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The Educational Journal.

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

WE offer our sincere congratulations to the many friends of Queen's University among our readers on the success of the effort to raise the endowment fund to a quarter of a million. We are sorry to learn of Principal Grant's indisposition but trust rest and change of scene may quickly restore his health and strength.

THE discussion on how to regulate the supply is eliciting a variety of opinions. The subject is an intensely practical one and well worth discussion. All who are interested in the improvement of our school system—we haven't reached perfection yet—will do well to think about the problem. Over-supply almost surely leads to deterioration in quality as well as in price.

No doubt all our readers corned the article by "Fidelis" in last number. It contained some useful hints in regard to the relation of rhetorical criticism to poetic language and figures of speech. Those who are required to use Bain in their classes will need an occasional antidote. (No pun intended.) We hope for further favors from the ready pen of "Fidelis."

A BILL is to be introduced into the New York Legislature which is intended to make compulsory education operative. Adequate school room is to be provided; places of detention for truants built; truant officers are to be appointed to look after delinquents, and a State institution erected to which vagrants or habitual truants may be sent by magistrates. If the education thus provided is forced upon the waifs and strays, and if the training is made largely industrial in character, the legislators of the Empire State are on the right track.

A CHICAGO father offered his bookkeeper, a well-educated young man, \$25 if he could learn the school lessons set for a girl twelve years old in the time allotted her, and the bookkeeper made a failure of it. So says an exchange. If learning was understood to mean memorizing, as it too often is, we can well believe the story. The average twelve-year-old will, we dare say, perform feats of conning by rote that would be well-nigh impossible for an adult. Of course, the imposition of such tasks is a species of refined cruelty, and is not education.

It costs the city of New York \$29.80 a year to educate a child in the Grammar Schools, and

\$110 a year to maintain a criminal in the Penitentiary. So says *The Teacher*, a new monthly educational journal of promise whose second number is before us. A whole volume of political economy and social science is condensed in these eloquent figures. And yet, with a strange infatuation, our cities and States go on catching and punishing the criminals, and neglecting the waifs who are in every city under training to recruit the criminal ranks. In this, as in the sphere of physical contagion, we overlook the causes of disease and spend our money on hospitals for the diseased and cemeteries for the dead.

THE question sometimes suggests itself, in connection with the system of fire drill in use in our large public schools whether, in a case of real danger, teachers and pupils could be relied on to keep cool enough to put the machine in successful operation. The answer to the question, so far as one school is concerned, was given in the case of a recent fire in the Quincy School, Chicago. There was no sham in this case. An exchange says that there were nearly eight hundred children in the building; all were dismissed in good order by the use of the usual danger-signals, and inside of three minutes the building was entirely emptied. Only one child was injured. This exception was a boy who attempted to break through a window.

THE barbarous schoolmaster has not yet wholly disappeared from the land. A lawsuit is to result, it is said, in New York State, from the hard-heartedness of the teacher who undertook to punish a boy for some misdemeanor by compelling him to go and sit beside the girls. The boy, of course, refused, preferring the torture of the ferule or the taws. A tussle ensued, and a court of law is to assess the damages inflicted upon the bashful youth. The humiliation of such a punishment is amongst the most vivid recollections of our own early school-days, but we had supposed the master who inflicted the punishment belonged to a species long since extinct. Seriously, can it be that there still survive such blockheads among pedagogues? They are in direct defiance of Darwin's law of "survival of the fittest."

THE *American Teacher* says that a teacher asked the boys of her class what they proposed to do when they became men, and nearly half of them announced their purpose to be saloon keepers. The teacher, greatly shocked, asked "Why?" and the average answer was because the liquor dealer had the most influence in

politics, made the most money on his capital, and didn't have to work. The incident is painfully suggestive of the low ambitions, the dislike of honest toil, and the greed for money which are taking hold of so many youths in these days of show and sham and fraud. Happily the saloon is not such a power in Canadian as in American politics. We cannot imagine any considerable number of school boys in a Canadian city avowing so unworthy a life purpose. But there is reason to fear that the desire to get money without earning it by manly work is all too prevalent amongst our boys. A teacher can do no nobler work than to root out such false notions of life and implant nobler impulses and purposes.

THE Montreal *Witness* points out that we were inexact in saying that the *Witness* was disposed to congratulate the authorities of McGill on the wisdom of those who secured for it separate women's classes. We overlooked a very important "if," namely, "if other Western colleges who have to any extent tried co-education, follow Adelbert College in excluding women from their classes." Of this the *Witness* thinks there is very little probability. The *Witness* admits that the almost universal testimony of educators does not make against co-education, so far as the class-room work is concerned. It further intimates that the burden of repeating lectures is overtaxing the present professors of McGill. This was to be expected. In fact, the duplicating of lectures for the sake of keeping the sexes in separate classes in the same institution is so uneconomical an expenditure of money and of teaching energy that we cannot think it will long be kept up in so wide-awake a school of learning as McGill. There may be valid reasons for separate institutions, but we do not think there are any for separate classes in the same institution.

THE female teachers of Hamilton are petitioning for a change in the mode of grading salaries. At present, it seems, the amount of salary is regulated according to the advancement of the classes taught. The ladies ask to have their salaries graded according to length of service. The request is a most reasonable one. No greater mistake is made by boards of trustees than the very common one of paying smaller salaries to teachers of lower forms. The very highest qualities in a teacher are needed for the primary and junior classes. The tendency of the system referred to is towards a succession of changes. Each teacher is naturally anxious for "promotion," as it is called. Just when a teacher has become fitted by practice and experience for the most successful work with the little ones, he or she is withdrawn to another room, where not only the work but the methods are necessarily quite different. The skill acquired is in a measure lost, and a new apprenticeship begins, while another novice is put in charge of the little ones. We know teachers who like best the primary classes, and

know that they can succeed best with them, and who would gladly remain with them were they not forced to seek "promotion" for the sake of the advance in salary.

It is related of Baron Rothschild that when a young man once asked him the secret of success he replied:—"I'd rather tell you the secret of failure. Why they fail seems to be the mystery with young men. Here is the receipt. One hour a day with your newspaper; one hour a day with your cigarettes; one hour a day with your toilet; and my word for it the first position you obtain will be the best you ever will obtain." By success the Baron probably understood money-gathering. In any case, he was no doubt right as to the hour with cigarettes, and the toilet. But when he begins to taboo the newspaper we cry "Halt!" No doubt much precious time, time that can never be redeemed, is wasted over the newspaper. Most modern newspapers contain columns of trash that it is worse than waste of time to read. But none the less, the newspaper is the great educator. We should not like to entrust the education of a child of ours to man or woman who does not intelligently read the newspaper. There are such men and women in the profession. One does not need to talk with them more than ten minutes to discover the fact, and a pitiful discovery it is to find the teacher's desk occupied by one who doesn't keep informed about the great events going on in the world in which he lives, or even about the state of affairs in his own country.

Educational Thought.

THERE is nothing like a master-piece of literature on which to sharpen the wits of a dull boy or girl. One of the best school principals I have ever met, once said to me, "If I had a stupid pupil whom I wished to brighten up, I would do nothing during the first six months but entertain him with interesting reading." People who try to develop reason in a child before developing imagination begin at the wrong end. A child must imagine a thing before he can reason about it. The child who has had his powers of imagination opened up through Pilgrim's Progress, is much better fitted to attack "Longitude and Time" or "Relative Pronouns," than the boy who has been kept stupidly at work committing text to memory or reducing common fractions to circulating decimals. The dulllest boy in mathematics that I ever knew, the boy who declared he was tired of life because there was so much arithmetic in it, and persistently read Burns and Shakespeare, soon mastered arithmetic when it became necessary in order that he might accept a position as teacher in a high school. People will always learn arithmetic as fast as necessity compels them if they know how to read. I wish I might reverse the order and say that a child brought up on cube and square roots thereby attained the power to master the great thoughts which lie in poetry and science. An artist can draw all the curves and straight lines used by the mechanic with no trouble whatever because it is a matter of rules and rulers. But the mechanic who applies his rules and rulers to the creations of the artist only succeeds in making a fool of himself.—*Mary E. Bert.*

THE Rev. Dr. C. H. Parkhurst, pastor of the Madison Avenue Presbyterian church, a very practical man, and one of the most forcible preachers in New York, has written for the *Forum* the third article of the series on "What Shall the Public

Schools Teach," the preceding articles having been written by the Rev. M. J. Savage and Prof. W. T. Harris. He has no "theory of education" to defend, but strikes forth at once to consider practical results, dividing his article into the parts indicated by the following terse educational platform that he has constructed:—"There are four things that the State ought to see that the children have a fair opportunity to learn, viz.: to think, to work, to behave, and to love their country."

Under these several heads he writes the following pithy sayings about what he conceives the true function of the public school system to be:—

"The first, and pretty nearly the last thing, then, that the public school ought to do, will be to teach him to read, speak, and write the English language intelligently. This will afford no end of mental discipline, and will, at the same time, put in a pupil's hand the key to every door that he may need to swing farther on."

"The prime office of the school is to help the poor majority solve the bread-and-butter problem. Mortality diminishes with the increase of intelligence. History shows that. People would live longer if they knew more and had been better stocked with sensible and serviceable ideas when they went to school. How can I furnish my pupils with life-preservers, so that when they tumble into deep water they will be able to float."

"Public teaching has little or nothing to do except to deal with what is level with average condition. Exceptional talent, and the exceptional treatment due to it, belong to individual enterprise and to philanthropy. The State is not in the philanthropic business; it is no parent, has no personal regards, no affections. Its duties are horizontal, not vertical. High schools, colleges, and universities are an advantage to the minority; but the State goes out of its province in maintaining them, unless it can show that by such maintenance it advantages the majority, which it might not be easy to do."

"It is to our national detriment that rich children and poor children are not educated together. The poor children, in our cities especially, go to the public schools; their wealthier rivals attend private schools. Beginning apart, they continue apart and end apart. They never learn to understand each other. Their discrepant conditions are not bridged by playing together as boys, and it is, therefore, inevitable that young discrepancy should ripen into adult antagonism. Cleavage lines are persistent. Young differences keep growing and blossoming. Boys who get rubbed against each other in sport will not as adults rub against each other in earnest."

"The school ought also to give the average pupil a little arithmetic and a little geography. As for geography, it might almost be said, the less the better. It is convenient and necessary to know something about one's own country; also to know that the earth is round, and to have some general idea of the countries abroad. As for geographical details, it is sheer waste of time to learn them. If one-quarter of the time that is spent in learning minutiae about inaccessible regions and outlandish towns were employed judiciously, the child would have just as practical a knowledge of the world, and would have three-quarters of his time left to put to more profitable uses. The criticism to be passed on arithmetic is, that while it disciplines the pupil's mind, it is usually taught in such a way that it has all to be learned over again before it is available for practical uses. A boy will know how to "do sums" in his book, but that is no sign that he could take the first step or make the first figure toward solving the same problem in a store or an office. The instruction he has received has lacked the coupling-pin that binds the school-room and practical life in one train."

"We can love Catholics, and in very many particulars admire them and their system; but when we regard their Church from the standpoint of simple American patriotism, we can never forget that a thorough Catholic accords his supreme earthly loyalty to the Pope, and that an American Catholic is primarily a papal subject living on American soil. A Catholic school, though established on American ground, and maintained by Government funds, is an affair of Rome, and not of the United States, and the whole genius of its discipline is to enfeeble civil allegiances and chill the warm flow of American impulse."

Special Papers.

OUR OVERCROWDED PROFESSION.

BY J. WALLIS, H.M.F.S., BOTHWELL.

I AM sure the letters on the above subject that have appeared in the JOURNAL have been read with interest; but I do not think the root of the evil has yet been reached. Mr. John Dearness, some time before the end of last year, discussed the question in your paper, and suggested that fewer of the students-in-training at the model schools be granted certificates—that the examiners should allow only the best qualified to pass. Some model school masters doubt the wisdom of rejecting the unpromising students and allowing only those to pass who seem better fitted to succeed as teachers. The reason for this will appear from the following:—In one of the county model schools, there was, not long ago, a candidate for a third-class certificate who was considered by the head master especially promising—the pick in his class. He received a certificate, secured a school, proved an utter failure, and in three months was literally turned out of the school by the pupils, who rose *en masse*.

