are open to conviction, but the majority of men are open to persuasion.—Goethe.

VERY few people are good economists of their fortune, and still fewer of their time.—Chesterfield.

AN opportunity is like a pin in the sweepings; you catch sight of it just as it flies away from you, and gets buried again.—Mrs. Whitney.

WE love in others what we lack ourselves,
And would be everything but what we are.

—R. H. Stoddard.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—
MIDSUMMER EXAMINATIONS, 1888.

THIRD CLASS TEACHERS.

FRENCH GRAMMAR AND COMPOSITION.

Examiners: { CORNELIUS DONOVAN, M. A.
J. E. HODGSON, M. A.

NOTE.—Not more than six questions are to be attempted, and of these Nos. 3, 6, 7, and 8 must be four.

1. Distinguish between: pêcher and pécher, livre (masc.) and livre (fem.), un brave homme and un homme brave.

2. Write the plural word or words of: sou, bijou, ciel, hôpital, éventail, aïeul, champ, noix.

3. Give, with examples, the various uses of tout.

4. State the respective genders of mouton, embouchure, Gironde, règne, festin, jupon, parasol, peuple, contre-danse, Mexique.

5. Classify the following adjectives according as they govern the proposition a or de, and deduce therefrom a general rule for the use of each preposition:

Adonné,	Capable,	Propre,
Plein,	Digne,	Charme,
Utile,	Enclin,	Eunuyé,
Cher,	Satisfait,	Prompt.

6. Write in full the preterite definite of taire, vivre, aller, fremir and s'asseoir.

7. Translate into French:

(a) How are you? It is a long time since I saw you.

(b) Honor is badly guarded when religion is not at the outpost.

(c) Napoleon the First died in the year one thousand eight hundred and twenty-one.

(d) It is ridiculous to put oneself in a passion against objects that are insensible of our anger.

(e) I doubt whether my brother would have succeeded had it not been for your assistance.

(f) Do not say to a friend who asks something of you, "Go and come again to-morrow," when you can give it to him immediately.

8. Translate into French:

Mary hastened to carry the good news to her father. The ship was not slow in arriving; the king kept his promise, and John Maurice and his two children were put on board. They landed on a French island and were introduced to the governor. The latter, having learned Mary's history and finding her a charming young person, requested her hand in marriage. Maurice consented to the union and took up his abode on the island. John married a sister of the governor, and henceforth they all lived very happily together in that island, admiring the wisdom of Providence, who had permitted Mary to become a slave only to give her the opportunity of saving her father's life.

PROMOTION EXAMINATIONS. — COUNTY
WELLAND, JUNE, 1888.

LITERATURE.

FIRST TO SECOND CLASS.

Time, two hours.

1. Write from memory all the verses of "Twinkle, twinkle, little star."

2. Tell in what way a star and diamond are like each other.

3. What is meant by the "blazing sun?"

4. Tell how a star differs from the sun.

5. "Then the traveler in the dark thanks you for your tiny spark." What does "tiny spark" mean?

6. How does the traveler thank the star?

7. Mention other ways of thanking those that do good to us.

8. "For you never shut your eye till the sun is in the sky." What does this mean?

9. Write the first verse of "Two and One."

10. Also the first verse of "Drive the Nail Aright."

THIRD CLASS TO FOURTH.

Time, two hours.

1. Write from memory the lines about "The Mountain and the Squirrel."

2. Who is meant by "the former."

Why did he call "the latter" "Little Prig?"

3. What does Bun mean by saying, "But all sorts of things and weather must be taken in together To make up a year And a sphere?"

4. What does "To occupy my place" mean?

5. In what way do the "talents" of these two differ?

6. What is meant by "All is well and wisely put?"

7. Which of the two do you think gained the advantage in the dispute? Give your reasons for thinking so.

8. What is this lesson intended to teach us?

9. Who was the author of the "Old Arm Chair?" Write the stanza beginning with, "In childhood's hour I lingered near."

GRAMMAR.

SECOND TO THIRD CLASS.

Time, two hours.

1. What is a sentence? Give six examples, and divide them into their complete subjects and complete predicates.

2. Define "subject" and "predicate" and add words modifying those in the following sentences: (a) Birds fly. (b) Fishes swim. (c) Dogs bark.

3. What do we call a name-word? Define it, and pick out the name-words in the following sentences:

Coffee is an evergreen plant. The seeds are packed in bags. It is grown in Arabia and the East Indies, and in the West Indies and Brazil.

4. Define "verb" and "pronoun." Draw a single line under each verb and two lines under each pronoun in these sentences:

He struck the boy on his leg with a club. The dog carried her basket with his teeth. You and I will go to town.

5. What is an "adjective?" What an adverb?" Write three sentences, each containing an adjective and an adverb.

HISTORY.

FOR THIRD CLASS.

Time, one hour.

1. Tell what you know about the discovery of Canada.

2. Tell something about the people who inhabited the country at the time of its discovery.

3. Tell what you know about any of the following: Champlain, the Jesuit missionaries, Frontenac, Montcalm, Wolfe, United Empire Loyalists, General Brock.

EAST MIDDLESEX PROMOTION AND
REVIEW EXAMINATIONS, NOV. 1888.

GEOGRAPHY.

THIRD TO FOURTH CLASS.

Time, two hours.

LIMIT OF WORK.—Definitions continued; first, accurate knowledge, then the memorizing of the definition. The great countries, large cities and most prominent physical features on the Map of the World. Maps of the county, of the Province of Ontario, of Canada, and America. Map drawing. Motions of the earth, seasons, zones.

Written answers, to be awarded full value, must be correctly spelled, and if not tabulated, must be in complete, correct sentences.

1. Draw an outline map of N. America, marking the Dominion of Canada on it.

2. (a) By what railway would a passenger travel from Montreal to Vancouver?

(b) Name in order the Provinces and the large towns and cities through which he would pass in making the trip.

3. (a) Why is there more rain on the western than on the eastern slope of the Rocky Mountains?

(b) The greater the elevation of the small plains on the mountain slopes, the more stunted the growth of the trees; account for this fact.

4. (a) State in order the counties and districts which border on the Georgian Bay.

(b) What are the chief industries of the people residing north and immediately east of the Georgian Bay? Of those living in the part of Ontario south of Georgian Bay?

5. What and where are Alaska, Cape Breton, Jamaica, Holland, Suez, Siberia, Cape Colony and Australia?

6. Locate Chatham, London, Kingston, Halifax, Chicago, New Orleans, Liverpool and St. Petersburg.

7. Draw a map, marking and numbering six equidistant meridians east of the first Meridian, and six equidistant parallels of latitude north of the Equator.

8. Where do Canadians find a market, outside of Canada, for most of each of the following articles that they do not need for themselves?

(a) Wheat.

(b) Cattle.

(c) Horses.

(d) Butter and eggs.

and (e) Apples.

For Friday Afternoon.

WHAT I WOULD DO.

If I were a rose

On the garden wall,

I'd look so fair,

And grow so tall:

I'd scatter perfume far and wide,

Of all the flowers be the pride,

That's what I'd do

If I were you,

O little rose!

If I were a bird,

With a nest in a tree,

I would sing a song

So glad and free,

That birds in gilded cages near

Would pause my wild, sweet notes to hear,

That's what I'd do

If I were you,

O gay, wild bird

Fair little maid,

If I were you,

I should always try

To be good and true;

I'd be the merriest, sweetest child

On whom the sunshine ever smiled.

That's what I'd do

If I were you,

Dear little maid!

—Our Little Ones.

THE DRIVER OF NINETY-THREE.

STREET-CAR driver, "Ninety-three,"

Very weary and worn was he,

As he dragged himself to his little home;

Long, long hours from year to year,

Never a day for rest, no cheer,

In the woods or meadows in joy to roam.

All day through in tiresome round,

Wages scanty, and prospects bound

In a treadmill life from sun to sun,

Facing the winter's cold and sleet,

Facing the summer's burning heat,

With little to hope and little won.

The clothing was poor of "Ninety-three,"

And poor as well for the family;

But the wife was patient with gentle grace.

"I've watched all day by the baby's bed;

I think he is going, John," she said,

With an anxious look on her pallid face.

He gazed with pride on his baby boy.
 "He is handsome, wife!" and a look of joy
 Just for a moment dried the tears.
 "How does he look in glad daylight?
 I have never seen him except at night;"
 And he sighed as he thought of the weary years.

Labor the blessing of life should be,
 But it seemed like a curse to "Ninety-three,"
 For twice too long were the toiling hours;
 Never the time to improve the mind.
 Or joy in his little ones to find;
 Grasping and thoughtless are human powers.

All night long did the driver stay
 By the beautiful child, then stole away.
 Hoping, still hoping that God would save;
 But when the sun in the heavens rose high,
 The time had come for the baby to die,
 And the mother had only an open grave.

"I must take a day," said "Ninety three,"
 To the wealthy railroad company;
 "I shall see the face of my child," he said.
 Oh, bitter the thought to wait till death
 Has whitened the cheek and stopped the breath,
 Before we can see our precious dead!

