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Table of Contents.

PAGE.	PAGE.
EDITORIAL NOTES..... 307	EXAMINATION PAPERS—
ENGLISH—	West Middlesex Pro-
English Poetical Lit-	motion Examination 315
erature—Primary... 308	SCHOOLROOM METHODS—
English Grammar—	The Reading Class... 315
Primary..... 308	PRIMARY DEPARTMENT—
Third Reader Litera-	What Was It?... 316
ture..... 308	Busy-Work..... 316
Correspondence..... 308	The Reason Why..... 316
FOR FRIDAY AFTERNOON—	Stories for Reproduc-
March..... 309	tion..... 316
Astronomy Made Easy 309	Teachers' Test Ques-
The Snow Elves..... 309	tions..... 317
EDITORIALS—	Exercise in Language 317
The Manitoba School	The Value of Memory
Question..... 310	Gems..... 317
CONTRIBUTORS' DEPT.—	Bobolinks..... 317
University Misman-	CORRESPONDENCE—
agement..... 311	The Phonic System... 317
SPECIAL PAPERS—	A Four-Year Old Opin-
Education and Culture 312	ion..... 317
HINTS AND HELPS—	Those Waterloo Reso-
A Device to Promote	lutions..... 318
Reading..... 313	TEACHERS' MISCELLANY—
The Art of Question-	The Ghost Flower... 318
ing Illustrated..... 313	The Tenderness of God 318
MATHEMATICS—	QUESTION DRAWER..... 319
Solutions..... 313	LITERARY NOTES..... 319
A Correction..... 314	BOOK NOTICES..... 319
Correspondence..... 314	

Editorial Notes.

THE introduction of the revolutionary system of Parish Councils in England is likely to have considerable effect upon the standing and influence of the village schoolmaster. Many schoolmasters have been elected to these councils, and in not a few cases the teacher has been made chairman of the council for the coming year. This is truly a sign of the times in England.

AMONG the words which are in danger just now of being greatly overworked is "stated." In both our newspapers and our correspondence we observe that a speaker rarely *says* anything nowadays. He almost invariably *states* it. It is no doubt very well to state the conditions of a problem, or the facts touching a formal investigation, or even the points in a controversy; but to state what proves to be merely a few after-dinner remarks, or an anecdote or pleasantry, or a bit of rumor or gossip, seems to be taking altogether too much trouble about a trifling matter. Why not *say* or *tell* the thing in the simple, old-fashioned way that was good enough for our grandfathers?

THE baseball and football crazes in the schools of the United States seem likely to be followed, or, perhaps, only suppl-

mented, by a craze for military drill. Even the churches are organizing their cadets, and drilling them with arms in their hands. We read of one band which, under the auspices of a wealthy church, is made enthusiastic and enviable by being enabled to drill with rifles which were in actual use on the battlefield during the fratricidal war of the rebellion, and which still, it may be supposed, bear the dints and stains received in battle. The newspapers are divided on the question, but, so far as we are able to judge, those in favor of creating a nation with the training and impulses of soldiers are in the majority. No doubt the same question will come to the front in Canada. In fact, the drill itself is already here. It is highly approved by some, not only as a means of teaching what is called "patriotism," but on account of its supposed hygienic and physical-culture effects. No doubt a certain amount of drill in posture and carriage is desirable and beneficial. But we are persuaded that what Inspector Dearness has said of gymnastics will apply with equal truth and force here: "Cheerful, spontaneous play is better for heart and stomach."

LESS than two months ago a truth-loving woman took charge of a school notorious for its rudeness and untruth. The other day a boy came to her of his own accord and confessed to the breaking of a window glass, saying, "I am not going to sneak." That boy was among the oldest in falsehood at the beginning of the term. In so short a time it has become a matter of pride and honor with those pupils to speak the truth.—*Exchange.*

According to the prevalent idea, at least in many circles, what was needed in that school was a burly man, capable of wielding rod or ferule with a strong hand. Can any thoughtful person really doubt which was the more effective way? Under the régime of sympathetic moral influence a change was wrought in the ideas and the ideals—the very character of the boys. If the régime were continued for a reasonable time, there would be every reason to hope that many of them would grow up honorable and high-minded men. Under the rule of force

and fear, the outward manifestations of boyish depravity might be checked while the lads were under observation, or liable to be found out in falsehood and wrongdoing, but these characteristics would be pretty sure to break out with renewed force whenever the restraints were removed.