In the same model school, and, I believe, in attendance during the same term, was another student, of whose fitness to receive a certificate the board of examiners had very serious doubts, but who also passed. He became one of the very best teachers in the county—was a success from the first. These instances illustrate the difficulty of deciding on the fitness of candidates by their proficiency as model school students. At the close of the term during which I attended the Toronto Normal School, some of the most skilful teachers among the students failed at the final examination, and others, who were but very indifferent teachers, obtained certificates. Lest any one should think this statement savors of disappointed hopes, I may mention the fact that I passed the examination.

As a partial remedy for the evils arising from our overcrowded profession, I suggest that the time has come when third-class certificates should cease to be issued; and on the ground that a sufficient number of teachers holding second-class certificates can be engaged to fill all the vacancies that occur. Should the people of the back townships not be able to pay a second-class teacher, some special arrangement might be made for those townships.

From the report of the Hon. Minister of Education for 1886, I learn that the total number of public school teachers engaged in the public schools in 1885 was 7,218, and that in 1886 the number of certificates issued was as follows:—Professional first-class, 45; second-class, 445; third-class, 1,376; temporary certificates, 259; extended third-class, 203; making a total of 1,866 exclusive of the last two classes, and a grand total of 2,328. Now let us try to find how many vacancies there were for these teachers to fill. The report for 1884 shows that in that year 1,017 professional third-class certificates were issued. I have not the means of knowing how many were granted in 1883, but probably 1,000 would not be far from the actual number. These would expire in 1886, and so vacancies would be made for 1,000 teachers. As the decrease in temporary certificates from 1884 to 1885 was 123, it may be set down at 140 for the next year, making 140 more vacancies. There were 133 more public school teachers employed in the Province in 1885 than in the previous year, and so we may suppose a similar increase in 1886 opened employment for 140 more teachers. Then there was a decrease of fifty-nine in the number of old county board firsts and seconds, and if fifty deaths occurred among the active members of the profession, there would be openings for new teachers as shown below:—

Vacancies caused by expiration of thirds, 1,000; by old county board certificates, 59; by decrease in temporary certificates, 140; vacancies in newly-opened schools, 140; vacancies caused by death, 50; total estimated vacancies, 1,389. Excess of newly qualified teachers above demand, 939. In other words, 2,328 teachers received certificates to fill 1,389 situations. It reminds us of Mrs. Leo Hunter's party in "Pickwick"—invitations for one hundred, lunch for fifty. I do not think the

teachers' case is overdrawn; and if it be not, in 1866 more than 900 experienced teachers left the profession. That these were by no means made up of those third-class teachers whose certificates expired in 1886, it is not difficult to show. In 1885, 121 more second-class teachers were employed in the public schools than in 1884, but in the latter year 426 professional second-class certificates were issued. The increase should therefore have been 426, or a little less, allowing for deaths. Some 300 second-class teachers left the profession in 1885, and it is probable that at least as many left in 1886.

It is certain that the third-class teachers are crowding out those holding a second-class. There were, in 1885, 133 more teachers employed in the public schools than in 1884. Suppose these were second and first-class teachers. The increase of number of third-class teachers was 172; whose places did they occupy? Some third-class teachers, no doubt, left the profession, and made room for some of these, but there is equally little doubt that some second-class teachers gave way to others holding a third-class. I can name instances of this. A school board usually cares less about the class of certificate than about the salary asked, and, in more places than one, at the beginning of this year, a second-class teacher was followed by a third, and a first by a second.

Now that our normal schools can train 445 teachers a year, surely in a total of some 7,300 these are sufficient to fill all vacancies that should occur. It is evident that a teacher having just received a certificate can and will teach for less than one who has taught successfully for years. We wonder that the Hon. Minister of Education, who, we are sure, wishes to see our educational system made the best in the world, does not take some more practical way of bringing to the Province the value of the higher certificates which are issued.

NEW THERMOMETER SCALE.

BY J. ASHER.

I HAVE recently devised a new scale for the thermometer. I divide the space between the absolute zero (−459.4° Fah.), and the melting point of ice into 1000 degrees. It has the following advantages over all other scales:—

1. It has no minus degrees and not a conventional, but an absolute zero. Hence no ambiguity can occur.
2. The temperature of solids express ratios of intensity in heat. For example, a solid body at 2000° is twice as hot as at 1000°.
3. The two chief points are absolutely fixed. The boiling point, which is one of the chief points in other scales, is faulty in this regard, for it varies with the air pressure.
4. Its degrees are smaller than in any other scale, hence greater accuracy may be had when we use only whole numbers. Each is nearly half a degree Fahrenheit. The ratio is as 30 to 61.
5. Barometric correction being presupposed, the reading of the thermometer at any time gives the fraction of the standard volume in thousandths, which a gas then occupies. A gas expands .001 of its volume at the standard, for each degree. To reduce a gas to its volume at the standard temperature: Annex three 0's and divide by the temperature.

I have prepared two formulas for changing the readings of two scales into that which I have named the Milligrade. F represents degrees of Fahrenheit; C, Celsius, or Centigrade; and M, mine, or Milligrade.

$$M = \frac{31}{10} (F - 32) + 1000$$

$$= \frac{1}{3} C + 1000$$

Here are some important temperatures in the new scale:

M.	
1366 Water boils
1287 Alcohol boils
1134 Blood heat
1000 Ice melts
857 Mercury freezes
523 Alcohol freezes
0 Absolute zero

For common use the scale will not extend below 857°.

Additional Information.—Several scales are in use, but all are wretched. In Fahrenheit's—the best in use—the degrees are small; and the zero, the temperature of a mixture of two parts snow and one of salt, is so low that minus degrees are seldom used. The scale looks as if thrown together at haphazard, but the space between the freezing and the boiling point is divided into 180°. I suppose G. D. Fahrenheit, of Danzig, thought of the greatest longitude a place can have. The scale of Celsius, or the Centigrade, now used by scientists, is the worst of all but one, and that is Reaumer's, whose Degrees of Centigrade are twice as long as those of Fahrenheit, and the zero is the melting point of ice, hence minus degrees are often used. This scale has a scientific sort of look, for the space between the freezing and the boiling point is divided into 100°. This presents no advantage in calculation. De Lisle's scale counts downward from the boiling point, which is 0°, and the freezing point 150°. Its degrees are short. In De Luc's, usually called Reaumer's scale, the freezing point is 0°, and the boiling point 80°. I suppose 80° was chosen because it can be divided into halves, fourths, eighths, and sixteenths. This may formerly have been of some advantage in graduation. The degrees in this scale are 2½ times as long as those of Fahrenheit.

Olszewski, of St. Petersburg, recently obtained perhaps the lowest temperature yet reached. By evaporating liquefied nitrogen, he observed a temperature of 390° below zero, Fahrenheit. The absolute zero, the point where there would be no heat, has never been reached, but it can be shown to be −459.4° F., or −273° C., or 0° M. This information is obtained in the following way:—Gases are observed to contract with almost perfect uniformity when subjected to a diminishing temperature. Suppose that a long glass tube of uniform bore is closed at one end, and contains any gas shut off from the air by a drop of mercury, and that the temperature of the gas is 212°. Mark the position of the mercury. Cool the gas until its temperature becomes 32°. Again mark the position of the mercury. By measurement, we find the distance from the second position of the mercury to the closed end of the tube is 2.73 times the space between the two marks. Hence the point beyond which a gas cannot contract, or the point at which it has no temperature is $2.73 + 180 = 491.4$ ° below the freezing point, or 459.4° F. below zero.

The freezing and the boiling point of water were suggested, for fixed points in thermometers, by Dr. Robert Hooke, F.R.S., of the Isle of Wight, about two centuries ago.

The thread of mercury or alcohol in a thermometer sometimes parts. I discovered that it can usually be re-united by tying a stout string to the pendant ring and whirling the instrument swiftly like a sling. Alcohol returns to its place in this way more easily than mercury.

Mercury is better than alcohol in a thermometer for general use. The mercurial thermometer is very prompt in showing the temperature; it is opaque, hence the thread may be made very small and the instrument very sensitive. It expands with almost perfect uniformity, hence the degrees are nearly the same length in all parts of the scale. It can measure extremely high and quite low temperatures. However, it sometimes freezes in very cold weather. Alcohol can measure extremely low temperatures; but an alcohol thermometer must not be exposed to a scalding heat or the vapor will blow the bottom out of the bulb. Alcohol thermometers are graduated point by point by comparison with a standard instrument. The degrees are of unequal lengths in different parts of the scale.

STRATHROY, February 23, '88.

"How is power applied in this machine?" asks a professor, as he starts it. "It is turned by a crank," is the giggling reply.

"WHERE are you going?" "To school." "What do you go for, to read?" "No." "To write?" "No." "To count?" "No." "What do you go for?" "To wait for school to let out."

A FIVE-YEAR-OLD returned from his first day at school disgusted with the ignorance of the teacher. "Why, she kept asking questions all the time. She even asked how much two and two were."

English.

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

ENGLISH LITERATURE.

BY W. H. HUSTON, M.A., *English Master, Toronto Collegiate Institute.*

IN the last issue of the column the statement was made that though great improvement has been effected in the method of teaching English Literature in our schools, yet there are more or less prevalent amongst teachers certain mistakes connected with the manner and aim of its proper study.

Most of these mistakes, and these the most numerous and most harmful, arise from a wrong conception of what is the object of the study of English Literature. This false conception consists in regarding Literature study as an end rather than a means. Many—perhaps most—teachers are inclined to think that, when a passage has been studied in such a way that the pupil can pass one of our various examinations, all that need be done has been done. Even those teachers that, in their teaching, are brave enough to lay aside all thought of examinations, are more or less likely to look upon their work as finished when their classes have comprehended the meaning of the extract. This is, however, a serious mistake. Though it is true that the teaching of English Literature, especially good English Literature—even when regarded in this light, is of much value, yet this is not all. In other words such study, though good, is not good enough. There is something more. There can be no doubt that the acquaintance with wholesome thought is elevating and therefore valuable—valuable enough to win, of itself, a place for Literature on our School program—yet English Literature is never properly taught unless two ends are accomplished in addition to—it is not said *instead of*—the acquisition of the author's ideas. The pupil must learn to love good literature, and to love it enough to read it carefully and appreciatively.

Do what we may—and we have not yet done so much as may be done—it is impossible in our Public Schools to read very much of our great and wonderful Literature. The great majority of pupils never enter the High Schools, and the amount of inspiring thought that they can assimilate is therefore very small. Only a beginning can be made. How important it is, then, that our boys and girls should leave school with an earnest love for good Literature and that this earnest love should be of the character that will cause them to give time and attention to what they read. There are two very unfortunate classes that form the great bulk of the general public. Of these classes the first consists of those that read nothing at all, and the other is made up of those that read with unthinking avidity all that they can hurry over. To decide as to the comparative advantages of these classes is very difficult since what the former lacks in general knowledge, is made up for, in the latter, by the absence of reflection and judgment. There can, however, be no doubt that the man who reads moderately and thinks much is far better off than he who is continually turning over leaves—it cannot be called reading—and never thinking. At the present day, when books are so abundantly cheap, the great temptation is to read too much. It is therefore of the utmost importance not only that pupils should, during their short stay in the public schools, have their tastes for the good and pure cultivated—for this is not enough—but also that they should as far as possible acquire the power to grasp, by a species of unconscious habit, the thought completely and—as far as is right—quickly, to note how it is expressed, and to put the proper value upon it. To this end, the teacher, in dealing with an extract must of necessity see that his pupils acquire a proper understanding of the passage considered, but he must also, and principally, see that they have become possessed of something better, namely a good way of finding out the thought for themselves, and the power to decide as to its worth.

To state the conclusion of the whole matter very briefly, the object of good teaching in Literature is to enable the pupil to acquire the right way of

reading good Literature, just as the object of good teaching in composition—the sister study—is to enable him to acquire the right way of expressing good thought.

QUESTIONS AND ANSWERS.

WILL you kindly indicate the pronunciation of:—*Monaldi, Manetti, Amidisi, Santella, Ugucioni, Sostegni and Falconieri.*

SISTERS OF THE HOLY CROSS.

Write a paraphrase of the first six lines, page 406, *H. S. Reader.*

What is the subject of the last paragraph in the same lesson? M. H.

ANSWERS.

Mō nă'-'dē; Mă-nē-'tē; Am-ē-dē-'zē; Săn-tēl'-'lă; U-gōō-tchē ō-'ne; Sōs-tăn'-'yē; Făl-cōn-yă-'rē.