With many a tear and half-moaned prayer,
 With apple-blossoms among his hair,
 They buried the child of their fondest love;
 And the man went back to the treadmill life
 With a kindlier thought for his stricken wife.
 Ah, well, there's a reckoning day above!

—Sarah K. Bolton.

A PROBLEM IN THREES.

If three little houses stood in a row,
 With never a fence to divide,
 And if each little house had three little maids
 At play in the garden wide,
 And if each little maid had three little cats
 (Three times three times three),
 And if each little cat had three little kits,
 How many kits would there be?

And if each little maid had three little friends
 With whom she loved to play,
 And if each little friend had three little dolls
 In dresses and ribbons gay,
 And if friends and dolls and cats and kits,
 Were all invited to tea,
 And if none of them all should send regrets,
 How many guests would there be?

—Eudora S. Bumstead, in *St. Nicholas* for February.

TURN thine eyes to earth and heaven,
 God for thee the spring has given,
 Taught the birds their melodies,
 Clothed the earth, and cleared the skies,
 For thy pleasure, or thy food;
 Pour thy soul in gratitude.

—Mary Howitt.

BE not impatient, O soul!
 Thou movest on to thy goal,
 Be not full of care,
 In the universe thou hast thy share.
 Be not afraid, but trust
 Thou wilt suffer nothing unjust.

—Anon.

NO man is born into the world, whose work
 Is not born with him. There is always work
 And tools to work withal, for those who will:
 And blessed are the horny hands of toil.

—J. R. Lowell.

MANY unhappy persons seem to imagine that
 they are always in an amphitheatre, with the as-
 sembled world as spectators; whereas, all the
 while, they are playing to empty benches.—*Selected.*

THERE is evil enough in man, God knows! But
 it is not the mission of every young man and
 woman to detail and report it all. Keep the at-
 mosphere as pure as possible, and fragrant with
 gentleness and charity.—*Dr. John Hall.*

Mathematics

All communications intended for this department
 should be sent before the 20th of each month to C.
 Clarkson, B.A., Seaforth, Ont.

A SUBSCRIBER sends a copy of the W. Middlesex
 Promotion Examination in Arithmetic, from the 3rd to
 the 4th class, and requests us to criticise the paper in this
 column. We must at present decline to do so. The
 paper was probably prepared by teachers or inspectors,
 under the sanction of the County Association, and the
 floor of that Association would seem to be the proper
 place for criticism. We publish the questions, however,
 so that our readers may compare them with the En-
 trance Examination held at the same time, December,
 1888. The inference to be drawn from the comparison
 is perfectly easy.

ARITHMETIC.

1. The outside dimensions of a box with a lid made of two-inch lumber are 4 ft., 3 ft. and 2 ft.; find how many cubic inches of water it will hold; also the cost of painting it on the outside at 2 cents per square inch. How many cubic inches of lumber in the box?
2. A piece of land 20 rods wide contains two acres; how many feet of lumber will make a walk 11 feet wide around it?
3. Divide \$40,365 among 3 men so that as often as the first gets \$14, the second gets \$15, and the third \$16.
4. How much will a merchant lose on 74 yards of cloth, worth 80 cents a yard, by selling 37 inches for a yard?
5. Define multiple, common multiple, least common multiple, and factor, common factor, highest common factor.
 Find the least common multiple of 6647, 31943 and 27829.
6. If water flows through a ditch 3 ft. wide and 2 ft. deep, at the rate of 4 miles an hour; how long will it take to fill a pond 6 miles long, 2 miles wide and 12 feet deep?
7. Reduce 1738965731821160181 square inches to acres.
8. When wire is sold at 13 cents for 11 feet, find the cost of 22 miles of such wire.

PROBLEMS FOR SOLUTION.

24. By J.A.A., Boston Mills. What must be the equal monthly instalments of interest payable in advance, to cancel the interest on \$10,000, lent at 5%, payable half-yearly?
 25. A and B are two casks filled with mixtures of two different kinds of wine: A in the proportion of 2 to 7, and B 2 : 5. What quantity must be taken from each to form a mixture containing 2 gallons of the first sort and 6 gallons of the second?
 26. From a full cask holding 256 gals. of wine, a certain quantity is drawn and the vessel is filled up with water. The same quantity of the mixture is drawn off and the cask is re-filled with water. Four such draughts are made, when only 81 gals. of wine are left in the cask. Find the amount drawn off each time. Nos. 25 and 26 are sent by C.B. ABRAHAM, and he requests algebraical solutions.
 27. By F. F., Elginfield, Ont. Hamblin Smith's Arith., p. 238. No. 5, paper I.
 28. By M. T., Delmer. Same book, p. 73, paper VII., No. 2.
 29. BY THE SAME. K and S, Elementary Arith., p. 136, XCV., No. 6.
- N.B.—These two correspondents have forgotten our request to send the questions as well as the references. Many such problems go into the waste paper basket, because they are from books not in general circulation, and the Editor has not time to copy the questions. We are anxious to please all our friends; but the line is clearly drawn.
- H. C., New Rockland, P.Q., sends the next four. They are taken from Galbraith & Houghton's Hydrostatics.

30. An isosceles prismatic vessel, 40 feet long, made of $\frac{1}{2}$ inch iron, base 16 ft., perpendicular 20 ft., is placed empty in water, with its angle downwards; find the depth to which it will sink, there being no deck to the vessel, and the specific gravity of iron being 7.75.

31. If the water section of a ship be taken for the base of a right cylinder, equal in volume to the ship, and H denote the height of the cylinder; prove that the vertical oscillations of the vessel are the same as the vibrations of a simple pendulum whose length is $S \times H$; S denoting the specific gravity of the ship and cargo.

32. If the side of a vessel be a triangle, having its base at the bottom of the vessel, find the ratio of the pressure on the side when the vessel is full and half full.

Ans.—16 : 5.

33. A sphere of wood whose radius is a, and sp. gr. s, is to be loaded with metal whose sp. gr. is f, so that the loaded sphere shall have the same weight as water, bulk for bulk. Find x, the radius of the cylinder, the axis of which is to be a diameter of the sphere, and the ends to have the same curvature as the sphere.

$$x^2 + 7^2 = a^2$$

$$y = a \sqrt{\frac{f-1}{f-s}}$$

What does y mean?

34. By P.V., Chelsea. An annuity of \$200 for 21 years is sold for \$2200. What rate of interest does the purchaser make on his money?

35. By J. D. M., Sault Ste. Marie. How often are there five Sundays in February? When will it next happen?

36. By BELLA M., Stratford. Two numbers are as 3 : 5 and their G. C. M. is 555. Find the numbers.

37. By J.T.H., Sudbury. Every even power of every odd number gives a remainder 1 when it is divided by 8. Prove this algebraically.

38. The G. C. M. of two numbers is 16; their L. C. M. 192. Find all the numbers less than 1000 that satisfy these conditions.

39. If a, b, c are in G. P., show that $\log_n a, \log_n b, \log_n c$ are in H. P.

40. By S. MERTON, Oxford, Ont. If a oxen in m weeks eat b acres of grass, and c oxen eat d acres in n weeks, how many oxen will eat e acres in p weeks, supposing the grass to grow uniformly while the cattle are grazing?

41. On a square describe an equilateral triangle on each side (1) internally, (2) externally. Join the vertices of these equilateral triangles. Show that the resulting figures are also squares.

42. In the triangle ABC, AB=AC, and AD is perp. to BC. Show that when $BC^2 < 4AD^2$ the triangle is acute-angled; when equal to it, the triangle is right-angled, and when less than $4AD^2$ the triangle is obtuse-angled.

CORRESPONDENCE.

MR. T. C. DOIDGE, University Coll., sent solutions to most of the problems in the January number. He solves No. 13: If n be a prime number greater than 3, $n^2 - 1$ is a multiple of 24: thus:— $n^2 - 1 = (n + 1)(n - 1)$. Now, since n is prime, either n - 1 or n + 1 is divisible by 3. Also they are two consecutive even numbers, and therefore one is divisible by 2 and the other by 4. Hence $n^2 - 1$ must contain 3, 2 and 4, i.e., 24.

MR. RICHMOND, Marnoch, also sent in a number of elegant solutions. The friends of the JOURNAL are doing a great deal to make it useful and practical, when they make their wants known through this column. In sending solutions teachers are doing a kindness to the members of their own profession. If all would combine to extend the circulation, the JOURNAL might easily double its size with the increased constituency. Hundreds of young teachers are reading no educational paper. *Brethren, combine this very month to raise the subscription to the (n + 1)th—where n is = or > 1 and positive.*

STUDENT, Ontario, asks advice about the mathematical studies for a first-class certificate. He is compelled to do his work and at the same time manage a large public school. We regret that we cannot devote much space to this special work, which would concern only a small minority of our readers. There are two little bits of advice, however, that may prove useful to many others besides STUDENT:—1st. Spend money freely on good text-books, several on each subject, and on assistance from the nearest High School masters. The dividends on the investment will please you by-and-by. 2nd. Concentrate all your power on one subject at a time—and batter away. A month at once is the shortest period for any one subject.