IN the "Contributors' Department" of this number will be found an article dealing in a strong and trenchant manner with the present troubles in the University of Toronto. While we do not hold ourselves responsible for the opinions of contributors or correspondents, we may say that the writer of the article referred to is an honour graduate of the University, and is in other respects highly qualified to pronounce an opinion upon the question. While we cannot agree with him at all points, we find it hard, as will, we think, most of our readers who have followed the course of events up to date, to resist his conclusion that there must be some very serious cause for the intense and almost universal dissatisfaction of the students with the internal management of the institution, and specially with the mode of making appointments to the staff, which has been followed during the last few years, and its results. We may observe, however, that we are quite unable to concur with our contributor, either in his implied defence of Mr. Mulock, whose course, in the matter referred to, was, in our opinion—which we no doubt expressed at the time—extremely reprehensible; or in his censure of the University authorities for the dismissal of Professor Dale. No matter how good may have been that gentleman's motives, or how well grounded his strictures upon the management of the institution, and the incapacity of his associates on the professorial staff, the impossibility of retaining upon that staff one who not only held such opinions of his fellow-professors, but had expressed them in the bluntest fashion in the public press, seems to us obvious. Perhaps suspension would have been fairer, pending the investigation which, it was evident, must follow, and which the Government has now announced its intention of holding by means of a commission, to be named shortly. Of course, "X.Y.Z.'s" communication was written and sent to the printers before the writer knew that the students had returned to classes, and that the investigation had been promised by the Minister of Education.

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 5, 11½ Richmond Street West, Toronto.

ENGLISH POETICAL LITERATURE—PRIMARY.

A.

1. (a) Name the author; (b) the titles of the poems from which citations are given; (c) briefly state their thought-connection; (d) explain the meaning; (e) scan each verse:

- I. I found my tyrant slain.
- II. But where are the galleons of Spain?
- III. Till Love and Joy look round and call the earth their own.
- IV. And the battle-thunder broke from them all.

2. What is the main thought expressed in (a) "Complaint and Reproof," (b) "Dawn Angels." Contrast these poems.

3. Tell the exact meanings of these words: gratulation, whelm, circling ocean, pæans, dissonance, ballast, larboard, perilous plight, cannonades.

4. Of the poems studied in class, of which one would you like to be the author? State clearly the reason for your choice.

5. Quote a favorite selection from the poems studied in class. What makes it your favorite? Quote a favorite selection from a poem not studied in class. Why do you like it?

B.

The winds, as at their hour of birth,
Leaning upon the ridged sea,
Breathed low around the rolling earth,
With mellow preludes, "We are free."

The streams through many a lilied row
Down-carolling to the crispéd sea,
Low-tinkled with a bell-like flow
Atween the blossoms, "We are free."

(a) Suggest a title. (b) Explain the meaning of the underlined words. (c) State the versification so as to make it evident that you understand the versification. (d) What human interest has the thought of the poem?

ENGLISH GRAMMAR—PRIMARY.

I.

When to the flowers so beautiful
The Father gave a name,
Back came a little blue-eyed one,
All timidly it came;
And standing at the Father's feet,
And gazing in His face,
It said, in low and trembling tones,
"Dear God, the name Thou gavest me,
Alas! I have forgot,"
Kindly the Father looked Him down,
And said: "Forget-me-not."

I. Give a tabulated analysis to show the sentences, the clauses, and, with regard to both, their kinds and relationships, their subjects and bare subjects, their predicates and bare predicates.

II. Parse the underlined words.

III. What is the grammatical difference between a preposition and a conjunction? Illustrate from the extract.

II.