It is almost a pity to paraphrase lines of such poetical strength; the meaning, however, is as follows:—When I consider thy purity of heart, and the unselfishness of thy life, I can believe that the heroes of past ages were worthy of the honors and blessings they received from their contemporaries. Were it not for thy life the history of such heroes would seem to me but an imagination of the heart or the expression of a longing and a striving after the ideal life, so soulless and worthless are the men of to-day.

The following were crowded out of last issue.*

1. Mention and locate any streams in the ocean.
2. How is animal life in the ocean affected by these streams?
3. In what way does the Gulf Stream affect navigation between Europe and America?
4. What effect has the land on ocean currents?
5. What causes the Gulf Stream?
6. Why does the Gulf Stream lose so little of its heat in crossing the Atlantic?
7. Show how it affects the climate of England and France, giving reasons for your answer.
8. Trace the course of the Gulf Stream.
9. "The Gulf of Mexico is its fountain." In what sense is this true? In what not?

A SUBSCRIBER.

1. The great equatorial current of the Pacific, starting from the Bay of Panama and flowing across the ocean as far as the coast of Asia, skirting the outside of Japan, passing round the northern limits of the Pacific, and then down the western coast of America till it reaches its starting place.

The current in the Indian Ocean, flowing from the Bay of Bengal, passing Ceylon and the Seychelles, and between Africa and Madagascar till it reaches the Southern Ocean.

2. See paragraph V. of "The Gulf Stream," pages 131-136, in the Fourth Reader."

3. See paragraph VI., page 133.

4. See paragraphs VIII. and IX.

5. See paragraph VII.

6. See paragraph XI., page 135.

7. See paragraphs XII. and XIII. Myrtles and oranges flourish in the open air in Cornwall in the latitude of Newfoundland. No ice ever visits North Cape in Norway, while Disco Island, west of Greenland, in the same latitude, is "the home of icebergs."

8. See some good map.

9. It is not the fountain, in one sense, since the stream does not start there; it is the fountain in the sense that the speed of the stream is increased from a speed varying from twenty to fifty miles a day to a rate of eighty miles a day.

EDITOR'S NOTE.—We have much pleasure in publishing the following paper by Mr. Stevenson, of Upper Canada College. We think it will be appreciated by our public school teachers. Perhaps it may not be amiss to state here on each and all of the papers on the Entrance Literature to appear in this column that none of the writers considers his way of dealing with lessons as the best or only way of so doing, but merely as perhaps likely to be helpful to teachers on the look out for inspiration and ideas. To such teachers Mr. Stevenson's thoughtful article will, in our opinion, be of great service.

* These nine questions of our correspondent will prove suitable to teachers endeavoring to ascertain whether their classes understand the selection, "The Gulf Stream."

AFTER DEATH IN ARABIA.

BY A. STEVENSON, B.A.

LINES 3-13. Notice how consistent the language is with the main idea. Abdallah speaks of his dead body as "it," as "the feet and head," as "the thing," again as "it," as "mine" and as "what the women love."

Line 3. "It lies." Unusual use of the word "it," no definite antecedent.

Line 4. "Pale and white." Not synonyms strictly since we do not speak of the snow as pale. "White" is applicable to both the body and snow, and so leads up to the full comparison.

Lines 7, 8, 9. Observe that Abdallah represents himself in his spiritual existence as being in full possession of his bodily faculties, seeing, hearing, smiling, and whispering.

Line 13. "Sweet friends." Notice the different epithets applied by Abdallah to his friends, "faithful," "sweet," "loving," "erring."

Lines 15-36. Dwell on the aptness of the picturesque metaphors employed to denote the relative importance of the soul and body. Compare the Christian conceptions as shown in the New Testament.

Lines 19-21. Repetition of idea with change in words, "room" for "hut," "garb" for "garment," "falcon" for "hawk," "bars" for "cage."

Line 22. "Those splendid stars." Peculiar use of "those;" "splendid" used in literal sense; alliteration.

Line 30. "The soul is here." Where? For answer see farther on.

Line 35. Compare "Dust to dust, ashes to ashes."

Line 39. "The long, long wonder." The origin and purpose of the world and of man, the nature of death and the future, are mysteries which men of all ages and races have tried to solve. And so have arisen the various systems of philosophy and religion.

Line 42. "Unspoken bliss." Double force of "unspoken," having in addition to its ordinary force the idea of unspeakable or indescribable. Compare as ineffable.

Lines 42, 46, 47. Notice that the terms used with reference to the future state describe a state rather than a place.

Line 53. "Stepped." Nature of action consistent with the idea in the preceding two lines.

Lines 55, 63, 68. Compare the Christian conception "God is love." But Mohammedans deny the existence of any power of evil, or devil, in the ordinary sense. They affirm that the world is entirely governed by a good God, and that evil is only such to our vision which is as yet imperfect. One of the most important lessons to be learned from this poem is religious liberality. It is evident that Mohammedanism is not so black as it is sometimes painted by some ill-informed or prejudiced Christians.

In connection with this poem read the lesson "From the Apology of Socrates," (High school Reader pages 384-388), noting especially the last sentences as follows:—

"The hour of departure has arrived, and we go our ways. I to die, and you to live; which is better God only knows. Be of good cheer then, my dear Crito, and say that you are burying my dead body only."

Read also the poem "He and She," in another column, as another example of Edwin Arnold's writing.

"After Death in Arabia," might be made the basis of a simple but forcible lesson on versification. Children have a surprising appreciation of the melody of words harmoniously arranged. Suppose the teacher reads the first few lines slowly, denoting the accents by beating time with his hand,

H'e who di'ed at Az'an se'nds,
Thi's to co'mfort a'll his fri'ends,

and so on. Let the class accompany him for a few lines. Then let the teacher recite only, the pupils keeping time either with feet or hands. They will readily catch the flow, the *rhythm*, four beats to a line. It would not be well perhaps to trouble them with the technical name of such a line. But they might be asked to examine various other poems and see how they are constructed in this respect. After a few minutes of this exercise, let the teacher read to the class any piece of prose and ask them

to beat time to it. The result will be an object lesson not easily forgotten.

The rhyme of the piece might be noted and the conditions necessary to what is called a perfect rhyme might be stated namely, that:—

(1). The vowel sounds of the rhyming syllables are to be the same.

(2). The sounds following the vowels are the same.

(3). The sounds preceding the vowels are different.

(4). The rhyming syllables are accented.

Perfect rhymes are in sound not in spelling, to the ear, not to the eye.

Show that "room—plume" (lines 19, 20) are really perfect rhymes, and "come—home" (lines 65, 66) imperfect, notwithstanding the spelling. The final syllable of "treasury" (line 33) is too weak, being unaccented, to rhyme with "lie," "quitting"—"fitting," (lines 15, 16) are double rhymes.

Two points of English grammar might be touched on in connection with this poem. Observe that nearly all the words are of English origin. Note the fact that poets often use old fashioned words and phrases as ye, yea, fain, the while, nought, straightway, alway.

Edwin Arnold was born in 1832. He received his university training at Oxford. Here in 1852 he won the Newdigate's prize for an English poem on "The Feast of Belshazzar." Two years later he graduated with distinction, and was soon after appointed principal of the Government Sanscrit College at Poona, Bombay presidency. This position he resigned in 1861, and has since been engaged on the staff of the *London Daily Telegraph*. In 1879 he produced "The Light of Asia," an epic poem upon the life and teaching of Buddha, which has since run through more than twenty editions in England and America. His two other important works are the "Indian Song of Songs," being an idyll of the Hindu theology, and "Pearls of the Faith," an exposition of the Mohammedan beliefs by means of many parables pleasantly related in verse.

TRIBUTE TO DR. McLELLAN.

LISTOWEL, Feb. 13, 1888.

DR. McLELLAN, of Toronto, delivered a lecture in connection with the High School of this town on Friday. The occasion being of great interest to the pupils of our High School, they took advantage of his visit to present him with the following address:—

To J. A. McLELLAN, M.A., L.L.D., Inspector of Normal Schools and Director of Teachers' Institutes.

RESPECTED SIR:

We, the pupils of Listowel High School, desire to express our gratification at having you with us upon this occasion. It is indeed seldom that our school is favored with a visit from one who is so highly distinguished in educational circles, and, knowing the high position which you hold, as well as the great services you have rendered to the cause of education in our fair Dominion, we are cognizant of the honor thus conferred upon us.

While enjoying the benefit of an educational system of which any loyal Canadian may well be proud, we shall ever remember how much this is the result of deep study and arduous toil on your part. We feel the visit will be a fresh incentive to us in our pursuit of knowledge to which indeed there is no royal road, and sincerely hope that our educational institutions may long be spared your fostering care and guiding hand. We shall be highly pleased, if in the near future circumstances may permit you to again visit our school. Hoping that success may ever attend you, and that kind Providence may smile upon you, we have the honor to remain yours respectfully,

Signed on behalf of the school,

WM. MCKEE, BELLA MORRISON,
R. A. DOOREY, JENNNA MARKS.

Dated at Listowel High School, Feb. 10, 1888.

IN spite of the compulsory clauses of the Ontario School Act, which empower trustees to compel the attendance at school of children between the ages of seven and thirteen, for at least one hundred days in each year, the number of absentees between those ages in 1886 was 93,375.

Hints and Helps.

MISTAKES IN CASE.

Many persons of considerable culture continually make mistakes in conversation in the use of the cases, and we sometimes meet with gross errors of this kind in the writings of authors of repute. Witness the following:—"And everybody is to know him except I."—George Meredith in "The Tragic Comedies," Eng. ed., vol. 1, p. 33. "Let's you and I go," say, *me*. We can not say, Let I go. Properly, Let's go, *i.e.*, let us go, or, let you and *me* go. "He is as good as *me*," say, as I. "She is as tall as *him*," say, as *he*. "You are older than *me*," say, than I. "Nobody said so but *he*," say, but *him*. Everyone can master a grief but *he* that hath it," correctly, but *him*. "John went out with James and I," say, and *me*. "You are stronger than *him*," say, than *he*. "Between you and I," say, and *me*. "Between you and they," say, and *them*. "He gave it to John and I," say, and *me*. "You told John and I," say, and *me*. "He sat between him and I," say, and *me*. "He expects to see you and I," say, and *me*. "You were a dunce to do it. Who? *me*?" say, I. Supply the ellipsis, and we should have, Who? *me* a dunce to do it? "Where are you going?" Who? *me*? say I. We can't say *me* going. "Who do you mean?" say, *whom*. "Was it *them*?" say, *they*. "If I was *him*, I would do it," were *he*. "If I was *her*, I would not go," say, were *she*. "Was it *him*?" say *he*. "Was it *her*?" say *she*. "For the benefit of those *whom* he thought were his friends," say, *who*. This error is not easy to detect on account of the parenthetical words that follow it. If we were to drop them, the mistake is very apparent; thus: "for the benefit of those *whom* were his friends."—*Ayer's Verbalist*.

THREE QUALITIES IN THE TEACHER.

BY PRINCIPAL SOLOMON SIAS, SCHOHARIE ACADEMY.

THERE are three qualities essential to the teacher, more essential to him than to any other profession, and lacking which more make shipwrecks than from lack of ability.

1. Self-control. This lies at the foundation of all; it is more than the corner-stone; it is indeed "the without which nothing." The old saying—"He that rules his own spirit is better than he that takes a city"—is emphatically true of the teacher. Education may be much, but this is more. Tact may be mighty, this is mightier. Nothing can atone for its absence, nothing supply its place. The teacher has neither time to go and "cool off," nor a place to which he can retire. He is before the school and there he must remain; there, if ruffled, he must conquer himself, and rule with a steady, even hand. Eye, voice, and act must unite in showing he is master of himself, and, consequently, master of all.

2. Accurate observation. Taking in at a glance not a part, but all of a subject, an incident, a passing flash. No one-sided view, but from every point, in all of its bearings, all of its effects both immediate and remote. He must not mistake the blush of innocence, of excitement, or of fear, for the flush of conscious guilt; the confused look and stammering speech for evidences of guilt or confessions of secret knowledge. He must not misread the downcast look, nor the steady eye to eye,—guilt and innocence may alike have these. But by careful, painstaking observation he must be able to know the individual signs of the mental and moral nature and expression of each of his pupils.

3. Sound judgment. No hasty decision to be altered, changed, or reversed by slower thought and after knowledge. He must act in the "living present," and his act so founded upon good, sound judgment that the pupils shall have confidence in his decisions, his words, and his deeds. Under the excitement of the moment they may perhaps question if he is right, but in their after-conclusions find and acknowledge his correctness. Then they will learn to admire him, and his memory will be blessed to them.—*The School Bulletin*.