THE Lord gets his best soldiers out of the highlands of affliction.—*Spurgeon.*

THE rays of happiness, like those of light, are colorless when unbroken.—*Longfellow.*

A PROPENSITY to hope and joy is real riches; one to fear and sorrow, real poverty.—*Hume.*

SOME folks think that their personal importance fills a large space in the public eye, when it is all in their own.—*Prentice.*

BUSINESS NOTICES.

WE desire to secure the service of one active, reliable member of every Teachers' Association, who will undertake to represent the JOURNAL at Conventions, on commission. Apply as soon as possible, with note from Inspector or President. In cases where arrangements are already in existence, no reply will be expected, as they will not be interfered with.

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

Now that the season for holding Conventions has returned, we desire to repeat our request that Inspectors and Secretaries of Associations send us programmes of their forthcoming Conventions as soon as issued. We wish to make announcements of such Conventions, with somewhat fuller particulars than may be found in a Departmental list. Moreover, as this list contains only the names of Inspectorates in which Teachers' Institutes are held, a great many Conventions of Teachers, not being upon the list, are unknown to us, and unannounced. Give us an opportunity to make your operations known to the whole body of Teachers, all of whom take an interest in what concerns the profession. Also, please send us a summary of proceedings.

TEACHERS' INSTITUTES.

Peterborough, at Peterborough—March 7 and 8.

Mr. Inspector Tilley will attend the above meeting, and will deliver a lecture on the evening of the first day.

East Middlesex, at London—March 7 and 8.

Waterloo, at Berlin—March 7 and 8.

A public entertainment will be given at each of the two last mentioned conventions, on the evening of the first day.

Editorial.

TORONTO, MARCH 1, 1889.

WHO IS RESPONSIBLE ?

WHILE there are, no doubt, wide differences of opinion among members of the teaching profession in Ontario with regard to many educational questions, there is one particular on which, it is safe to say, they are substantially of one mind. All are, we believe, agreed that the standards of matriculation in our universities are much too low. It is obvious that the standard of matriculation practically determines the standards at all subsequent stages of the course. If the first one or two years of the university course are necessarily given to making up deficiencies in the preparatory training of students, the limits of possible work and attainment in the remaining years of the course must be narrowed in proportion. Nor is this all, or the worst part of the evil resulting from defective preparation. As every additional year given to study enlarges not only the student's knowledge, but what is far more important, his mental capacity, or brain power, it is evident that the loss resulting from being permitted to enter too soon upon the university career must be computed on a basis of geometrical, rather than arithmetical progression. Thus it is seen that the damage to higher education in Ontario, resulting from the present low standards of entrance to the universities, is very great.

It is, no doubt, somewhat natural, as well as fashionable, to regard the smaller and weaker institutions, in other words, the denominational universities, as the chief obstacles in the way of elevating the matriculation standards. The Provincial University, being well endowed, largely attended, and less dependent upon the numbers and fees of its students than the less wealthy institutions, would seem to have nothing to lose and everything to gain, from insisting on better preparation for entrance. But Principal Grant, of Kingston, in a remarkable address delivered a few days since before the Council of Queen's, denies the soft impeachment, so far as the institution over which he presides is concerned, and boldly maintains that the Provincial University alone is responsible for the present state of affairs.

According to Principal Grant's brief history of Queen's efforts to secure uniformity, the first overture was made by that institution when, about ten years ago, the Senate of Queen's, at his urgent request, resolved to forego its own matriculation and accept that of Toronto. This it did in order to relieve the High Schools of the unnecessary labor and embarrassment caused by their having to prepare pupils at the same time for three or four different examinations. In adopting Toronto's matriculation, Dr. Grant points out that Queen's was obliged to lower her standard by adopting the ridiculously low *minimum* of twenty-five per cent., instead of thirty-three per cent., as formerly, as necessary to pass. "That first step," says Principal Grant, "certainly showed our friendliness and our readiness to sacrifice our own feelings to the common good—if good it were. Instead of our spirit being reciprocated, we found it difficult, and sometimes impossible, to get the subjects for our calendar, until they had been sent out all over the country, and when changes were made we were not notified."

At the request of a number of masters Queen's subsequently assimilated her practice with that of Toronto in regard to the time of holding the matriculation. Her previous practice had been to examine applicants at the beginning of the sessions, thus saving them the expense of coming up twice. In order to do away with the latter inconvenience Queen's established a number of local centres. When, after long pressure, as some of our readers may remember, the Provincial University made arrangements for conducting its matriculation at all the High Schools, Queen's and the other universities were left out in the cold, though, as the Minister of Education had been in conference with them on the question of university federation, Principal Grant seems to think they might have had the courtesy of an invitation. Queen's again took the initiative. The Minister at once consented that the other universities should hold their examinations in the High Schools, and proposed that the Department should bear the expense, provided the universities would agree to have a common matriculation. Queen's, Victoria and

Trinity agreed, but Toronto held aloof, and in consequence the Department has had since to distribute two sets of papers instead of one.

Naturally thinking that the other universities when accepting, in the interests of the schools, Toronto's matriculation, should have a voice in the framing of the curriculum, especially as the adoption of that of Toronto involved a reduction in time allowed and the cutting off of subjects deemed important, Queen's once more approached Toronto. A minute adopted by its Senate, suggesting, in a very modest and conciliatory manner, the advisability of a common matriculation examination, conducted by a joint Board, was sent to the Senate of Toronto through the Registrar. Can it be believed that beyond the Registrar's formal acknowledgment, and promise to lay the communication before the Senate, no reply was vouchsafed to this very reasonable overture?

Principal Grant makes out a strong case, and it is surely incumbent on the authorities of the University of Toronto to explain. In the absence of satisfactory explanation, the conclusion of the fair-minded reader must be that not "those other universities," but the Provincial institution itself, is responsible for the low standards of matriculation, and, by consequence, of graduation, which are deplored by all our best educators, and as one result of which, it is pretty safe to say, there are very few "one-horse" colleges on the continent from which the degree of B.A. can be obtained on easier terms than from our Provincial University.

A SCHOOL-TAX QUESTION IN QUEBEC.

THERE is trouble in the Province of Quebec over a School-tax question. The Protestant School Commissioners have published a statement which certainly seems to indicate a lack of fairness on the part of the majority, such as has not hitherto marred the harmony between the two sections of the Council of public instruction. For some time past there have been serious complaints of injustice to Protestants arising out of the mode in which the school taxes collected from incorporated companies, such as banks, railways, etc. have been divided. Hitherto the distribution between the Catholic and Protestant schools has been made on the basis of population. It so happens that in this wise the sum of about \$10,000 per year of taxes paid by Protestant members of these corporations goes to the support of Catholic schools, instead of being available for the support of the Protestant Separate Schools. The Protestant School Commissioners are naturally desirous of having the law so altered that all school taxes levied upon the property of Protestants may be available for Protestant Education.

This claim seems reasonable and just, and it is we should have supposed, quite in accordance with the fundamental principle which underlies the educational system of the Province. When, however, the Protestant Commissioners proposed

to have a bill introduced into the Legislature, providing for the distribution of the taxes on the amended basis, and opened a correspondence with Premier Mercier, asking his support for the measure, they were met with a brusque refusal. Mr. Mercier informed them that the Government would give no help to the passing of such a bill, because of a resolution said to have been passed unanimously by the Council of Public Instruction to the effect that it was inexpedient that any change should be made in the law touching the collection and distribution of school funds. And here appears one of the most singular and awkward features of the affair. Those Protestant members of the Council who were present at the meeting at which the resolution referred to was introduced by Cardinal Taschereau deny that that resolution was ever put to a vote, much less carried. The resolution, they allege, was introduced as an amendment to a motion previously made, and it was supposed to be mutually understood, that, on the subsequent withdrawal of said motion, the amendment fell to the ground. The record on the minutes which represents the motion as having been carried unanimously is, they declare, altogether inaccurate. Nevertheless, Premier Mercier has, on being a second time appealed to, reiterated his statement, that he can do nothing because of the resolution of the Council.

It is a great pity that anything should have occurred to cause misunderstanding between the Protestant and Catholic sections of the Council. But the question is clearly one of right and wrong, and Mr. Mercier will seriously tarnish his reputation for even-handed justice if he persists in refusing to let the subject be considered on its merits, sheltering himself behind a disputed resolution of a body which is, after all, no part of the Legislative machinery of the Province, and has no right to control the action of the people's representatives.

THE CHAIR OF ENGLISH.

THROUGH some oversight we omitted in our last number to chronicle the appointment made to the Chair of English in Toronto University. The testimonials of the successful candidate, Prof. W. J. Alexander, of Dalhousie University, were of a very high order. Mr. Alexander is a Canadian, who, setting out from the Hamilton Collegiate Institute where, if we are not mistaken, he gained a Gilchrist Scholarship, has had excellent opportunities for thorough culture in the London, Berlin, and Johns Hopkins Universities, respectively. In each of these institutions his standings were, we believe, excellent. Dr. Alexander has made the English Language and Literature a specialty, and has it is understood, taught them with success in Dalhousie for some years.