IV. State the past tense and the past participle of these words: Awake, burst, dream, eat, lead, lie, set, show, sew, sow, swim, wear, and wing.

V. What is the essential difference between a verb of the new and a verb of the old conjugation?

VI. Criticize:

- (a) The news fly fast.
- (b) Either you or he is right.
- (c) This picture is real pretty.
- (d) Two and three makes five.
- (e) The boys have each a book.

THIRD READER LITERATURE.

WILLIAM CULLEN BRYANT'S "THE WATER-FOWL."

BY M. A. WATT.

The teaching of this poem may be divided into two parts, the special teaching being to secure an understanding on the part of the pupils of the meaning of Mr. Bryant, but the more valuable incidental teaching is in the training of the children. Their conception, perception, imagination, and aesthetic faculties generally may well be strengthened by their study of this poem. It is not often that a child of twelve years of age, or thereabouts, will read this poem voluntarily, or, if it does read it, will get more than a vague idea of its meaning. Most classes receive it with weak interest, and it is never a favorite for illustration. That being the case, the introduction must be special. The picture may be examined, and the children encouraged to tell what they see, or what they imagine to be the meaning of certain things mentioned by the teacher, to explain the man's attitude as he stands by the gate looking up at the sky. Or, as an introduction, even before the book is opened, the teacher may tell of Mr. Bryant, walking at eventide, seeing a bird flying alone through the luminous sky. Being a poet, he had thoughts that were refined and beautiful, and he was also, as a consequence of being a poet, very observant. So he thinks about the bird, and asks questions, and, though the bird does not answer a word to his questioning, yet Mr. Bryant learns a wonderful lesson. Now, what was the very wonderful lesson Mr. Bryant learned from a lonely water-fowl, flying through the atmosphere at evening? The teacher may then direct that the books be opened, and the class will, with much stronger interest, look at both picture and poem. Without this interest, the teaching of this poem will be dry and dragging, a very weariness to both teacher and class, and it will pay to do some poetical talking about the picture (which is, fortunately, a very fair one), even though the poem itself cannot be touched the first day. The pupils may be asked to make at home a list of words they consider difficult or unusual. This will ensure their going over the stanzas with some attention before the next lesson.

On resuming the study of the poem, questions should be asked to bring up salient points of last day's talk, and to revive the interest which may have abated in the general class. There are always deeply interested individuals. Direct pupils to lay their lists of difficult words next their readers; select any words found in the first stanza; explain with pupils' assistance. Then taking first stanza, direct their attention to the fact of its being a question, asked by? (*Mr. Bryant*), asked of? (*the bird*). *What kind of bird? When?* the pupils being kept answering, and, therefore, interested. Paraphrase for them thus:

"Where are you going, while the dew is falling around you, while the sky is glowing with the setting sun's last light; where are you going alone, far, far away, flying in the depths of the rosy sky?"

Let a child read the first stanza. Give time for any question, then paraphrase again (differently, to show that the meaning may be obtained in various phrasings), ask class which is their choice, Bryant's poetical form or the paraphrase. Find out why, then read stanza again.

"It would be useless for a man out shooting to look at the water-fowl with the hope of killing it, as it seems to float along, looking as if it were painted a black speck on a crimson background."

Thus the teacher speaks, and the class listen, until the teacher directs them to find what she has said, though expressed more beautifully in the poem. One pupil reads second stanza, another reads first and second stanzas.

Again Mr. Bryant asks a question of the water-fowl:

"Are you looking to find the wet or plashy shore of some lake, where weeds and rushes grow, or are you a fowl that lives on the margin of a broad river, or are you a bird whose natural home is by the ocean, where its billows (waves) wear away the land on which it beats as the tides rise and fall?"

The children notice the three parts of this question, giving the words that constitute the first, forming the second, and then the third. Again, the stanza under consideration is read, then the three stanzas as a whole.

Now the poet begins to make reflections upon the bird, and the paraphrase may be extended.