Question Drawer.

If a school has to be closed on account of all the children attending being sick does the teacher receive salary during such period. T.

[Under ordinary circumstances, he does. But no positive answer could be given to the question unless all the circumstances of the special case were known. The general answer, however, is in the affirmative.]

1. CAN a teacher who had a non-professional second and a professional third, and has taught three years, teach another three years, by passing the first class non-professional?

2. Can he teach another three years by passing the third class non-professional instead of first class? READER.

[1. Reg. 123 allows the renewal without difficulty, because the Class II. non-professional standing has been obtained. 2. A further renewal can be had by passing the non-professional Class III, under Reg. 121. In both cases *efficiency* is to be shown to the satisfaction of the County Board.]

A LADY near Toronto, and with a good high school education—second class teacher's certificate—desires to study phonography, with a view to taking a position in a publishing house. If you will please tell her in the columns of the JOURNAL, where to apply for lessons you would confer a great favor upon A SUBSCRIBER.

[Bengough's Shorthand Bureau, in the Library Building, corner of Church and Adelaide streets, is one of the two or three good institutions in the city.]

Is it possible that the water in the Gulf Stream can be fresh? If so, how is it? J.S.

[It might be possible, that is, conceivable, if it was derived from a fresh water source. But this is not the case. It is simply an ocean current, and though differing in color and temperature it does not differ materially, so far as we are aware, in its saline character from the ocean through which it flows.]

How many pounds are there in a bushel of green apples? G.M.U.

[Perhaps some one who has tried the experiment can answer the question. We are not aware that any standard of weight has been fixed by law. We fancy some green apples would weigh heavier than others in proportion to bulk.]

A SUBSCRIBER wishes full explanations concerning the literary selections and the selections for memorizing for July and December, 1888?

[See Question Drawer in the numbers of the JOURNAL for Feb. 1st and Feb. 15th.]

Is the literature contained in the Companion to the Reader sufficient to pass a pupil the Entrance Examination?

2nd. Is the "Public School Grammar" compulsory for the Entrance Examination? S.D.

[We hardly know what answers to make to these questions. We are inclined to say "No" to each. Both books are no doubt useful in their respective places, but we can conceive of a pupil knowing the notes in the one and the rules and explanations in the other by rote and yet failing to pass the examination. The only way to secure a pass in either the literature lessons or the grammar, is to *understand the subject*. The pupil who does this will be pretty sure to pass, though he may never have seen either of the books named. You may get some good hints from seeing how the lessons are treated in the JOURNAL. Of course the "public school grammar" will be used in the public schools.]

It is said that the average of salaries paid in Hamilton is only \$330, as against an average of \$401 in other cities in the province.

THE list of Kingston subscribers to Queen's University endowment fund is being published, as the minimum sum needed, \$250,000, has been raised.

School-Room Methods.

LANGUAGE EXERCISE.

WRITE sentences containing the following words so used as to make clear that you understand their distinctive meanings.

- | | |
|-----------------------------|----------------------|
| To, too, two. | Bow, bough. |
| Their, there. | Dear, deer. |
| No, know. | Ours, hours. |
| Which, whose. | Sea, see. |
| Chose, choose. | Seen, scene. |
| Loss, lose, loose. | So, sow, sew. |
| Should, would. | Piece, peace. |
| Write, right, rite, wright. | Die, dye. |
| Were, where. | Sent, cent, scent. |
| Straight, strait. | Be, bee. |
| Won, one. | Four, fore. |
| New, knew. | Bear, bare. |
| Ate, eight. | Hail, hale. |
| Blew, blue. | Vane, vein, vain. |
| Earn, urn. | Told, toled, tolled. |

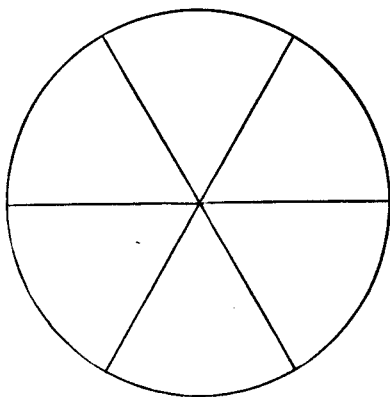
EXERCISES IN COMPOSITION.

WRITE the following sentences so as to form a continuous narrative :—

- A fish lived in a large pond.
- He was a careless fish.
- He was not a year old.
- He was quite large.
- He could swim faster than his brother and sister fishes.
- He knew all the cool, shady spots.
- The flies came buzzing over the water.
- He would spring and catch them.
- He would eat worms, too.
- His mamma warned him about the hooks. (Tell what she said.)
- One day he saw a worm.
- He saw the hook. (Tell what he thought.)
- Took hold of the end of the worm.
- The worm began to move away. (Tell what the fish said.)
- The fish gave a jump.
- The fish felt something sharp in his mouth.
- He swam this way and that.
- He went out of the water.
- And came down in a boat.
- That was the last of him.—*Teacher's Institute.*

PRIMARY LESSONS.—FRACTIONS.

BY WM. M. GIFFIN, NEWARK, N. J.



ONLY what things can be added? If we wish to add 3 pens and 3 pencils, what must we call them? 3 things and 3 things are how many things?

If we wish to add 2 thirds and 2 sixths what must we call them? $\frac{2}{3}$ are how many sixths? Then $\frac{2}{3}$ and $\frac{2}{3}$ are how many sixths?

If we wish to add 1 half and 3 sixths what must we call them? $\frac{1}{2}$ is how many sixths? Then $\frac{1}{2}$ and $\frac{3}{6}$ are how many sixths?

John had $\frac{1}{2}$ of a pie, Willie had $\frac{1}{3}$ of a pie, and Henry had $\frac{1}{6}$ of a pie; how much had they all together?

To what must we change these fractions? $\frac{1}{2}$ equals how many sixths? $\frac{1}{3}$ equals how many sixths? Then $\frac{1}{2}$ and $\frac{1}{3}$ and $\frac{1}{6}$ are how many sixths?

Only what things can be subtracted? Then if we wish to take $\frac{1}{6}$ of a pie from $\frac{1}{2}$ of a pie, to what must we change both fractions? $\frac{1}{2}$ of a pie = how

many sixths? $\frac{1}{2}$ of a pie = how many sixths? Then $\frac{1}{2}$ less $\frac{1}{6}$ = how many sixths?

Mary had $\frac{1}{2}$ of an apple, John had $\frac{1}{3}$ of an apple? how much did they both have?

Henry had $\frac{1}{2}$ of an orange, and gave May $\frac{1}{3}$ of it; how much had he left?

John found $\$ \frac{1}{2}$, he earned $\$ \frac{2}{3}$ his father gave him $\$ \frac{1}{3}$ and his mamma gave him $\$ \frac{1}{6}$; how many dollars did he have in all?

Willie's father gave him $\$ 1$, and he spent $\frac{2}{3}$ of it; how much had he then?

John had $\$ \frac{1}{2}$ and Willie had 6 times as much; how much had Willie?

Willie wished to give $\frac{1}{3}$ of a dollar to each of his friends. To how many friends could he do so?

A boy bought a pie for 10c and sold it for 18c; how much did he gain? How much did he get for each sixth? For each third? For each half?

GEOGRAPHY AND LANGUAGE COMBINED.

BY ANNIE E. HILL, BOSTON.

How to kill two birds with one stone is a problem upon which every teacher is working. How one class killed several birds may be of interest.

We had been studying the surface of Europe. When the hour for language came, paper was distributed, and the girls were told to write a brief account of what they had learned concerning the subject.

The selection of a "title" was left to each girl's choice. Some were as follows:—"The Surface of Europe," "What I know about the Surface of Europe," "Our Last Topic in the Study of Europe," "The Mountains and Lowlands of Europe."

These papers were exchanged and marked by the class, each paper being examined by two different girls, that errors not seen by the first examiner might be found by a second.

Each pupil then received her own paper and wrote correctly upon her slate the words misspelled and the sentences in which errors occurred. In this work she was at liberty to use her geography and dictionary.

Now, to make sure that all misspelled words were really learned correctly, the girl having the greatest number of errors in spelling, took her slate and copied the words correctly upon the board. Any girl who had different words, added to the list, and so on until every word misspelled by any member of the class had been placed before the pupils. At this point the lesson closed for that day.

At night the girls were told that it was expected that they would make themselves perfectly familiar with every word on the board before the next day's language hour. Nothing was said as to what was to follow, but at odd moments the girls were seen studying the words.

That night the teacher prepared a letter, presumably written by Jennie Jones, in Geneva, to her friend Sadie Shaw, in Boston. This letter contained as vivid a picture of the mountains and lowlands of Europe as the teacher could make, and told Sadie how Jennie and her father had traveled over the continent.

In this letter every word misspelled by the girls in their abstracts were embodied.

The next day's language hour came. Fresh paper was distributed and the girls were told that they were to write a letter from dictation. The words upon the board were covered and the work began.

When the girls saw what "the game" was, the writing went on with new interest, though now and then there was seen a crestfallen expression, as here and there a girl discovered that she had failed to make herself perfectly familiar with the words placed upon the board.

Before the next lesson the teacher wrote the letter correctly upon the board, as a model for the marking to be done by the pupils.

Those who had letters nearly perfect became teachers of those who had made many errors. They drilled upon misspelled words, and explained corrections; then the whole class carefully copied the papers, which were placed on file.

All words that no girl had misspelled were erased from the board, and the rest were allowed to remain. In a day or two some simple exercise

brought into use the words left over, and we were ready for something new.

What had been accomplished by the week's work in this line?

1. A test of knowledge of the subject had been made.
2. Every misspelled word and incorrect expression had been mastered.
3. Drill on "letter forms" had been brought in.
4. An oftentimes "dry" subject had become interesting and vivid.
5. Subsequent "journeys in geography" showed that the girls had developed added descriptive power.
6. The teacher's ingenuity had been taxed, and shethushad been strengthened.—*American Teacher.*

Correspondence.

OUR ALPHABET.

RIPLI, Feb. 14th, 1888.

DĪR SIR,—If iw think this iz wurth giving it speis in iwr JURNAL piiz dw so in the interest auf speling refaurm. If akseptéd, aī shal bi plīzd humbli tw kauntinīw it in anuther ishīw.

Iwrs respektfwli.

FILAULOGIST.

THE English alphabet consists of six primary sounds made by the vocal organs in open position. These are the following:—a, as in mast; ē, as in met; ī, as in mit, ū, as in smut; ō, as in pole, and w as in pwl=pool.

All sounds in English are produced by uttering these sounds singly (in open position); prolonging the sound by repetition without interval; or in combination with one another; and by uttering any of the foregoing in combination with one or more of sixteen close positions of the vocal organs.

Any of these sounds may also be produced by a forcible breathing out of the sound through the vocal organs in open position, or in combination with some of the close positions. This aspirate breathing may be marked in written speech by drawing an oblique stroke through the sound.

The sixteen close positions are the following:—

- b, as in bib,
- d, as in did,
- f, as in faēf (fief),
- g, as in gig,
- j, as in juj (judge),
- k, as in kik (kick),
- l, as in lul (ull),
- m, as in mum,
- n, as in nun,
- p, as in paēp (pipe),
- r, as in reir (rare),
- s, as in sis,
- t, as in tai,
- v, as in vaiv,
- z, as in zaiaun.

EXPLAIN these words so as to show clearly the difference in meaning, and write a sentence in which each is properly used:—Lie, lay; two, couple; few, less; many, much; lease, hire; exceed, excel; hope, expect; pile, heap; high, tall; safe, secure; artist, artisan; excuse, apology; handsome, beautiful; find, discover; deny, refuse.—*Cincinnati Public School Journal.*

At the last regular meeting of the Toronto Principal's Association, it was moved by Mr. Powell and seconded by Mr. Slater, "That this association repudiates the statements and language of certain letters lately published in *The Globe*, over the signature of 'A Principal.'" It was moved by Mr. Clark and seconded by Mr. Parker, "That on account of the regulation recently passed by the Public School Board in regard to detaining pupils after 4 p.m., we, the members of this Association, experience great difficulty in carrying out the proper discipline of the school in regard to breaches of school regulation and neglect of work, and recommend that a committee, consisting of President Morrison and Messrs. McAllister and Clark, be appointed to wait on the Committee on School Management, to lay before them the views of the Association on the matter." The motion was carried.