To what extent Dr. Alexander possesses the creative power, which, though not indispensable to successful teaching, is generally looked for in

the Professor of English in a prominent University, we have no means of knowing. A still more important question is that concerning his ideas and methods of instruction. As we have intimated in former articles it is, in our opinion—and in this we are glad to know we but voice the views of many of our best educators in the public and secondary schools of the Province—of primary importance, that the Chair of English in Toronto University should be occupied by one who is, above all, a teacher. What is especially needed for the development of those literary tastes and abilities, which it is felt by many have hitherto been left to too great an extent dormant in the undergraduates of our national institution, is not so much lecturing, however brilliant, on the history of literature, or criticism, however acute, of the literary masterpieces of the language, as practical work in original composition, as well as in analysis and criticism of the productions of others. This practical work is second only in importance to extended and thorough reading of that which is best in the productions of the Masters of English of all periods, under the guidance of an appreciative and skilful teacher. To turn the pages of these masters "with daily and nightly hand," and to develop by constant effort the individual powers of thought and expression, is the only road to literary culture. While, in common, we are sure, with a very large proportion of the teachers of Ontario, we believe that these purposes could have been well served by one of the applicants who is a Toronto graduate, well known throughout the profession, we beg leave to extend our cordial congratulations to Dr. Alexander, and we see no reason to doubt that equally warm congratulations are due to the University of Toronto, and to its present and prospective students, on his appointment

UNIVERSITY APPOINTMENTS.

AN "Outsider" writing from Eastern Ontario to the *Mail*, in connection with the discussion on University appointments which is just now going on, after intimating that a knowledge of the principles of literary criticism has not yet found its way into Canada, goes on to observe:

"It is, therefore, by no means clear that anyone with a purely Canadian training could be expected to fill worthily a chair of such high importance as that of English literature. A similar line of remark might be extended to the chair of political science. That subject has gradually undergone a revolution. The old abstract political economy is not, it is true, dead, but it has dropped into a subordinate position. Without desiring to disparage in any way the attainments of other aspirants to the chair, I think one might say that the new occupant is the sort of man from whom we may expect much. If his lips have indeed been touched with the fire of the late Arnold Toynbee, his power to breathe life into the dry bones of political economy will be great."

It is undoubtedly good that in a young country some men should be occasionally introduced "who have inhaled a finer, though, perhaps, not

a more bracing atmosphere than that in which we at present live." But we cannot assent to the implied assertion that no one with a purely Canadian training could be expected to fill worthily a chair of such high importance as that of English literature or political science. Our reasons for questioning the opinion in regard to the former may be inferred from another article. Touching the latter, the very fact that the old abstract political economy is being relegated to a subordinate position, is, in our mind, one of the strongest reasons why the subject should be approached from the practical Canadian point of view. We speak with the highest respect for the present occupant of the chair in the Provincial University. From what we have learned of his talents and industry we have no doubt that he will take pains to acquaint himself, in the shortest possible period, with these peculiar circumstances and relations of our country which are the fundamental conditions of the problem. It is no disparagement of his ability to do this to say that a Canadian residence and education would have given him an advantage, other things being equal, which he does not now possess. There might even be room for question whether such advantage, to one who adheres strictly to inductive methods and realizes that the known affords the only safe and scientific starting point from which to proceed to the unknown, might not more than counterbalance that of a course of lectures at Oxford, or even of contact with the contagious enthusiasm of a Toynbee.

In saying this, let us repeat, we have not the slightest intention of reflecting unfavourably upon any recent appointment. We wish merely to take exception to the teaching that no one with a purely Canadian training should be thought eligible for a chair in a Canadian University. Fully appreciating the advantages of study in British and foreign institutions, we yet maintain that the man is more than the college, that the best of all that has been done or thought in any line of study is always accessible to a trained mind, and that the highest interests of Canadian culture demand that our educational institutions should be able to cast off the fetters of old-world traditions and strike out boldly in the paths of educational reform which are marked out by our peculiar new-world conditions and surroundings.

THE real religion of the world comes from women much more than from men.—*O. W. Holmes.*

LUCK is ever waiting for something to turn up. Labor, with keen eyes and strong will, will turn up something.—*Cobden.*

THE nerve that never relaxes, the eye that never blanches, the thought that never wanders—these are the masters of victory.—*Burke.*

THE darkest hour in the history of any young man is when he sits down to study how to get money without honestly earning it.—*Horace Greeley.*

FROM each dishonest act of shame forbear;
Of others and thyself alike beware;
Let reverence of thyself thy thoughts control,
And guard the sacred temple of the soul.

—*Rowe.*

Hints and Helps.

ARITHMETIC AND THE REASONING FACULTY.

BY W. A. M'INTYRE, B.A., NORMAL SCHOOL, MANITOBA.

(Continued.)

NEXT come *two-step* questions, in which any two of the preceding steps will have to be taken in the solution. There will be twenty-five types of such questions and an infinite variety of questions under each type. Many text-books, for want of plan, have but ten or twelve of these types, whereas they should have the whole twenty-five, in order to secure thoroughness in the pupil. The following questions will illustrate. The italicized letters denote the operations performed in solution.

A, A.—John has 12 marbles and James has 4 more than John. How many have they together?

A, S.—John has 12 cents. If he earns 37 cents more, how much will he have left after spending 25 cents?

A, M.—A boy paid \$3 for board and \$2 for lodging every week for 8 weeks. What did he pay in all?

A, D.—A boy received 6 cents from his father and 9 cents from his mother. How many oranges at 5 cents each can he buy?

A, P.—If he received 6 cents and 9 cents, as above, and divided equally among 5 girls, what would each girl receive?

S, A.—John has 4 marbles less than James, who has 12 marbles. What have they together?

S, S.—I had a dollar. After spending 20 cents for pears and some for apples, I had 40 cents left. What did I spend for apples?

S, M.—(1) A man earned \$5 a day, and spent \$2 a day for board. Find his net earnings in 8 days.

(2) I buy 16 shares stock at \$75 and sell at \$77. Find my gain.

S, D.—How many apples at 2 cents each can be bought with my money, which was 25 cents before I paid 5 cents for postage stamps?

S, P.—Three boys have the same number of marbles. If they put them together, they will have as many as I have when I throw away 6. I have 21 marbles. How many has each boy?

M, A.—I had 4 acres of wheat yielding 20 bushels per acre, and my garden yielded 12 bushels. How much wheat had I altogether?

M, S.—If I have 4 acres yielding 20 bushels per acre, how much can I sell after retaining 12 bushels for seed?

M, M.—There are 8 rows of desks in the room with 5 desks to a row, and 2 boys to a desk. How many boys in the room?

M, D.—(1) I work 8 days at \$3 a day. How much cloth at \$2 per yard can I buy?

(2) A bushel of wheat weighs 60 lbs. and a bushel of oats 34 lbs. How many bushels of wheat weigh the same as 30 bushels of oats?

M, P.—(1) 14 boys earn \$17 each and spend the money in buying 2 similar boats. What does each cost?

(2) If 3 men do a piece of work in 12 days, in what time will 2 men do it?

D, A.—With 12 cents I purchased oranges at 3 cents each. My mother gave me 2 oranges more. How many had I altogether?

D, S.—With 18 cents I purchased pears at 2 cents each. After eating 3, how many were left?

D, M.—Find the value of 1768 lbs. of oats at 20 cents a bushel.

D, D.—In a school of 80 boys, with 2 boys to a desk and 5 desks to a row, how many rows?

D, P.—In a school of 80 boys, with 2 boys to a desk, there are 8 rows of desks. How many desks to a row?

P, A.—Five boys earn \$25, each boy earning the same amount. One of the boys receives \$2 in a present. How much has he then?

P, S.—In the above question, if the first boy treated the lot at a cost of \$1, what had he remaining?

P, M.—If 4 cows cost \$96, what will 9 cows cost?

P, D.—I have 1000 matches which I divide into 5 bundles, and then divide one of the bundles into groups of 10 matches. How many groups have I?

P, P.—In a school are 80 boys sitting in 8 rows of desks with 5 desks in a row. How many boys in a desk?

Now, in the above *two-step* questions, one or two things are noticeable.

1st. By examining *M, M., D, D., D, P.* and *P, P.* it will be seen that the converse of Multiplication is either Division or Partition.

2nd. It will be seen from examining *P, M.* or *M, P.* that questions in Proportion are included in the list. Moreover, the question in Proportion under *M, P.* is more difficult than the other questions involving the same two steps. Why? Probably, because there is in proportion a comparison to be made, and the unit of comparison—one man's work in a day—is not given. In the other question of the same family, the unit of comparison is given. From this, it is evident that even in *two-step* questions there is room for choice, since the most difficult questions should come last. This suggests a question—If many of our Arithmetics devote pages to questions in Simple Proportion, is it too much to urge that some attention should be given to other *two-step* questions?