The class have probably noticed, as a characteristic of poetry, that there is much implied; there are readings between the lines necessary to make poetry into prose. So Mr. Bryant may be rendered as saying: "I need not ask you these questions, O, water-fowl; because I know that wherever you may be going, or whatever kind of home you are seeking, you will find your way. I know you are certain to do this, because there is a Power, which is God, who takes care of you, and teaches you to find your way along through the wide air without a path, where the space is unlimited and untracked; you may seem to be wandering alone, but you are not lost."

The class will be delighted with this thought, which opens up the region of the sky and peoples it with voyagers, all having a goal to which they are wisely travelling, without thought or prospect of failing to reach it. The boys will be full of stories of the ways birds have of returning to their nests; as the humming-bird, which rises perpendicularly above its nest, and returns by flying to a point directly above it, then drops exactly to the spot; the green plover, "screaming away from her nest" that the sound may mislead the observer into thinking she is then flying to her little ones. Indeed, to get the full benefit of the poem and its teaching, the class should be led to think upon the wonders of the wisdom that taught them these ways, and encouraged to seek out instances of like peculiarities.

The two stanzas following are simple, and a pupil may paraphrase them. The teacher may then carry on the succeeding stanzas, somewhat after this fashion:

"Yes, the bird has gone, the great seeming emptiness of the heavens has swallowed up or removed its figure from our sight. (I suppose I may say *our*, boys and girls, for really I feel as if I could see the water-fowl sailing along through the crimson of the sky. How many of you can see it, too?) Yes, it is gone, but it has left us some thought, some lesson that we did not have before we saw it, and we will not soon forget the lesson. What is the lesson, think you? Can you find it for yourselves? Read the lesson, when you find it, to the class. (Name some one who looks as if he had the idea.) That is it. If He, the Great All-Wise Maker, can guide a water-fowl from one region of the air to another with unerring accuracy, so that the bird never loses its way in the pathless sky, He will be able to guide me throughout my life; when everything seems strange and uncertain, and I am going along in what I call loneliness, I may be sure that He will think more of me than He does of a water-fowl, and lead me in plain paths to a good resting-place." "Are not two sparrows sold for a farthing? not a sparrow falleth without your Father; are ye not better than they?"

Review meanings of words before reading the whole poem. It may now be considered to be fairly introduced to the class, but there could many a lesson-time be spent upon it ere it became exhausted. The measure is worth examination; the use of such words as *whither*, *seek'st*, *plashy*, *marge*, *chafed*, *thou desert*, *illimitable*, *fellows*, *abyss*, *zone*, and *tread*, each are worthy of remark, the last especially giving us a long, lonely idea, a continued *plod* seems to be in the word. The inversions, after the above paraphrasings, should be given to the class to turn to usual order, that they may get a clear meaning to each expression. After that, so that the beauty of the poem may not suffer, and their minds lose its power, each child should be encouraged to recite the whole poem. The rhyme, rhythm, and metre being very taking, there should be no trouble in getting a clear, intelligent rendering of the thought by every child. If any stanza may be used for illustration other than the thought as embodied in the picture already, the sixth stanza gives an idea which a child could carry out; but this poem does not readily lend itself for that purpose. Ask the class to explain why this is so. Finish by getting phrases that express beautiful ideas in beautiful terms, with parallels in other poems.

CORRESPONDENCE.

J.H.G.—(1) Grand Cairo means Cairo, Egypt. (2) "The fifth day of the moon," the fifth day after the appearance of the new moon—the fifth of the (lunar) month. (3) The bridge in Mirza's vision denotes the course of life. As we look at the lives of men, we see that death comes to them while they

are in the midst of their favorite pursuits some while devoted to gaiety, others while plunged in philosophic speculation, others while bent on gaining this or the other vain end. Many, too, are slain in war who, in peace, would have gone much farther on the bridge of life. (4) In "By Cool Siloam's Shady Rill," the latter part of stanza 2 means that the peaceful life of the child (stanza 1) must pass away, and be succeeded only too soon by the "sterner weather" of manhood, when sorrows and passions unknown in childhood will rage like wintry storms, and try the strength of the soul. (5) In stanza 3 we are dependent on Christ's help to keep us true, on His "bounteous breath," or the having for our help the "comforting words of kindness" that Jesus gave to His believers.