Educational Meetings.

WEST MIDDLESEX TEACHERS' ASSOCIATION.

(From the London Advertiser.)

THE yearly meeting of this Association was held in Strathroy, on the 16th and 17th ult. The president, Miss Tenie Ross, read a carefully prepared and able opening address, dwelling particularly on the difference between time teaching and cramming for examinations.

Mr. M. Parkinson, after a few remarks from Mr. Carson, took up the subject of "History." He dwelt on the love of children for history when properly taught, and the need of thorough and extensive knowledge and suitable illustration and presentation by the teacher. He spoke of some of the causes of failure, such as the forcing and examining system. After the close of a very instructive address, Mr. Carson, Mr. Dunsmore, and others discussed the subject, eliciting many points of great value to the teachers present. The whole may be thus summarized:—1. Teach topically. 2. Know it thoroughly. 3. Examine rigidly. 4. Use suitable language. 5. Require oral answers.

In the afternoon the Association resumed, the vice-president, Mr. A. McVicar, in the chair, with a very large attendance. Very few of the teachers in the inspectorial district were absent, while many other friends of education were present. Roll called, 113 present.

The discussion on history was continued by Messrs. Carson, Johnson, Althouse, Gilbert, Amos and Reynolds.

Professor Bell then read an elaborate essay on "Music," treating of its history, the different systems of notation, etc., and finished with a well executed violin solo.

Mr. A. A. McTavish, of Parkhill, gave an exhaustive and instructive address on "Psychology," dwelling more particularly on "memory." He expounded the scientific theory of the millions of nerve-cells in the sensorium of the brain, the impressions made upon them and changes produced in them by sensations received from external objects through the senses, and how the changes in these cells are made permanent by repetition. He dwelt on the importance of fixed attention, and showed that children are naturally attentive. Habits of inattention, which are unnatural, should be corrected. He showed the importance and necessity of cultivating the senses, and also explained what is known as dynamic association. He spoke of the will as a greater power than the memory, and gave some valuable hints to teachers on the cultivation of memory and the senses.

Mr. M. W. Althouse then made a few remarks on "Primary Reading," referring to the teaching of the vowels and their sounds, and the difficulties of our spelling.

Mr. Carson followed with some instructive remarks on the same subject, after which the afternoon session closed.

At 8 p.m. the audience room of the church was filled with the teachers and the citizens of the town to hear the promised lecture by Dr. J. A. McLellan, inspector of teachers' associations. The lecturer is well known here, and more than sustained his previous high reputation. The subject, "This Canada of Ours," was in good keeping with his large-hearted patriotism, and from beginning to end he held the spellbound attention of the audience. Mayor Murdock occupied the chair, and Professor Windlow contributed to the evening's enjoyment by some fine instrumental music.

FRIDAY'S SESSION.

The association resumed at 9 a.m., on Friday; 117 present. Mr. J. W. Westervelt, of London, gave an exhaustive and instructive address on the teaching of writing, followed by a discussion by Messrs. Johnson, Carson, Gilbert, Althouse, Amos and others.

Dr. McLellan being called on gave an able address on the training of the "Language Faculty." He explained the instruments and functions of languages. He claimed that ideas were of little value unless treasured up in words. Language analyzes thought, and there could be no clear thinking without it. Ideas may not be clear at

first, but will become more definite. Words are the complement of reason. Thought and expression always go together. He referred in closing to the different mental processes of sensation, perception, conception, and judgment. The Association then closed. On resuming in the afternoon, 117 present, Professor Windlow read a carefully prepared essay on music. He advocated the Holt system, and did not much admire the tonic-sol-fa. He explained the advantages of the Holt system, and gave valuable hints as to the best methods of teaching it.

Mr. T. Dunsmore then gave a valuable outline of his methods of teaching a literature lesson, using an engraving of a devil-fish.

Dr. McLellan then gave at some length a continuation of his treatment of the teaching of language, dwelling more particularly on methods of teaching.

A very cordial vote of thanks was tendered to Dr. McLellan, on motion of Mr. Carson, seconded by Mr. Dunsmore, after which the Association closed, it being felt that the meetings had been more largely attended than ever before, besides being unusually pleasant and profitable.

LINCOLN COUNTY TEACHERS' ASSOCIATION.

THE above Association held its annual meeting in the Central School, St. Catharines, on Feb. 2nd and 3rd, 1888.

In the absence of the president, Inspector Grey took the chair.

The following officers were elected:—President, D. C. Hetherington, St. Catharines; 1st vice-president, Mr. A. Zimmerman, Jordan; 2nd vice-president, Miss Chamberlain, St. Catharines; 3rd vice-president, Miss J. Thompson, Port Dalhousie; sec.-treas., E. J. Rowlands, Port Dalhousie; auditors, Miss Gross and Miss Morton; committee of management, Mr. Manson, Mr. E. Smith, Mr. Robertson, Mr. Davis, Mr. Caverhill, Mr. Jamison, Mr. Hipple, Mr. M. Moyer, Miss Crawford, Miss Smith, Miss Edmunds, Miss McCoy, Mr. Kyle, Mr. Banks, Mr. Sykes, Mr. Crosby, Miss O'Connor, Miss Park.

Miss Jessie Frazer was then introduced to the Association, and in a happy, unique and instructive manner, proceeded to illustrate practically her methods of teaching the geography of Asia to a third class. The interest was well sustained and the lesson elicited warm applause.

In the afternoon Dr. McLellan, Director of Institutes, delivered an eloquent and instructive lecture on "Literature," under the heading of

- I. What it is.
- II. Best methods of handling it.

Our object should be to cultivate imagination and to fill the mind with a love of the right kind of reading. The doctor was listened to with marked attention, every one present fully appreciating his enjoyable and instructive lecture.

At four p.m. the teachers adjourned to the literary hall of the Collegiate Institute, where Dr. Geikie, of Toronto, lectured on the subject of "Alcohol—Its Effect on the Human System," showing conclusively, from the evidence of prominent medical men, who are not prohibitionists, that the use of alcohol is ever followed by deleterious effects.

SECOND DAY.

Mr. Jamison took up the subject of "How to Use the New Text-Book on Grammar." He objected to the "Notes-to-the-Teacher" feature of the book. This was followed by a practical and entertaining lecture from Rev. T. J. Parr, on "Reading,—Its Philosophy." He showed how the principles of elocution could be made use of in the public school, and illustrated his method practically by means of a fourth class which was present.

In the afternoon, Mr. Robertson, of the Collegiate Institute, explained his method of teaching History. He would trouble pupils with few questions on going over the work the first time. Arouse their interest by means of historical narrative, and thus get them to read for themselves.

Mr. Parr resumed his lecture on "Elocution," and then, after some routine business had been disposed of, a very successful convention was brought to a close.

On the evening of Thursday, a very large audience assembled in the Collegiate Institute literary hall, to listen to Dr. McLellan's able and eloquent lecture on "This Canada of Ours." A musical programme was also carried out, and the entertainment was one of the best presented in St. Catharines for some time.—E. J. ROWLANDS, *Sec.-Treas.*

GRENVILLE TEACHERS' INSTITUTE.

THE annual session of the above Institute was held in Merrickville on the 16th and 17th Feb. Most of the teachers in attendance came from Prescott and Kemptonville, and their immediate surroundings.

President Cody, in his opening address, took occasion to mention many of the difficulties with which the teacher has to contend; of these difficulties the principal ones are:—First, "Permits." He characterizes the teacher who works from year to year on a permit, as a sort of parasite in his relation to the profession. Second, "Undue interference with the teacher and his work." Third, "The moral status of the teacher." Fourth, "Religious instruction in public schools." Fifth, "Want of unity among teachers." Mr. Cody also thought steps should be taken to place the Ontario Teachers' Association on a more representative basis.

Mr. J. J. Tilley, Director of Teachers' Institutes, was present, and delivered two addresses to the teachers, and on Thursday evening gave a public lecture in the town hall. His first address consisted of remarks concerning the teaching of Grammar, and a practical exemplification of Grammar methods; the second address was on "Professional Fellowship." If Mr. Tilley did nothing more than deliver this address before every teachers' institute he would do a good work. His remarks concerning some of the meannesses teachers are guilty of were worthy of the highest commendation. Finding fault with a predecessor, the establishment of cheap popularity, the miserable system of underbidding, the competitive trap, and the teacher's duty, received each a fair share of criticism. Mr. Tilley's lecture on Thursday evening was excellent, and contained some suggestive remarks and sensible advice to young men.

On Thursday afternoon, Mr. C. McPherson, Principal of Prescott Model School, discussed the subject of "Music in Public Schools." The speaker contended that music should be taught in all public schools, and more especially in the elementary forms, and that the teacher who could not sing was at a great disadvantage; indeed, his disadvantage was so great that he was not a completely qualified teacher for young children. The happy mood in which the teacher must be when singing; the cheerfulness which a lively song creates; the assistance of a knowledge of music in learning to read; the immense control of children which is obtained through music, and the mental cultivation obtained by its study, were the principal points dealt with by the speaker.

Mr. McPherson's paper was followed by a paper on "Writing," by Mr. Wallace McPherson, Assistant Master Prescott High School. This paper was a somewhat rapid elucidation of the mechanical difficulties with which the teacher of writing has to contend. The writer of the paper maintained that writing required to be taught, and not learned merely by imitation. Certain principles underlie the art, and a thorough knowledge of these principles, and aptness in their application, are the requisites of a good writer.

A discussion on the best means of making the Ontario Teachers' Association more properly represent the county and city Associations, was entered into with spirit. Some of the teachers were of the opinion that the Provincial Association was manipulated by a few teachers in and about Toronto. Others held that the Ontario Association was of little consequence. However, the general conclusion was that, as the Grenville teachers have not had a representative at the large Association, they were, perhaps, rashly forming conclusions, and that they had better appoint a delegate to attend next meeting in Toronto. Mr. C. McPherson was therefore duly appointed as representative of Grenville Teachers' Association.—T. A. CRAIG, *Secretary.*

BUSINESS NOTICES.

WE desire to repeat our request that Inspectors and Secretaries of Associations send us programmes of their forthcoming Conventions as soon as issued. We desire to make announcements of such Conventions, with somewhat fuller particulars than may be found on a departmental list. Moreover, as this list contains only the names of Inspectors in which Teachers' Institutes are held, a great many Conventions of Teachers, not being upon that 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.

WE direct attention to the advertisement, 16th page, 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.

Editorial.

TORONTO, MARCH 15, 1888.

WHAT SHALL THE PUBLIC SCHOOLS TEACH?

THIS is the great educational question of the day. It is a healthy sign, and full of hopeful augury, that educationists are turning aside from the endless discussion of the relative merits of Greek and Geometry, Natural Science and Psychology, in the universities, to enquire whether a radical reform is not needed in the pabulum provided in the public schools. This is a far more pressing question, and one of vastly greater importance in its bearing upon social and national well-being.

We have no ambition to pose as an iconoclast, and yet we have no doubt that a good deal of image-breaking needs to be done as the first step in the direction of much needed reform. We have long had a conviction that the waste of time and energy in the average public school is simply enormous. Much of this is caused by the glaring disproportion between the teaching force and the pupil host, marshalled under, too often, against it. There is an equally grievous disproportion between the wide field to be explored, full as it is of obscure nooks and intricate by-paths, and the time allotted for the exploration. But, whatever the cause, is it not a fact that there is a prodigious waste in all our public schools? We appeal to the judgment of every thoughtful and earnest teacher, whether he is not persuaded that, given such a change of conditions as he could wish in regard to numbers in classes, courses and subjects of study, and hours and methods of instruction, he could do more for the development of true power in the child

mind—whether bread-winning or thinking power, which are more closely allied than many suppose—in one day than he is now able to accomplish in three?

We give in this number, under the head of "Educational Thought," some extracts from a radical but very suggestive paper in the *March Forum*. The writer, very likely, has not escaped the inevitable tendency of epigrammatic writers to over-statement. But the whole article is full of thought and will repay careful reading. If we were asked in what direction we should look for the best starting point in the great work of reform and progress which we should like to see begun, we do not know that we could better express our meaning in reply than by quoting Dr. Parkhurst, as follows:—

"The first, and pretty nearly the last thing that the public school ought to do, will be to teach him to read, speak, and write the English language intelligently. This will afford no end of mental discipline, and will, at the same time, put in a pupil's hand the key to every door that he may need to swing further on."