3rd. There is a way of wording questions so that the steps are suggested, e.g.: *I had 10 cents and received 5 cents more; I then lost 7 cents. How much had I left?* Such questions are not so difficult as those where the steps are concealed by peculiar wording, e.g.: *I had 80 cents. After spending a certain amount for candy, I found I could buy 18 oranges at 3 cents each. What did I spend for candy?*

Now, these *two-step* questions can involve more than whole numbers, for in teaching fractions, problems of a similar nature can be given, remembering always that multiplication of fractions, *in the ordinary sense of the term*, is impossible.

(To be continued.)

HINTS ON SCHOOL GOVERNMENT.

BY LELIA ADA THOMAS.

NEVER make a rule hastily. Consider it well first. Ask yourself, "Is this necessary?" "What effect will it have on my temper? On the children's?" "Will the good gained by enforcing it have any corresponding evil, and is there a possibility that the latter may outweigh the former?" Lastly, "Can I enforce it?" A regulation, no matter by how strong arguments upheld, had better never be made if it cannot be enforced. Such a rule weakens the teacher's influence. The quick-witted child immediately draws the conclusion, either that the rule itself was unwise, and his confidence in his teacher's judgment is shaken, or that she dare not carry out what she has begun, and he sets her down for a coward.

Do not "spring" a punishment on a scholar. Tell him distinctly what you expect of him, set before him the fate which will overtake him if he is neglectful of his duty, make him feel your strong hand (I mean this figuratively) if he does wrong. A child seldom complains of a just punishment. Cases of impertinence, if investigated, generally will be found to have their origin in a sudden descent upon the scholar by the teacher with a punishment out of all proportion to the offence, and resorted to as an outlet for the teacher's feeling of vexation and annoyance.

Before making a rule explain, in simple, forcible language, to your pupils, the reason for your course. Talk to them, not as if you thought them harum-scarum boys or fidgety girls, but persons of sense, like yourself. Nine cases out of ten can be reached by this method, and though there will be forgetfulness, or moments when the devil gets the upper hand, in the main you will find the children doing as you wish.

Do not confound small offences with great. To rebuke a child who had whispered, for instance, in the tone you would use to him if he had stolen something, or told a lie, is an act of folly on the teacher's part and a cruel wrong to the pupil, resulting, primarily, in a confusion of his ideas and ultimately in a blunting of his moral sense. The keen reproach, the severe chastisement, when used in the lesser offences, exhausts your resources. The child punished in the same way for whispering and for falsehood puts both offences on the same footing; next finds out from the talk of older people at home and elsewhere, that whispering in school is regarded by them as a small matter, concludes that lying must then be a small matter also, and soon ceases to feel any pangs of conscience at doing either.—*Ohio Ed. Monthly.*

THE FOLLOWING ARE SOME OF PESTILOZZI'S PRINCIPLES.

ACTIVITY is the law of childhood. Accustom the child to do. Educate the hand.

Cultivate the faculties in their order.

Begin with the senses, and never tell the child what he can discover for himself.

Reduce every subject to its elements.

One difficulty at a time is enough for a child.

Proceed step by step.

Be thorough.

The measure of information is not what the teacher can give, but what the child can receive.

Let every lesson have a point, either immediate or remote.

Develop the idea, then give the term.

Cultivate language.

Proceed from the known to the unknown.

From the particular to the general.

From the concrete to the abstract.

From the simple to the more difficult.

First synthesis, then analysis—not the order of subjects, but the order of nature.

School-Room Methods.

NEW BAROMETER SCALE.

BY J. ASHER.

INSTEAD of saying the air supports a certain height of mercury, I state the ratio of given pressure to standard. I say pressure is 1000 thousandths of normal in place of saying it sustains a thread of mercury 760 mm high. The point 760 in barometers will be marked 1000; divisions, .76 usual length.

ADVANTAGES.

1. Scale tells fraction of normal pressure in decimals.

2. Divisions are shorter, hence greater accuracy with whole numbers.

3. By combining with my milligrade thermometer scale (see *Scientific American*, Nov. 26 h, '87, and *EDUCATIONAL JOURNAL*, March 15 h, '88) can correct volumes of gas to normal pressure and temperature with elegant simplicity. In correcting to standard temperature 1000 is numerator and temperature denominator, and to standard pressure 1000 is denominator and pressure numerator, 1000 cancels. Hence the brief

RULE.—Multiply by pressure and divide by temperature.

Ex.—Barometer shows 983 thousandths, thermometer 1065° milligrade; what will 648 c.c. of gas be, at normal?

$$\text{Solution: } \frac{983 \times 648}{1065} = 598.1 \text{ c.c.}$$

4. With equal ease we find weight of volume, given pressure and temperature.

Ex.—A gram of H at standard fills 11.19 litres; what will 43 litres weigh, barometer 1013, thermometer 954° M?

$$\text{Solution: } \frac{1013 \times 43}{954 \times 11.19} = 4.08 \text{ grams.}$$

Problems need a third the usual time.

5. Aneroid and sympiesometer in graduation will be independent of mercurial barometer.

Extremes, 44 years, Toronto Observatory.
1034°03. Jan. 8 h, '66.
941°32. Jan. 2nd, '70.

HOW I TEACH GRAMMAR.

BY WILLIAM SIMMONS.

FIRST LESSON.—NAMES.

THE teacher, holding up some object before the class, asks, What is this? this? and this?

Answer.—A pen, pencil, knife, book, etc.

Teacher.—How do you know?

Pupil.—Because it is called so.

Teacher.—Why is it called so?

Pupil.—Because that is its name.

Teacher.—What is your name? and yours, etc.

Pupil.—John, Mary, Thomas, Susan, etc.

Teacher—How do you know?
Pupil—I am called so at home, and by all.
Teacher—Are all persons and things called by names?
Pupil—Yes, all things and persons, too, when you know their names.
Teacher—Give me the names of all the things in this room. In this building. In this street; town; county, etc. Give the names of all the persons in this school; at home; elsewhere. Name the officers of the school, city. Name all the towns and places, the rivers, mountains, lakes, etc., you can.

This is an exercise in names, and should be thoroughly handled until the pupils are accustomed to associate object and name; name and object as one and the same.

SECOND LESSON.—ACTS.

Teacher—What are those people called who are at the circus and theatre?
Pupil—Actors, circus actors.
Teacher—Why are they called so?
Pupil—Because they act.
Teacher—What do you mean by act?
Pupil—They do all sorts of things.
Teacher—Such as what? Tell what they do.
Pupil—They sing, ride, dance, jump, etc.
Teacher—Is that what you call acting? What is meant by a person acting badly or queerly?
Pupil—He does wicked or queer things.
Teacher—And when a horse has fine action?
Pupil—He moves well, gracefully, with spirit.
Teacher—What is meant by the "Acts of the Apostles?"

Pupil—Everything they did.
 (Who were the Apostles? Name them.)
Teacher—Did you ever hear of the "Acts of the Legislature?" What are they?
Pupil—Now tell me what you mean by a good act; a kind act; a noble act; a mean act; a cowardly act, etc.

Teacher—Name all the acts or actions of a dog, a horse (if you have ever seen a dog or a horse act), a pig, a goat, monkey.
 Let the pupils be thoroughly drilled in this word and way of using it.

The teacher, if fertile in suggestion, may make these lessons attractive.

THIRD LESSON.—NAMES AND ACTS TAKEN TOGETHER.

You know what a name is? And you know what an act is? Now let us put these together two and two, and see what will happen. John, what can you do? run, jump. Mary, what can you do? dance, sing. What does the horse? dog? cat? Let the teacher write on the board a list of names as given by the pupils, or if they can write let them use their slates, then a list of acts regularly or irregularly, so as to familiarize them entirely, thus:

dog	bark	monkey	sing
cat	mew	eagle	swim
man	walk	bird	talk
boy	jump	hen	dance
horse	trot	deer	speak
pig	root	hog	fly
goat	skip	kid	sting
ship	sail	boat	bite
lightning	flash	house	bark
thunder	roll	girl	canter
fire	burn	tree	sneeze

In this way the pupil learns to apply the proper act, and to see the ridiculous in the misapplication.—*Popular Educator*.

LESSONS IN MORAL TRAINING.

BY EMMA L. BALLOU, JERSEY CITY, N. J.

TO TEACH THE DUTY OF OBEYING CONSCIENCE.

TEACHER—This morning, when coming to school, I passed a merry group of children. Among them were two, who were brother and sister. The little girl was playing with a return ball. Suddenly the cord broke, and the ball hit the boy a sharp blow. With a look of sorrow, the girl ran to her brother, to comfort him. Without waiting to hear a word, the boy doubled up his fist, and struck her full in the face. Just then they spied me, looking at them. How do you suppose the boy looked? Willie may tell.
Willie—I think he looked sorry.

Teacher—He ought to have looked sorry, but he didn't, for he was still angry.
Harry—I think he looked mad.
Teacher—Yes, he looked angry, but there was another look in his face, beside anger.
Minnie—I think he looked ashamed.
Teacher—You are right. Fred may tell me why he was ashamed.
Fred—Because you saw him.
Teacher—Even if no one had seen him, wouldn't he have been ashamed, if he had stopped to think?
Lucy—I think he would.
Teacher—Perhaps John can tell me why he was ashamed.