H.D.—(1) "The weeping willow streamed its branches, *arching like* a fountain shower"; "arching" is the imperfect (present) participle in adjectival relation to willow; "like," originally an adjective, has here virtually a prepositional force (see EDUCATIONAL JOURNAL, November 15th). (2) "I never before had *such* a time"; "such" is an adjective qualifying "time." (3) "The meeting was arranged *so as to suit* all"; "so" is an adverb modifying "arranged"; "as" is a conjunction, the present phrase being one of many abbreviated phrases with "as"; "suit" is the infinitive, depending, by means of the preposition "to," on "arranged." The full thought is: "As a meeting would be arranged *to suit* all, *so* the meeting was arranged." The "parsing" of words like "as" in such sentences is folly. (4) Correct, "Will you give James half and we three the rest, or will you divide it equally between the four of us?" "will you give James half and us three the rest, or will you divide it equally among the four of us?"

H.A.P.—(1) The "rocks of Marblehead" (III. R., p. 102), coast of Mass. (2) Any Canadian rapid, such as on the Ottawa or St. Lawrence. (3) *Damon, Pythias*.

REX.—(1) "He came *as soon as* he could." The first "as" is an adverb modifying "soon," which is an adverb modifying "came." The second "as" is a conjunction. (2) "There was not a wife but mourned a lord." "But" is a subordinative conjunction in all clauses of this nature. To make it a relative pronoun is impossible, when we contrast:

"There is no flock, however watched and tended,
But one dead lamb is there;
There is no fireside, howsoever defended,
But has one vacant chair."

The subject is omitted, just as it is in "I have a book will suit you." (3) I *prefer* "Two and three are five"; "twice two are four," but the singular verb is equally correct, and very commonly used by educated people.

L. McL.—In the sentence (*H.S.R.*, p. 299), "The various waters *round about*, issuing from the gravel, . . . had run into a hollow," the words "round" and "about" are adverbs, together expressing more nearly the locality than either separately. Cf. the prepositional use, "He ran round about the house," "He ran round (or about) the house."

J.H.D.—*Senior Leaving*, 1893.
For woman is not undeveloped man, 1
But diverse. Could we make her as the man,
Sweet Love were slain; his dearest bond is this,
Not like to like, but like in difference. 4
Yet in the long years liker must they grow;
The man the more of woman, she of man;
He gain in sweetness and in moral height,
Nor lose the wrestling thews that throw the
world; 8
She mental breadth, nor fail in childward care,
Nor lose the childlike in the larger mind;
Till at last she set herself to man,
Like perfect music unto noble words. 12.

(a) Give a grammatical analysis of the above selection, so far as to show the nature and construction of the principal clauses, and the nature, construction, and relationships of the subordinate clauses.

(b) Specify and explain the grammatical difficulties to be found in the fourth line and in the last line of the selection.

Our space permits only brief indication. For woman is not undeveloped man, but she is diverse [subordinate sentences, depending on preceding

clause]. Sweet Love were slain [principal clause], could we make her as (we make) the man [conditional dependent clause]. His dearest bond is this . . . difference [simple sentence]. Yet . . . grow [simple sentence]; the man (must) be more of woman [simple sentence]; the woman (must be more) of man [simple sentence]. He (must) gain . . . world [compound sentence]; she (must) gain . . . nor (must) fail . . . nor (must) lose . . . mind [compound sentence]. All these simple sentences are logically illustrations of "liker must they grow," which is finally modified, making a complex sentence, by "till at last she set . . . word [adverbial clause]. (b) The difficulty in line 4 lies in its conciseness; expanded it would read, His dearest bond is this; not like mated to like, but like mated to like amid difference (of the two natures); the whole phrase stands in apposition to "this"; parsing of special words is obvious. In the last line the only difficulty is "like," for which see our article in a previous JOURNAL.