TONIC SOL-FA AND HOLT SYSTEMS OF TEACHING SINGING.

A CORRESPONDENT, "A.B.," requests us to explain the difference between these two methods. In view of the rivalry between their respective advocates, the subject is a somewhat delicate one. At the same time the question asked is a reasonable one, and we have taken some pains to get the information necessary in order to enable us to give a reliable answer. In the small space available for this subject it would, however, be impossible to give anything like a satisfactory statement of the differences between the two systems. "A.B." is recommended to procure Curwen's "Standard Course on Tonic Sol-fa," and Holt's "Normal Music Course," and if he is a *teacher* he will see which system is the better adapted to school purposes.

The two systems of representation for music may be very aptly compared to our two systems of representing language, viz., the phonographic, as used by reporters, and our ordinary alphabetic method of writing and spelling. Like the phonographic system of writing, Tonic Sol-fa is the result of an effort to construct a clear, logical, and simple representation for music, void of all ambiguities and unnecessary difficulties. Like our alphabetical representation of words, etc., the staff notation of music is the growth of centuries of practical use.

The same objection that is put against the introduction of phonetic writing and spelling is urged by the opponents of Tonic Sol-fa, that the older system, though somewhat clumsy, is too firmly rooted to be replaced by a new one. In answer to this, Sol-faists claim that their system does not call for the withdrawal of the staff system, and that Tonic Sol-fa is not only a complete system in itself, but is also the best means of teaching pupils to sing from the *old* notation, as the Tonic Sol-fa gives them first a clear con-

ception of music itself, and having this the transition is easily mastered, and they quote from high musical authorities in England the statement that the new notation has made more readers of the staff than all other systems put together.

The Tonic Sol-fa system claims to be based on true principles of teaching; the simple before the compound; the easy before the difficult. In accordance with these principles only one chord comprising the tones *doh, me, soh*, is taught at first presentation of the subject. These tones are compared and pupils are taught to recognize them by their mental effect rather than by the sense of interval or of pitch. Instead of the ordinary staff, a notation composed of the initials of the notes is used, which enables the tones to be represented in exactly the same manner, in any of the numerous keys. In teaching time a set of time-names is used which gives the correct mental impression of the various divisions of a pulse or beat. In the notation the time is represented pictorially; a note which is one pulse in length being represented as occupying half the space of a note with two beats or pulses; or twice the space of a note that is only half a pulse in length.

The Holt system retains the staff notation, and is based on the theory that the major scale is the unit of thought in teaching music, and the seven tones that compose the scale are introduced on the first presentation. The ordinary staff being used necessitates, of course, a different representation of the scale in each of the numerous keys. The Holt system introduces time names, but of a more elaborate form than is used in Tonic Sol-fa.

Contributors' Department.

A NOVEL PROPOSAL.

BY E. W.

MR. AGUSTUS JACOBSON, of Chicago, has published a book called "Higher Grounds: Hints towards settling the Labor Troubles," which is reviewed in *Science* of Dec. 16, 1887, and pronounced impracticable on the basis of cost. The reviewer, however, states that the "hints" are, in themselves, original and to the point. Mr. Jacobson holds that the labor problem can be settled by the intervention of manual training schools, by giving every child an education both of—I take it—mind and hand. The means by which parents are to be induced to send their children to school are certainly original. He proposes that all children over twelve years of age be paid for attendance, according to a scale regulated by the largest wages the child could earn in any way.

In *Science* of Feb. 3, 1888, Mr. Jacobson gives an answer to the reviewer thus: "The money for the education which I propose will be found when the people shall become convinced, that, invested in improving the brains of the people—the motive power of all powers—it will be more profitable than money invested in railroads, or in any other enterprise whatever; that the money spent will come back, and come back a hundredfold. . . . Each individual trained to a degree to find an independent way for himself, instead of relying merely upon the work of

his hands, to be directed by the brains of some one else, is to the extent of that individual a settling of the labor trouble."

There is no doubt that a more general education would vastly improve the condition of the people, and there is also no doubt that one of the greatest obstacles against reaching a higher standard is the temptation to keep children out of school as soon as they are capable of earning a few dollars. Though Mr. Jacobson's plan would remove this difficulty, still it would certainly appear to us the height of absurdity. Canadians are not as Americans blessed with a revenue greater than they can spend, and everywhere any one may hear grumbling at excessive taxation, especially that which is direct, in which way most, if not all, school moneys are raised. Still, it appears to me that our educational means might be extended far beyond their present limits. In one way, teachers might be rendered more efficient by raising the standard, especially of age. In another, better school accommodation might be provided, especially in country schools. Every school should have two rooms, and more assistants should be employed. In a country school, with an average attendance of from forty to sixty, it is impossible for any teacher to do justice to all. I know that I cannot find the time to get through the work I should like to do. I am now in my fourth year of teaching and have yet to know a day which was not too short. I believe this is the experience of nearly all country school teachers. The farmer who would try to do all the work on a hundred acre farm himself would be considered out of his mind, he would certainly lose the best share of his profits; yet he would not be attempting any more than most teachers are expected to do. I often feel like leaving the profession when I see what it would be possible to do if we only had the time and the means to do it; and then listen to outsiders congratulating me on "the easy time I am having," "the good wages I am getting," and see at once the hopelessness of arousing better views on the subject. If better means were placed within reach of the people, I believe we should have a better attendance and to a more advanced age.

KINKS.

BY T. P. HALL, B.A.

A PRESS of work had driven away all thoughts of this worthy for some months, but last Saturday it chanced that the recollection of Kinks and his peculiar idea of teaching theology by means of mathematics, came to me so vividly, that after tea I called upon him to learn more about it. I found him in his study sitting by an open fire, with his feet over the back of a chair smoking.

"Good evening, sir," he said cordially. "Take this chair" (removing his feet). "Your face looks so familiar to me that I think I must have met you before."

"Why, Kinks," said I, "what is the matter? Don't you know me? Don't you remember our last chat about the 'fourth dimension'?"

"Ah! yes. Well, well! How do you do? I have not been thinking much about theology lately, you see, and so had almost forgotten you. I am glad to see you; sit down. Do you know I have just been reflecting on Public School Education, and I find the whole subject as simple as A. B. C. You have only to look after two things, training and knowledge. The training must be broad enough to develop every part of a child's nature, and such knowledge must be given as will enable him to use his powers to the best advantage for desirable ends. So you lay

the foundation for your public school course by taking note of the training required by every man and woman. For a public school has no business to work for the special advantage of any particular class of laborers or of society. It belongs to all the people.

"In the first place the Physical Senses must be trained to quickness, accuracy, and retentiveness of impressions; and the Muscular system to strength and skill. Along with the latter, we may class such brain-work as calculation, which is, in its nature, mechanical.

"Next in order comes the Psychical or Soul nature, which includes those powers that relate to living, but not necessarily to moral, beings. These are the Emotions and the Perception of motives, causes, power, grace, beauty, etc.; and the Power to soothe, rouse, control, persuade, convince, or allure living creatures.

"Lastly, there is the Spiritual or Eternal nature, in which is found the Perception of good and evil, right and wrong; the Powers shown in the practice of patience, kindness, love, faith, hope, self-control, etc.; and the Influence which a man may exert over his fellows."

At this point Kinks upset his waste-paper basket on the floor, picked out a torn document written in green ink, and tossed the rest into the fire where they disappeared with a roar. Then he handed the torn piece to me with the remark, "Read that while I fill my pipe."

This is what I saw:—

ELEMENTS OF A COMPLETE TRAINING.

A.—THE AVENUES OF KNOWLEDGE:

a. The Senses.

1. Sight—form, color, motion.
2. Hearing—intensity of sound, direction, pitch, quality, harmony, melody.
3. Touch—hardness, roughness, temperature, weight, etc.
4. Taste—sweet, acrid, etc.
5. Smell, etc.

b. Internal Senses.

1. Space and Time.
2. Power, cause, motive, equality, beauty, humor, etc.

c. Emotions.

1. Vital (favorable to life)—affection, sympathy, courage, admiration, etc.
2. Mortal (tending towards death)—fear, envy, sorrow, dislike, suspense, etc.

d. Spiritual Senses and Emotions.

1. Conscience.
2. Good—love, joy, contentment, honor, indignation, etc.
3. Evil—hatred, remorse, horror, despair, pride, etc.

B.—THE WILL must be habituated to control all emotions and to act in proper relation to all perception.

C.—THE ACTIVE POWERS require training in the direction of endurance, precision, power, co-ordination, and succession.

- a. Muscular—walking, balancing, throwing, writing, etc.
- b. Intellectual—memory, calculation, reason, judgment, imagination, invention, etc.
- c. Physical—tact, persuasion, argument, oratory, music, conversation, mesmerism, etc.
- d. Spiritual (Influence)—love, meekness, patience; inspiration; vengeance, etc.

"See here, Kinks," I said, after glancing over the outline, "this is absurd. Why, it would take a man a lifetime to get such a training as this calls for."

"Just so," said Kinks. "It would. That is what life is for. I am disgusted with the folly

of some men in our town who move heaven and earth to collect piles of money, or land, or houses. As soon as they have made the collection they call their own, they have to leave it and go off to another world. If they did not know they would have to leave it there might be some excuse for them, but when they act so in the face of that knowledge, they must be insane. No; this world is just a large school, where the scholars have to earn their own living and sometimes act as monitors.

"When a man has brought every part of his nature, as indicated in that paper, into subjection, he is like a general in charge of a well-disciplined army. The general wants to know where he is and what he ought to do. So a man must know something of

a. Surrounding objects*—Physiography.

b. Physical forces—Physics.

c. Plants and animals—Biology.

d. His own body—Anatomy, Physiology, Hygiene.

e. His emotions and intellect, and human relations—Language and Literature, Writing, Drawing, Conversation, History, Sociology, Politics, Psychology, Philosophy.

f. His spirit, and spiritual relations—Morals, Religion, Theology.

"All this is very plain and easy to understand. Now if you want to draw out a course for any kind of a school, you may begin by writing down those subjects that are needed for imparting the necessary knowledge, and add, if necessary, some others, so as to complete the training. For public schools the main part of the course should be along Physical and Mental lines, leaving the more complex Psychical and Spiritual activities and relations for colleges and universities.

"I would not allow a child under eight years of age to attend school at all. HOME is the place for babies. If they can't be at home, the next best place is in a kindergarten.

"Just to show you how easily it can be done along these lines, I will outline for you a

COURSE FOR PUBLIC SCHOOLS.

JUNIOR DEPARTMENT.

a. Calisthenics, Woodwork, Play.

b. Music, Drawing, Basket-weaving, etc., in colors.

c. Reading, Writing, Arithmetic.

d. Physiography, Botany.

e. Duties to Parents, Teachers and Companions.

"Half an hour a day might be fairly devoted to each one of these twelve subjects, if they were arranged in such an order as to give variety. In addition to these there should be taught in the

SENIOR DEPARTMENT.

a. Designing, in form and color.

b. Physics.

c. Anatomy, Physiology, Hygiene.

d. Zoology.

e. Geometry and Mensuration.

f. English Literature, Letter-writing and Composition.

g. Duties and Relationships of the Family, Society, Country, and the Human race.

h. Subjugation of Evil Emotions and Development of Good; Relation to God and the Spirit World.

"The whole work should be carried on in an atmosphere of comfort; brightness, beauty, sympathy, truth, and love."

* For the sake of clearness I have put these and some following of Kinks' remarks in tabular form.—T.P.H.

Book Reviews, Notices, Etc.

English in the School. By F. C. Woodward. Boston: D. C. Heath & Co.

An attempt—and a successful one—to show the advantages afforded by the study of English, as a means of mental discipline.

Introduction to Physical Science. By A. P. Gage. Boston: Gunn & Co.

The teachers of the Province are sufficiently acquainted with the book under the title of "High School Physics," to understand its great merits without any word of praise from us.

Shakespeare and Chaucer Examinations. By W. T. Thom, M.A. Boston: Gunn & Co.

An interesting book, showing, by the answers of pupils to examination papers, what can be accomplished by a good method of teaching English literature. The paper on "English in the School-room" contains some suggestive remarks that will be welcomed by teachers of English generally.

The Manual Training School. By Prof. C. M. Woodward. New York and Chicago: D. C. Heath & Co.

Industrial Instruction. By Robert Seidel, Switzerland. Translated by Margaret K. Smith. New York and Chicago: E. C. Heath & Co.