John—He was ashamed because he knew he had done wrong.

Teacher—You are right; but how did he know that what he had done was wrong?

Jennie—Perhaps his mother had told him never to strike his sister.

Teacher—Very likely. If no one had told him so, would he have felt ashamed?

Harry—I think he would not.
Jennie—I don't know.

Fannie—He would have felt ashamed anyway, for he must have known that it was meant to hit her.

Teacher—How would he have known that it was wrong, if no one had ever told him?

Jennie—He would think it in his heart.
Teacher—Yes, but what would make him "think it in his heart"?

Nellie—I know; it was his conscience.
Teacher—What is conscience? Harry may tell.

Harry—It is something that tells us when we have done wrong, and makes us feel bad.

Teacher—Does it tell you when you have done right?

Harry—Yes, ma'am.
Teacher—How does it make you feel then?

Harry—It makes us feel happy.
Teacher—Sometimes it is said that conscience is the voice of God in the soul, teaching us what is right and what is wrong. If you wish to do right, you must always obey it, for if you do not, the voice will grow fainter and fainter till you will not hear it at all.

In the story I told you, the little girl hurt her brother before he struck her. Do you think she was ashamed of hurting him?

Minnie—No, but I think she was sorry.
Teacher—Why was she not ashamed? All tell.

Children—Because she didn't mean to do it.
Teacher—If she had thrown the ball carelessly, and so had hurt her brother, would she have felt ashamed?

Nellie—I think she would have felt a little ashamed.
Teacher—As it was, she did not intend to do any harm, and she was not careless, but it was entirely an accident, so her conscience did not tell her she had done wrong.

Do you think that it could do any good for the boy to feel ashamed after he had done wrong? He couldn't take back the blow.

Minnie—It might keep him from doing it again.
Teacher—Do you suppose his conscience told him he ought not to strike his sister, before he did it?

Harry—Yes, but he didn't listen to it.
Teacher—When is the right time to listen to conscience; before, or after you have performed an action?

John—We ought to listen before we do anything.
Teacher—Will it do any good to listen after you have done wrong?

Minnie—Sometimes we can take back what we have done.
Teacher—Sometimes you can. The boy couldn't take the blow back. Could he have done anything else, to make up to his sister for the blow?

Charlie—He could have told her he was sorry.
Teacher—Yes, he could have done that.

SUMMARY.

Conscience is the voice within us, that tells us what is right and what is wrong.

If I obey my conscience I shall be happy.
 If I disobey it I shall be unhappy.

Before I perform any action, I ought to listen to my conscience, so as to know whether what I wish to do is right or wrong, and then I should always obey what it tells me.

Every evening I should think over the actions I have performed during the day.

If my conscience tells me that I have done anything wrong, I should undo it if I can.

If I cannot, I should confess it, and resolve not to do the same thing again.

By so doing, I shall keep myself awake to the voice of conscience, and shall always hear it, clear and strong.—*N. Y. School Journal*.

Correspondence.

THE FLAG IN THE SCHOOLHOUSE.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—Judging from a series of letters recently published in a leading Toronto paper, patriotism should claim a place among the subjects taught in the public schools. It has this advantage in its favor, it would claim none of the scholars' or teachers' time, which is now more than fully occupied. A flag placed in the schoolhouse would do it. It would be a silent, eloquent and faithful teacher.

Many years ago I was a teacher in a rural school in which were several small Union Jacks, and I never saw anything that the children enjoyed so much or which gave them so much happiness as to carry these flags around the play ground or along the road. Nor was there anything they listened to with so much attention as the history of England's flag, and why the Union Jack was so named. These flags never seemed to get old or lose their charms like other things in the school-room, and every scholar in the school seemed to be sole proprietor. They had a couple of plays in which the French and Americans appeared to fare badly at the hands of the English, and of which they never seemed to tire. If, as some claim, religion must be early taught to be permanent, will not the same principle hold good with love of country?

There is not a school section in Ontario which has not some one who would make a present of a handsome little flag to the schoolhouse. Every school in the Dominion should have in it as first essentials the entire Bible, the British flag and an unabridged dictionary. Yours truly,

J. ROBB, Kingston.

EUCLID IN THE HIGH SCHOOLS.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—Permit me, through the columns of the JOURNAL, to call attention to the position which Euclid occupies at present in the High School Course.

Under the present arrangement I find it very difficult to deal satisfactorily with the subject. I find candidates for Third Class Certificates are disposed to give comparatively little time and attention to this subject, and the result is that the preparation of the Euclid for Second's is practically left to be done in one year. Nor is this unnatural. Under the pressure of an approaching examination there is a strong temptation to the student to leave what is not immediately required for that examination to the future. The great object, for the time being, with many of those preparing for Thirds, is to pass the examination; and they are not to be blamed if they use all legitimate means to ensure their success. But the work required for Seconds is too great to be done satisfactorily by the average pupil in one year, and some change ought to be made.

I presume the change most satisfactory to teachers of Mathematics would be to put Euclid on again for Thirds; but if this cannot be done without overburdening Third Class candidates, then I would say, let one book be dropped from the work for Seconds. I presume the quality of the work done is of more consequence than the quantity of it; and I think most teachers of the subject will agree with me, that better results would be reached with only two books than with three, if the subject is not to be required for Thirds.

I think the matter ought to be strongly pressed upon the attention of the Department, and I trust the columns of the JOURNAL will be open for a free expression of opinion, as I should like to hear what other teachers have to say on the subject.

Yours, etc., R. A. PATTERSON.

WHITBY, Feb. 12th, 1889.

CATARRH, CATARRHAL DEAFNESS, HAY FEVER.

A NEW HOME TREATMENT.

SUFFERERS are not generally aware that these diseases are contagious, or that they are due to the presence of living parasites in the lining membrane of the nose and eustachian tubes. Microscopic research, however, has proved this to be a fact, and the result is that a simple remedy has been formulated whereby catarrh, catarrhal deafness and hay fever are permanently cured in from one to three simple applications made at home by the patient once in two weeks. N.B.—For catarrhal discharges peculiar to females (whites) this remedy is a specific. A pamphlet explaining this new treatment is sent on receipt of ten cents by A. H. Dixon & Son, 303 West King St., Toronto, Canada.—*Scientific American.*

Sufferers from catarrhal troubles should carefully read the above.

EXTRACTS FROM SPEECHES OF HON. A. MACKENZIE, M. P., AND HON. A. MORRIS, AT THE ANNUAL MEETING OF THE NORTH AMERICAN LIFE ASSURANCE COMPANY, HELD AT THE HEAD OFFICE, TORONTO, ON JANUARY 29TH, 1889.

HON. A. MACKENZIE, President, in moving the adoption of the report, said: "I have great pleasure in being again with you at this our annual meeting, and in making the usual formal motion to adopt the report, printed copies of which you have in your hands. The financial statement before you exhibits very clearly the solid position attained by this Company. Following my usual custom, I propose to make some reference to the progress and condition of our Company. In the first place I draw your attention to our assets. Our investments are all in good interest-bearing securities, and so carefully have these been selected by our Finance Committee that at the close of the year there was only due thereon the small sum of \$603.36 for interest. Since the close of the year this sum, I understand, has been reduced to about \$100. In the matter of security to Policy-holders, we may justly say that we stand unexcelled by any of our competitors. My co-Directors have always been in unison with myself in determining that this Company should be built on a solid foundation, and the statement before you is strong evidence of how well we have succeeded. It must be remembered that the majority of our policies being on our investment plans of insurance, will probably not mature until many of those present will not be here when they are presented for payment; it is, therefore, our duty to see that full provision for such policies be made. This, I can assure you, has been done. From the inception of this Company we have worked on the principle of selling our insurance as a legitimate article, and obtaining therefor a fair price. This is of as much importance to the insured as it is to the Company; insurance is not solely for to-day, but for a long period of time. And it is a duty devolving upon the Directors and Managers of a Company to see that safe and satisfactory provision be made for the future. I have already explained to you what we have done in this respect, and we know to-day that we are able not only to meet all calls on the Company, but we have in addition a handsome surplus above all liabilities. As regards the Dominion, I am proud of my country and of what, under great difficulties, it has accomplished so far. No man can foretell the future, but of this I feel certain, that if Canadians will go hand in hand, pushing forward their respective interests, many of us will live to see this Dominion one of the most prosperous, peaceful and God-fearing countries in the world, far surpassing the most sanguine expectations of any of us. I will now take my seat wishing you and yours a very happy and prosperous year."

Hon. Mr. Morris, Vice-President, in seconding the adoption of the report, said: "I am very glad to know that our Company has been so successful in obtaining the confidence of the public. The large amount of business secured is the best evidence that the community have confidence in the Company. I think that the conservative methods upon which our business is conducted have contributed largely to this result. I most heartily concur with the President in the importance of Canadians giving their support to Canadian companies. That our people are doing this is shown conclusively by the following figures: In 1867 the official reports show that U. S. companies effected eight times as much insurance in Canada as the Canadian companies; while in 1887 Canadian companies effected more than double that of the U. S. companies. In 1867 the premium income of the U. S. companies was nearly three and a half times that of the Canadian companies; while in 1887 the premium income of the Canadian companies was considerably in excess of that of their U. S. competitors. This is conclusive evidence that our people are realizing the great advantages and convenience when accommodation is needed, of dealing

with our own institutions, and that companies like our own which limit their operations to our healthy country and vigorous population, must necessarily be able to do better for their Policy-holders than those extending their operations to the Southern States and other unhealthy parts of the world. Years ago, when Consulting Director of a large Scotch company, I observed that the mortality in Canada was comparatively small; this fact is one of the utmost importance. The reports show that our Home companies receive a better rate of interest than their foreign competitors, and therefore should be able to give more satisfactory returns to Policy-holders than such companies."

WESTERN ASSURANCE CO.

ANNUAL MEETING OF THE SHAREHOLDERS.

THE thirty-eighth annual meeting of the Shareholders of the Western Assurance Company was held at its offices in this city on Thursday, the 21st instant, the President, A. M. Smith, Esq., being in the chair.

The Managing Director, Mr. J. J. Kenny, read the following

DIRECTORS' REPORT.

The Directors beg to submit the annual statement of the Company's accounts for the year ending 31st December last, and have pleasure in being able to report to the Shareholders so favourable a condition of the affairs of the Company as these exhibit.

The total income, it will be observed, was \$1,659,877.56, and after providing for all losses incurred during the year, and expenses of management, two half-yearly dividends at the rate of ten per cent. per annum have been paid upon the capital stock, and \$50,000 added to the reserve fund, while \$7,853.72 remains at the credit of profit and loss account.

The total surplus funds of the Company now amount to \$832,853.72, but out of this the unexpired risks under policies current at the close of the year have to be provided for. The sum estimated as necessary to reinsure or run off these is \$536,096.24, which leaves a net surplus, over and above the capital and all liabilities, of \$296,757.48.

REVENUE ACCOUNT.

Fire premium.....	\$1,286,129 58	
Marine premium.....	647,760 43	
Less re-insurance.....		\$1,933,890 01
		316,261 50
Interest account.....		\$1,617,628 51
		42,249 05
Fire losses, including an appropriation for all losses reported to Dec. 31st, 1888.....		\$1,659,877 56
Marine losses, including an appropriation for all losses reported to Dec. 31st, 1888.....		\$672,919 65
General expenses, agents' commission, and all other charges.....		382,775 84
Balance to profit and loss.....		496,646 16
		107,535 91
		\$1,659,877 56

PROFIT AND LOSS ACCOUNT.

Dividend, paid July, 1888.....	\$25,000 00	
Dividend payable Jan. 8, 1889.....	25,000 00	
Carried to reserve fund.....		\$50,000 00
Balance.....		50,000 00
		7,853 72
Balance from last year.....		\$107,853 72
Profit for the year as above.....		317 81
		107,535 91
		\$107,853 72

Liabilities.

Capital stock paid up.....	\$500,000 00	
Losses under adjustment.....	114,970 19	
Dividend payable January 8th, 1889.....	25,000 00	
Reserve fund.....	\$825,000 00	
Balance, profit and loss.....	7,853 72	
		832,853 72
		\$1,472,823 91

Assets.

United States bonds.....	\$534,095 00	
Dominion of Canada bonds.....	179,917 50	
Loan company and bank stock.....	124,530 00	
Company's building.....	65,000 00	
Municipal debentures.....	85,599 42	
Cash on hand and on deposit.....	186,753 18	
Bills receivable.....	59,531 48	
Mortgages.....	22,100 00	
Re-assurance due from other companies.....	31,218 31	
Interest due and accrued.....	6,071 39	
Agents' balances and sundry accounts.....	178,007 63	
		\$1,472,823 01

A. M. SMITH,
President.
J. J. KENNY,
Managing Director.

Western Assurance Offices,
TORONTO, February 14th, 1889.

While congratulating the Shareholders on the gratifying result of the year's transactions, the Directors desire to acknowledge their appreciation of the efficiency and zeal displayed by the officers and agents of the Company in securing and supervising the large volume of business which is summarized in the accompanying accounts.

AUDITORS' REPORT.

To the President and Directors of the Western Assurance Co.:

GENTLEMEN,—We hereby certify that we have audited the books of the Company for the year ending 31st December, 1888, and have examined the vouchers and securities, and find the same carefully kept, correct, and properly set forth in the above statements.

R. R. CATHRON,
JOHN M. MARTIN, F.C.A., } Auditors.
Toronto, February 14th, 1889.

The President, in moving the adoption of the Report, congratulated the Stockholders on the favorable showing which the Company made at the close of the thirty-eighth year of its existence. He referred to the wide field over which the Company's business extended, embracing nearly every State in the Union, as well as some of the West India Islands, while in this "Canada of ours," the "Western" had become almost a household word from Nova Scotia in the East to Manitoba and British Columbia in the West.

The aim of the management during the past year has continued to be to make quality rather than quantity of business the first consideration, and in carrying out this policy they are working as far as possible upon the lines of the experience gained in the Company's various fields of operation, reducing the amounts carried on certain classes of risks, or cutting off altogether such as have yielded no profit in the past: There would have been no difficulty, had they been less conservative, in showing a large increase in the premium income; but this might perhaps have been at the expense of the profit balance, and it would, moreover, have left a corresponding increased liability on current policies at the end of the year.

In the fire branch the results of the past year show an improvement on those of 1887, and with the maintenance of existing tariffs he thought that they might continue to look for a fair return upon the business transacted. It was scarcely necessary for him to tell the shareholders that at home the "Western" continues to maintain its position in the front rank, both as to the amount of its income and its low loss ratio; and he was happy to say that the efforts during the past few years to place the Company's fire business in the United States on an equally satisfactory footing are meeting with encouraging success.

In its inland and ocean marine business the Company appears to have had a varied experience, for while a good profit is shown in some departments, in others this branch shows a considerable loss. Changes, however, which have been decided upon in the direction of discontinuing, altogether, certain lines of business will, it is hoped, bring about more uniformly satisfactory results in the future.

The total expense of conducting the business bears, within a small fraction of one per cent., the same ratio to income as last year, and he thought he was safe in saying that it is as low, if not lower, than the average expense ratio of companies doing a similar business.

The assets of the Company, amounting to nearly a million and a half dollars, consist of unquestionable securities, and would readily realise the figures at which they stand on the books.

The only item of the liabilities that might call for any reference was outstanding losses, of which, in such a large business, there must necessarily be a considerable number at all times awaiting further proof and under adjustment; but he might say that by far the larger proportion of those that were outstanding on the 31st December were settled and paid in the early part of January.

He was sure that they would agree with him that in all that constitutes material prosperity, either from a shareholder's or a policyholder's point of view, the statements presented show that the "Western" during 1888, had made a most gratifying step forward, and while they had not got far enough into the present year to venture to forecast what 1889 might bring forth, he felt that they might confidently look forward to at least a fair share of any good fortune it may have in store for those engaged in the business of fire and marine underwriting.

William Gooderham, Esq., Vice-President, seconded the adoption of this report, which was carried unanimously, and a vote of thanks was passed to the Directors for their services during the past year.

Messrs. Wm. Anderson and J. K. Niven were appointed to act as scrutineers, and reported the following gentlemen unscriminously re-elected Directors for the ensuing year:—Messrs. A. M. Smith, Wm. Gooderham, Hon. S. C. Wood, Robert Beatty, A. T. Fulton, Geo. A. Cox, Geo. McMurrich, H. N. Baird and J. J. Kenny. At a meeting of the Board held subsequently, A. M. Smith, Esq., was re-elected President and Wm. Gooderham, Esq., Vice-President for the ensuing year.

REMAINDERS.

School and College Books for Sale at Reduced Prices.

Mailed Free on Receipt of Price.

THE COPP, CLARK COMPANY, (LTD.)
9 Front Street West, Toronto.