The increased attention paid to Manual and to Industrial training is a mark of our time, though as yet little interest in these matters is evinced in Canada. The former of these books shows how a school devoted to manual training should be carried on. The latter expounds the principle underlying the claim of hand-labor to a place in our common and high schools. Each is invaluable in its sphere.

Macmillan's Progressive French Course. By G. Eugene Fasnacht, formerly assistant master in Westminster school, editor of Macmillan's Series of Foreign School Classics.

The Teacher's Companion to Macmillan's Progressive French Course. First year. By the same author. Macmillan & Co., London and New York.

The first of the above contains easy lessons on regular accidence; the second consists of three parts: (1) Systematic Treatise on Pronunciation. (2) Translation of the English-French Exercises, with hints for different renderings, and remarks on Rules and Vocabulary. (3) French Synonyms Discriminated; Critical Glossary of Difficulties, etc.

Canadian History and Literature. By W. H. Withrow and G. Mercer Adam. Toronto: William Briggs.

This is a native book in every sense of the word, the publisher, authors and subject being Canadian. The History is an abridgment of Dr. Withrow's well-known larger History of Canada, and suffers of necessity the natural ills of abridged works. Mr. Adam has made good use of the rather limited space at his disposal, and in fifty pages has produced a readable sketch of Canadian Literature. The lists of authors furnished are certainly lengthy enough to persuade reasonable men that the pen has not been altogether unused in Canada. Though we confess that the quality of the products does not seem to be as marked as is the quantity. The book is, however, of much value as a statement of what has been done.

Explanatory Digest of Professor Fawcett's "Manual of Political Economy." By Cyril A. Waters, B.A. Macmillan & Co., London and New York, 1887.

This book is confessedly designed mainly for the use of candidates preparing Professor Fawcett's Manual for examination. However undesirable may be such a method of helping the student to deprive himself of the benefit to be derived from the study of such a work as the Manual, the "Digest" will be found serviceable by many, not students, who are desirous of getting a clear conception of Professor Fawcett's system, but who lack time or ability to master the original work.

OUR EXCHANGES.

THE era of attempts at compromise between Scripture and Geology, described by Andrew D. White, in one of his "New Chapters in the Warfare of Science," and a discussion of the distribution of underground waters through the rock-strata of the earth, by M. Daubrée, the distinguished French geologist, are amongst the attractions of the *Popular Science Monthly* for March.

THE *North American Review* for March contains, amongst other interesting articles, a scholarly, yet interesting and popular paper on "Judah the Iscariot," by M. D. Conway; "The Reasoning Power of Animals," by Edmund Kirke, is a plain, simple record of the author's observations upon the intelligence displayed by domestic animals.

JULIA MAGRUDER contributes the complete novel, "Honored in the Breach," to *Lippincott's* for March.

AMONGST the writers in the *Chautauquan* for March are Maurice Thompson, Hjalmer Hjørth Boyeson, President C. K. Adams, of Cornell University, the Rev. Lyman Abbott, Lieut. Frederick Schwatka, Dr. Titus Munson Coan, Rose Hawthorne Lathrop, Mrs. Mary A. Livermore, and many others equally well known in the literary world.

Our Little Men and Women and *Wide Awake* come to us from time from D. Lothrop Company, Boston, U.S., and are always welcome visitors. The former contains pictures and print for youngest readers, six to eight years old. Interesting things are made easy to understand. It aims at diversion mostly; but little beginnings of learning are made enticing. The latter is made for the young, but suited for all improving people. It is large and full of the richest enticement for young and old.

For Friday Afternoon.

A FRIDAY SPELLING LESSON.

ONE OF MISS JOLLY'S.

NOW, children, you may prepare your slates or paper to write the answers to some questions. Write complete sentences, be neat about it—Mr. Jackson told me the other day that if he was in want of a boy to clerk for him he would ask to see his written work in school, and know how he kept his desk—Well, then, let's learn to be neat, and see to it that all the words are spelled correctly. Let me see, the odd numbers beat last week, who'll come out ahead to-day? All ready.

1. Write your name in full.
2. Name the Province and county in which you live.
3. Write your teacher's surname.
4. Tell where Irishmen come from.
5. Of what are stoves made?
6. Name five tools used by a carpenter.
7. Give five words ending in *th*.
8. What day of the week is it?
9. What is the highest office of the State?
10. Write a verse from memory.

The slates were changed, the questions answered, the misspelled words underscored, the reports taken, and it was found that the odds were still ahead. A committee was appointed to make a list of the misspelled words, and the class was excused.—*Michigan Moderator.*

THANATOPSIS.

To him who in the love of Nature holds Communion with her visible forms, she speaks A various language: for his gayer hours, She has a voice of gladness, and a smile And eloquence of beauty, and she glides Into his darker musings with a mild And healing sympathy, that steals away Their sharpness ere he is aware. When thoughts Of the last bitter hour come like a blight Over thy spirit, and sad images Of the stern agony, and shroud, and pall, And breathless darkness, and the narrow house, Make thee to shudder, and grow sick at heart—Go forth under the open sky, and list To Nature's teachings, while from all around—

Earth and her water, and the depths of air— Comes a still voice. Yet a few days, and thee The all-beholding sun shall see no more In all his course; nor yet in the cold ground, Where thy pale form is laid with many tears, Nor in the embrace of ocean, shall exist Thy image. Earth that nourished thee, shall claim Thy growth, to be resolved to earth again, And, lost each human trace, surrendering up Thine individual being, shalt thou go To mix for ever with the elements— To be a brother to the insensible rock, And to the sluggish clod which the rude swain Turns with his share, and treads upon.

The oak Shall send his roots abroad, and pierce thy mould.
—Bryant.

THE BOY FOR ME.

HIS cap is old, but his hair is gold,
And his face is clear as the sky;
And whoever he meets, on lanes or streets,
He looks him straight in the eye,
With a fearless pride that has naught to hide,
Though he bows like a little knight,
Quite debonair, to a lady fair,
With a smile that is swift as light.

Does his mother call? Not kite or ball,
Or the prettiest game can stay
His eager feet, as he hastes to greet
Whatever she means to say;
And his teachers depend on the little friend,
At school in his place at nine,
With his lessons learned, and his good marks earned,
All ready to toe the line.

I wonder if you have seen him, too,
This boy who is not too big
For a morning kiss from his mother and Sis;
Who isn't a bit of a prig,
But gentle and strong, and the whole day long
As merry as boy can be.
A gentleman, dears, in the coming years,
And at present the boy for me.

—Harper's Young People.

GEOMETRIC PLAY.

FOR VERY LITTLE ONES.

Any number of little ones stand in four lines, forming a square. They recite or sing:—

Now we stand here, and you stand there,
And thus we form a perfect square.
All four sides equal are, you see,
For so a perfect square must be.

They then form in two lines, and say:—

To where they end, from where they start,
Our lines are just so far apart;
So, if you see us, you can tell
That these two lines are parallel.

Next change into a triangle, and say:—

Now careful move, and do not tangle,
And we will form in a triangle.
Three equal sides and angles three,—
A true triangle now you see.

One little girl takes the centre, and the others join hands in a circle around her, and say:—

Each one of us stands just as far
From Annie as the others are;
For centre now we Annie take,
And round her, thus, a circle make.

All form in a line to go to their seats, and say:—

As to our seats we marching go,
A good straight line we try to show.
Now, is not this a pretty play
Of geometric figures?—say.

M.B.C.S.—in Primary Fridays.

God's ways seem dark, but, soon or late,
They touch the shining hills of day.
The evil cannot brook delay,
The good can well afford to wait.

—Whittier.

Teachers' Miscellany.

"PHENOMENAL."

PHENOMENAL is very much overworked now. A man little above the ordinary is called "phenomenal;" a school has a "phenomenal" success; even a bride is spoken of in an exchange as having been "phenomenally dressed" (this is possible); the President's message was a "phenomenal" one, and Mr. Blaine's comments on it were "phenomenal." Such indiscriminate use of a word that has a comparatively limited primary meaning deserves a phenomenal rebuke, but like other terms it will have a run. When Charles Dickens wrote his first Notes on America, he satirized the tendency to call everything remarkable. When Robert Newton Young came to this country as a delegate to the General Conference of 1884, he expressed his surprise that he did not meet his old friend "remarkable" with whom Mr. Dickens had made him familiar, and his suspicion that the growth of the country had outrun it, and that phenomenal was the coming expletive.—*Christian Advocate*.

"DISTURB" AND "INTERRUPT."

1. Both are derived from the Latin.
2. Both relate to interference.
3. We may be *disturbed* either inwardly or outwardly; our minds may be *disturbed* by disquieting reflections, or we may be *disturbed* in our rest or in our business by unseemly noises. We are *interrupted* only outwardly, that is, in our business or pursuits. What will *disturb* one may not disturb another. The same distinction exists between these words when applied to things as to persons. Whatever is put out of its proper condition is *disturbed*; whatever is stopped in the evenness or regularity of its course is *interrupted*. An *interruption* is positive. Whatever *interrupts* one person will interrupt another.

"DREAM" AND "REVERIE."

1. *Dream* is derived from the Latin; *Reverie* from the French.
2. Both are opposed to reality, and have their origin in the imagination.
2. *Dreams* occur in sleep, and arise from natural causes when the imagination is in a sound state. *Reveries* occur during waking hours, and are the fruit of a heated imagination. When the term *dream* is applied to the act of one who is awake, it admits of another distinction from *reverie*.—*Common School Education*.

"AND."

THE February number of the *Writer*, the pleasant monthly periodical published in this city for the benefit of literary workers, contains this statement of Mr. Thomas J. Wickline:—

"There is no violation of the law of grammar more frequently committed by writers and authors than the use of the conjunction *and* at the beginning of a sentence. A sentence begun with *and* is weakened, rather than strengthened, by its use. If "conjunctions connect words and sentences," and "a period should be placed at the end of a declarative or imperative sentence," then it is a gross impropriety to begin a sentence with the conjunction *and* immediately after a period. No sentence, whether following a declarative, imperative, interrogative, or exclamatory sentence, should begin with the conjunction *and*. Whenever a sentence beginning with *and* will make complete sense without the *and*, it should be discarded. If a sentence cannot sustain itself without the conjunction *and* standing before it like a sentry, then the punctuation is at fault and should be changed; the period preceding the conjunction should be superseded by a colon, a semicolon, or a comma."

Mr. Wickline's rules are too stringent, both as to punctuation and the use of *and*. The English language has few contrivances for connecting sentences; Greek has many. To prevent rough or uncouth transitions, it is perfectly proper to begin English sentences with *and*. It indicates that the sentence so begun continues the train of thought,

and does not begin a new argument. Even the antithetic conjunctions "but," "however," and "yet" have such a function. To test a writer, mark how he begins his sentences. Most writers act on a mechanical rule in using the comma before *and*. The comma should not be used where the terms preceding and following the *and* are a unit; in enumerating and distributive statements the comma should be inserted.—*The Beacon*.

SYNONYMS.

SIR F. POLLOCK'S *Remembrances*, just published by Macmillan & Co., might have been called *remiscences*, *recollections*, or *memoirs*. A *memoir* should be a memorial and memorable account resting upon personal experience and study rather than on the authentic proofs of others. Men of science and eminent politicians publish original memoirs. The word rests on the Latin "memoria," a written monument of one's own work. *Recollection* is less dignified, and means what one has "gathered again" after the event. *Reminiscence* means putting one's mind backward with more force than we employ in *remembrance*, which is simply "calling to mind." *Remembrance*, then, is the weakest of all these terms. It rests on the Latin "rememini," to put one in mind again, which may be accidental. *Reminiscence* rests on the Latin *remiscentia*, which means deliberate remembrance. One can remember an event, without recollecting the precise circumstances. The key to these synonyms is their etymology. *Remembrance* is general and often accidental; *reminiscence* implies some effort; *recollection* is specific, as it implies the gathering of all the circumstances. A *memoir* means all these things, together with a careful preparation of the materials for the use of others in future days. Sir F. Pollock has really given us *reminiscences*, and the Greville journal should not be called *memoirs*. Mr. Blaine's "Twenty Years in Congress" might be called a *memoir*, save where he does not speak from personal observation; but he offers really the *memoirs* of an American politician.—*The Beacon*.