	Retail Price	Offered at
Our Bodies. An elementary text-book of human physiology. By Ellis A. Davidson	\$ 35	\$ 10
Right Lines in their Right Places. The first principles of drawing and design without instruments. By Ellis A. Davidson	35	10
The House I Live in. The structure and functions of the human body	35	10
Geography. Ancient, Modern and Sacred. By Robt. Sullivan	35	10
Natural Philosophy	35	10
Political Economy. By A. H. Dick, M.A.	35	10
School Speaker and Reciter	35	10
Natural Philosophy. Part II. By Sangster	35	10
Inorganic Chemistry. By Sangster	35	10
Book-keeping. By Johnson	35	10
Cicero's Orations. Pro Sulla and Pro Archia, Leipsic ed.	20	10
Virgil's Bucolics and Georgics. Leipsic edition	20	10
Fourth Reader. Old series	50	10
Advanced Reader. Old series	60	10
Organic Chemistry. By Watts	35	10
Applied Mechanics. By Rossiter	35	10
Land and Marine Engines. By Evers	35	10
Elementary Mathematics. By Sergeant	35	10
Acoustics, Light and Heat. By Lees	35	10
Plane and Solid Geometry. By Angel	35	10
Machine Construction. Tomkins	35	10
Goldsmith's England. Whittaker's Pinnock's edition	35	10
Mechanics. By Haughton	1 00	15
Lucian (Select Dialogues). Weale's edition	35	15
Lucian (Dialogues from). White's edition	35	15
Shorthand for General Use. By Everett	90	15
Charles XII. By Voltaire	50	15
Charles XII. Smollett's translation	50	15
Exercises in Arithmetic. By Barnard Smith	50	15
Demosthenes' Orations. Volume II, Part I. Leipsic ed.	50	15
Contes par Souverain. Edited by Jessopp	60	15
Physiology. By Hooker	80	15
French Grammar. By Coulon	50	15
Outlines of General History. By Collier	90	20
Latin Composition. By Harkness	1 00	20
Latin Reader. By Harkness	85	20
Un Philosophie sous les Toits. By Souvestre. Holt's ed.	75	20
Natural Philosophy. By Houghton	1 00	20
Outlines of History. By Parker	1 00	20
Cæsar's Commentaries. Leipsic edition	60	20
Plato's Dialogues. Volume IV. Leipsic edition	60	20
The Crusades. By George W. Cox, M.A.	90	20
The Thirty Years' War (1618-1648). By S. R. Gardiner	90	20
The Houses of Lancaster and York. With the Conquest and Loss of France. By James Gardiner	90	20
The Era of Protestant Revolution. By Fred. Seebohn	90	20
Homer's Odyssey. Oxford edition	1 00	25
Latin Prose Exercises. By Wilkins	1 60	25
Greek Prose Composition. By Wilkins	1 60	25
Elementary German Grammar. By Aue	50	25
Elementary Algebra. By Hamblin Smith. Eng. edition	1 00	25
Algebra. Chambers' edition	1 00	25
Higher Arithmetic. By Fish	1 00	25
Latin-English Dictionary. By Riddle	2 10	30
Second Latin Book (Extracts from Nepos, Cæsar, Ovid). By Bryce	1 25	30
Colloquial French Reader. By Fasquelle	1 25	30
Ollendorff's German Grammar. By Adler	1 00	30
Elementary Statics. By Hamblin Smith. Eng. edition	90	35
Universal History. By H. White	2 40	35
Early and Infant School Education. By Jas. Currie, A.M.	25	50
Grammar of German Language. By Ahn	1 50	50
Elementary Botany. By Professor Oliver	1 50	50
Principles of Mechanics. By Goodeve	1 25	50
Student's Manual of Ancient History. By Taylor	2 65	50
Elementary Treatise on Heat. By Balfour Stewart	2 65	75
Natural History. By Rev. J. G. Wood	1 50	75
Goldsmith's Deserted Village, Cowper's Task, Book III. (The Garden), and the De Coverley Papers (from Addison's Spectator). Edited, with lives, notes, introductory chapters and examination questions. By William Williams, B.A., Headmaster of Collingwood Collegiate Institute	60	30
Goldsmith's Deserted Village, Cowper's Task, Book III. (The Garden), and Addison's Sir Roger De Coverley. With notes, etc., by McLeod, Storr and Mulvaney	60	30
Milton's Paradise Lost—Books I. and II. With notes by J. Seath, B.A.	50	25
Cowper's Task—Book III. (The Garden) and Goldsmith's Deserted Village. With notes by G. E. Shaw, B.A., and J. W. Hales, M.A.	30	15
Coleridge's Rime of the Ancient Mariner and Select Odes. With notes by J. W. Connor, B.A.	30	15
Thomson's Seasons and Southey's Life of Nelson. With notes by H. I. Strang, B.A., A. T. Moore, B.A., and T. C. L. Armstrong, M.A.	75	40
Thomson's Seasons and Southey's Life of Nelson. Without notes	20	10
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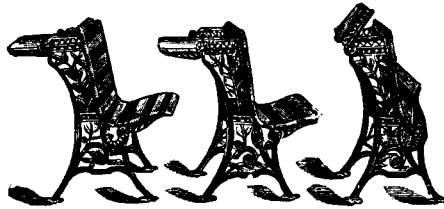
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Education Department, Ontario.

ENTRANCE EXAMINATIONS
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THE next Entrance Examination to High Schools and Collegiate Institutes will be held on December 19th, 20th, and 21st, 1888.

The following is the limit of studies in the various subjects:—

Examination papers will be set in Literature on passages from the following lessons in the authorized Fourth Reader:—

DECEMBER, 1888.

1. The Face against the Pane.....	pp. 74-76
2. From "The Deserted Village".....	" 80-83
3. The Battle of Bannockburn.....	" 84-90
4. Lady Clare.....	" 128-130
5. The Gulf Stream.....	" 131-136
6. Scene from "Ivanhoe".....	" 164-168
7. She was a Phantom of Delight.....	" 188
8. The Demon of the Deep.....	" 266-271
9. The Forsaken Mermaid.....	" 298-302

JULY, 1889.

1. Clouds, Rains, and Rivers.....	pp. 54-58
2. The Death of the Flowers.....	" 67-69
3. From "The Deserted Village".....	" 80-83
4. The Battle of Bannockburn.....	" 84-90
5. Flow Gently, Sweet Afton.....	" 98
6. Resignation.....	" 105-106
7. Lead, Kindly Light.....	" 145
8. Dora.....	" 137-142
9. Scene from "Ivanhoe".....	" 164-168
10. She was a Phantom of Delight.....	" 188
11. The Heritage.....	" 212-213
12. Song of the River.....	" 221
13. Landing of the Pilgrims.....	" 229-230
14. Edinburgh after Flodden.....	" 277-281
15. National Morality.....	" 295-299

At each examination candidates should be able to quote any part of the selections especially prescribed for memorization as well as passages of special beauty from the prescribed literature selections. At the December examination, 1888, they will be expected to have memorized 1-8 of the following, and at each examination thereafter all of the following select ones:—

1. The Short Extracts.....	(List given on page 8.)
2. I'll Find a Way or Make It.....	pp. 22
3. The Bells of Shandon.....	" 51-52
4. To Mary in Heaven.....	" 97-98
5. Ring Out Wild Bells.....	" 121-122
6. Lady Clare.....	" 128-130
7. Lead, Kindly Light.....	" 145
8. Before Sedan.....	" 199
9. The Three Fishers.....	" 260
10. Riding Together.....	" 231-232
11. Edinburgh after Flodden.....	" 277-281
12. The Forsaken Mermaid.....	" 298-302

Orthography and Orthoepy.—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pronunciation and meaning.

There will be no formal paper in Orthoepy, but the Examiner in oral Reading is instructed to consider the pronunciation of the candidates in awarding their standing.

Geography—The form and motions of the earth. The chief definitions as contained in the authorized text-book; divisions of the land and the water; circles on the globe; political divisions; natural phenomena. Maps of America, Europe, Asia and Africa, Maps of Canada and Ontario, including the railway systems. The products and commercial relations of Canada.

Grammar.—The sentence: its different forms. Words: their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple sentences.

Composition.—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises:—Changing the voice (or, conjugation) of the verb; expanding a word or phrase into a clause; contracting a clause into a word or phrase; changing from direct into indirect narration, or the converse; transposition; changing the form of a sentence; expansion of given heads or hints into a composition; the contraction of passages; paraphrasing prose. The elements of punctuation, Short narratives or descriptions. Familiar letters.

History.—Outlines of English history; the outlines of Canadian history generally, with particular attention to the events subsequent to 1841. The municipal institutions of Ontario, and the Federal form of the Dominion Government.

Arithmetic.—Numeration and notation; the elementary rules; greatest common measure and least common multiple, reduction; the compound rules; vulgar and decimal fractions; elementary percentage and interest.

Writing.—The proper formation of the small and the capital letters. The pupil will be expected to write neatly and legibly.

Drawing.—Drawing Book, No. 5, of the Drawing Course for Public Schools.

Agriculture.—A paper on this subject will be set at the Entrance Examination in July, 1889; but the subject will be an optional one, and any marks made thereon will be counted as a bonus.

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TIME-TABLE OF THE EXAMINATION, DECEMBER 1888.

FIRST DAY.	
1.30 to 3.30 p.m.....	Literature.
3.40 to 4.10 p.m.....	Writing.
SECOND DAY.	
9.00 to 11.00 a.m.....	Arithmetic.
11.05 a.m. to 12.15 p.m.....	Drawing.
1.15 to 3.15 p.m.....	Composition.
3.25 to 4.00 p.m.....	Dictation.
THIRD DAY.	
9.00 to 11.00 a.m.....	Grammar.
11.15 a.m. to 12.30 p.m.....	Geography.
2.00 to 3.30 p.m.....	History.

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners.

TORONTO, July, 1888.

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