OUR word *lent* is the same as the German *Lenz*, though the former denotes the fast from Ash Wednesday to Easter, while *Lenz* is the poetical name for spring. In Anglo-Saxon the word was *lencten* and meant spring only. Mr. Oliphant finds *leintien* in a poem compiled about 1160 in the South of England, clearly a variety of the later *lent*, but still denoting the season of the year only, without reference to ecclesiastical observations. The modern use of *lent* came on gradually, and was complete at the time of the "Promptorium Parvulorum," the first English dictionary, about the year 1440. The transition lasted about a hundred years. A similar word is Easter which used to denote a Teutonic divinity. *Lent* may have something to do with the "lengthening" days of spring. But this is as yet a guess only. The word is purely Teutonic, and for obvious reasons its reference to spring is not to be sought in India, where spring is a very different season. On the other hand, the Anglo-Saxon *lencten-tid*, denoting spring-time, points rather decidedly to "lengthened." So do the old German forms *lengisin* and *langez*. The subject is fully discussed by Heyne in Grimm's WB. Our ancestors very properly dwelt on the lengthening days of spring; and the church, as usual, put its seal upon what it found among the people. Very much, then, as Jews are justified in celebrating Christmas, so a Puritan may rejoice in *Lent* as the season when the days are longer, sunnier, warmer.—*The Beacon*.

MISS MINNIE FREEMAN, the teacher at Myra Valley, Nebraska, whose presence of mind saved from death her thirteen little pupils during the terrible storm a few weeks since, has received a large number of complimentary letters, nine of them containing offers of marriage.

It is said that a by-law will be shortly introduced for submission to the people of Toronto, asking for a decision in reference to a second high school in the west end. The Council will also arrange for a consultation with the High School Board as to a suitable site, cost of the building and the internal economy of the institution.

Educational Notes and News.

HARRY FARBER, a rich American and a relative of President Cleveland, who is studying law at Vienna University, has made the offer of \$1,000,000 to the American Government, with which to endow a university at Chicago on the Vienna model.

At the last meeting of the Geographical Society, of London, Mr. Walter Frederick Ferrier, son of Mr. James Ferrier, jun., of Montreal, and grandson of the Hon. Senator Ferrier, was elected a fellow of that society. Mr. Ferrier is still a very young man, pursuing his studies at Heidelberg University. This is quite an exceptional honor.

THE Minister of Education intends, by a bill which he introduced yesterday, to provide that boards of trustees of high schools and collegiate institutes shall have the same power to expropriate land for sites as is now possessed by public school boards. The lack of such a power has in some cases hampered the trustees in the selection of a site.—*Globe*.

MR. SAMSON FOX, C.E., has given £30,000 to the Royal College of Music. The sum will be expended upon the building of a permanent college on a piece of land at Kensington-gore, to be granted by the Commissioners of the 1851 Exhibition, and in proximity to the Imperial Institute. Other land adjacent will be reserved, in order that at some future time additional structures may be erected on either side.

MARTIN LUTHER at one time said:—"The school-masters in my days were tyrants and executioners; the schools were jails and hells! And in spite of fear and misery, floggings and tremblings, nothing was learned. The young people were treated altogether too severely, so that they might well have been called martyrs. Time was wasted over many useless things, and thus many an able mind was ruined." And yet this same Martin Luther said on the same or another occasion:—"If I was obliged to leave off preaching and other duties, there is no office I would rather have than that of school-teacher; for I know that this work is with preaching the most useful, greatest, and best; and I do not know which of the two is to be preferred."

IN the course of a lecture at the Sheffield School of Art, Mr. Armstrong gave a remarkable account of a night school in Milan, where, though the working day is very long, he saw 600 men, young and middle-aged, carvers, masons, painters, joiners, fitters, and such like, in their working clothes, but clean enough as to their hands and faces, working away at the different kinds of drawing and modelling which would be of use to them in their respective trades. This, said Mr. Armstrong, "was one of the very best schools I have ever seen; there were 900 students on the books, and many were waiting for admission as soon as room could be found for them." Mr. Armstrong might well express a wish that the same eagerness for education could be seen in England. In this school at Milan the instruction is gratuitous, the expense being divided between the municipality, the provinces, and the central government.—*The Schoolmaster*.

THE Buffalo *Courier* gives the following recipe for making "Volapuk," the new universal language:—

"Take a teaspoonful of English,
A modicum of Dutch,
O! Italian just a trifle,
And of Gaelic not too much;
Some Russian and Egyptian,
Add then unto the whole,
With just enough to flavor
Of the lingo of the Pole;
Some Cingalese and Hottentot,
A *soupcou*, too, of French,
Of native Scandinavian
A pretty thorough drench;
Hungarian and Syriac,
A pinch of Japanese,
With just as much Ojibbeway
And Turkish as you please;
Now stir it gently, boil it well,
And if you've decent luck,
The ultimate residuum
You'll find is Volapuk."

Literature and Science.

HE AND SHE

"SHE is dead," they said to him; "come away; Kiss her and leave her—thy love is clay!"

They smoothed her tresses of dark brown hair; On her forehead of stone they laid it fair; Over her eyes that gazed too much They drew the lids with a gentle touch; With a tender touch they closed up well The sweet thin lips that had secrets to tell; About her brows and beautiful face They tied her veil and her marriage lace, And drew on her white feet her white silk shoes—

Which were the whitest no eye could choose— And over her bosom they crossed her hands. "Come away!" they said; "God understands." And there was silence, and nothing there But silence, and scents of elegance, And jasmine, and roses, and rosemary; And they said, "As a lady should lie, lies she." And they held their breath till they left the room, With a shudder, to glance at its stillness and gloom.

But he who loved her too well to dread The sweet, the stately, the beautiful dead,— He lit his lamp and took the key And turned it—alone again—he and she.

He and she; but she would not speak, Though he kissed, in the old place, the quiet cheek.

He and she; but she would not smile, Though he called her the name she loved ere-while.

He and she; still she did not move To any one passionate whisper of love. Then he said, "Cold lips and breasts without breath, Is there no voice, no language of death?"

"Dumb to the ear and still to the sense, But to the heart and soul distinct, intense?"

"See, now; I will listen with soul, not ear; What was the secret of dying, dear?"

"Was it the infinite wonder of all That you ever could let life's flower fall,

"Or was it a greater marvel to feel The perfect calm o'er the agony steal?"

"Was the miracle greater to find how deep Beyond all dreams sank downward that sleep?"

"Did life roll back its records, dear, And show, as they say it does, past things clear?"

"And was it the innermost heart of the bliss To find out so, what a wisdom love is?"

"Oh, perfect dead! oh, dead most dear, I hold the breath of my soul to hear!"

"I listen as deep as to horrible hell, As high as to heaven, and you do not tell.

"There must be pleasure in dying, sweet, To make you so placid from head to feet!"

"I would tell you, darling, if I were dead, And 'twere your hot tears upon my brow shed,—

"I would say, though the Angel of Death had laid His sword on my lips to keep it unsaid.

"You should not ask vainly, with streaming eyes, Which of all death's was the chiefest surprise.

"The very strangest and suddenest thing Of all the surprises that dying must bring." Ah, foolish world! Oh, most kind dead! Though he told me, who will believe it was said?

Who will believe that he heard her say, With the sweet, soft voice, in the dear old way:

"The utmost wonder is this,—I hear And see you, and love you, and kiss you, dear;

"And am your angel, who was your bride, And know that, though dead, I have never died."

—Edwin Arnold.

DR. THEODORE L. FLOOD, editor of *The Chau-tauquan*, tells in the March number, of his recent visit to Naples and Pompeii. The following is an extract:—"We are at the gates of Pompeii. The sun is high in the heavens, the atmosphere balmy and of an invigorating quality. And now the much coveted privilege of walking over the ruins is before us. It is an ancient town of thirty thousand inhabitants, whose buildings and streets have been buried under *twenty feet of lava* for nearly seventeen hundred years. The entrance is carefully guarded by policemen in uniform, indeed, the whole town seems to be under martial law. Twenty-seven sentries are on duty in these sacred precincts. We each pay two francs to pass in; when we find that no outside guide is admitted, we employ one at the gate at five francs an hour. We enter through the room where are on sale lava pins, souvenirs of various designs, and relics that you may take home from Pompeii.

"A number of household utensils and some jewelry were found in the ruins the day before we arrived, and we were permitted to examine them. They had not been cleaned or burnished, but they were samples of what is being found frequently by the present force of workmen.

"When we entered the first street I looked to the north, and there was Mount Vesuvius, the old enemy of Pompeii, about four thousand feet high. A burning mountain, older than the New Testament, the smoke ascending from an unquenchable fire in a threatening column, the interior operating in majestic silence, while the exterior on every side, from the summit down to the base, and reaching far into the valley below, is as quiet and serene as the cloudless sky. It is one of nature's sublimest attitudes, where she blends the past and present to make a magnificent illustration of God in history."

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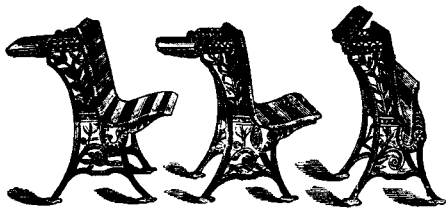
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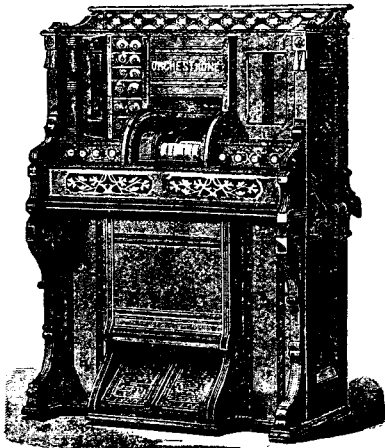


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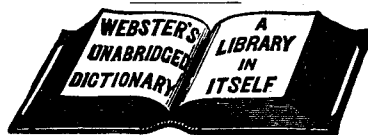
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<i>Wednesday, 4th July.</i>	A.M. 9.00-11.30... Arithmetic and Mensuration. P.M. 2.00-4.30... English Grammar.
<i>Thursday, 5th July.</i>	A.M. 9.00-11.30... Algebra. P.M. 2.00-4.30... English Composition and Prose Literature.
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<i>Friday, 6th July.</i>	A.M. 9.00-11.30... Euclid. P.M. 2.10-4.00... Botany.
<i>Saturday, 7th July.</i>	A.M. 9.00-11.30... Physics. P.M. 2.00-3.30... French Authors. 3.35-5.35... do Composition and Grammar.
<i>Monday, 9th July.</i>	A.M. 9.00-11.00... Latin Authors. 11.05-12.35... do Composition and Grammar. P.M. 2.00-3.30... German Authors. 3.35-5.35... do Composition and Grammar.
<i>Tuesday, 10th July.</i>	A.M. 9.00-11.30... English Composition and Prose Literature FIRST "C" OR HONOR EXAMINATION FOR MATRICULATION.

DAYS AND HOURS.	SUBJECTS.
<i>Tuesday, 10th July.</i>	A.M. 8.40-8.55... Reading Regulations. 9.00-11.30... English Composition and Prose Literature. P.M. 2.00-4.30... Greek—Pass (for matriculants only).
<i>Wednesday, 11th July.</i>	A.M. 9.00-11.30... Algebra. P.M. 2.00-4.30... English Poetical Literature.
<i>Thursday, 12th July.</i>	A.M. 9.00-11.30... Euclid. P.M. 2.00-4.30... History and Geography.
<i>Friday, 13th July.</i>	A.M. 9.00-11.30... Trigonometry. P.M. 2.00-4.30... English Grammar.
<i>Saturday, 14th July.</i>	A.M. 9.00-11.30... Chemistry. P.M. 2.00-4.30... Botany.
<i>Monday, 16th July.</i>	A.M. 9.00-11.30... Latin Authors. P.M. 2.00-4.30... do and Greek Grammar.
<i>Tuesday, 17th July.</i>	A.M. 9.00-11.30... Latin Composition. P.M. 2.00-3.30... French Authors. 3.35-5.35... do Composition and Grammar.
<i>Wednesday, 18th July.</i>	A.M. 9.00-10.30... German Authors. 10.35-12.35... do Composition and Grammar. P.M. 2.00-4.30... Greek Authors.

MEMORANDUM RE FIRST-CLASS EXAMINATIONS.

Candidates for Grade A or B will be examined at the University of Toronto, and candidates for Grade C at the following places:—Guelph, Hamilton, Kingston, London, Ottawa, Toronto, or at such other places as may be desired by any Board of Trustees on notice to the Department on or before the 25th day of May, it being assumed that the Board is willing to bear the extra expense of conducting the examination.