A.H.N.—"Many," in "many a man," is an adjective qualifying "man."

INQUIRER.—(1) "He looks like me"; "like" is an adjective in predicative relation to "he." (2) "Such books as you read are injurious"; "as" is a conjunction. (3) "He works hard, therefore he learns"; "therefore" is an adverb; on account of its demonstrative nature (therefore = for that reason), it affords a connecting link between the sentences, giving it a trace of the conjunctive function. (4) "He stood up *in order that* he might see"; "in order that" has grown into a conjunctive phrase or phrasal conjunction. (5) "He was in danger, yet (still) he never flinched"; "yet" (still) is an adverb. (6) "He went *in spite of* me"; "in spite of" is a phrasal preposition. (7) "The captain lost his reckoning, hence the ship ran aground"; "hence" is an adverb. (8) "The person *in distress* called out"; the phrase "in distress" has the logical value of an adjective qualifying person.

For Friday Afternoon.

MARCH.

BY LIZZIE WILLS.

A boy came cheerily o'er the hill,
Blowing a trumpet with right good will;
Afar and anear the notes resound,
The echoes toss them around, around.

The boy is sturdy and brave and strong,
He bloweth his trumpet loud and long;
All nature heareth his trumpet-blast,
And knoweth that winter's reign is past.

His trumpet-notes have a wondrous power
Over bird and beast and tree and flower;
E'en nature's heart, 'neath her robe of snow,
At the sound begins to throb and glow.

March is the name of this trumpeter;
Wherever he comes he makes a stir;
You'll see him coming along your way
Wrapped up in a coat of dusky gray.

He plays mad pranks as he passes by,
He shakes some snowflakes down from the sky,
He rattles the windows, bangs the doors,
He whistles and shrieks and groans and roars

And when you think he has gone away,
He pops in his head again to say,
"My sister April is on my track;
I borrowed three days, she wants them back."

Toronto.

ASTRONOMY MADE EASY.

Hi-diddle-diddle,
The Sun's in the middle,
And planets around him so grand
Are swinging in space,
Held forever in place
In the zodiac girdle or band.

Hi-diddle-diddle,
The Sun's in the middle,
And Mercury's next to the Sun;
While Venus so bright,
Seen at morning or night,
Comes second to join in the fun.

Hi-diddle-diddle,
The Sun's in the middle,
And third in the group is our Earth;
While Mars with his fire,
So warlike and dire,
Swings around to be counted forth.

Hi-diddle-diddle,
The Sun's in the middle,
While Jupiter's next after Mars;
And his four moons at night
Show the speed of the light;
Next golden-ringed Saturn appears.

Hi-diddle-diddle,
The Sun's in the middle,
After Saturn comes Uranus afar,
And his antics so queer
Lead astronomers near
To old Neptune, who drives the last car.
—Selected.

THE SNOW ELVES.

Through the frost air keen and riven,
Through the chill expanse of heaven,
Earthward slanted, blown and driven,
Winging fast;
Falling fleece-like, folding ever,
Face of hamlet, field, and river,
Wrapping icy buds that shiver,
From the blast;
Come the snow-elves everywhere,
Children of the icy air.

From air-caves that south winds shun,
Frozen chambers of the sun,
Where ghost-breezes chill and run,
Sting and blow;
In the phantom morning light,
In the midday still and white,
In the silent dead of night,
Wheeling low;
Sinking, souging ever down,
Drive the snow-elves through the town.

Where the haggard maples stand
On the edge of some lone land,
Moaning in a desolate band,
Mossed and gray;
Where the swollen river's breast
Hides in ice its black unrest,
Hurrying in maddened quest,
Night and day;
Come the snow-elves mantling deep
Wood and stream in muffled sleep.

Ever, ever folding down,
In a dream, wood, field, and town,
Naked fences, tree-boles brown,
Branches bare;
Through the frost-air keen and riven,
Through the chill expanse of heaven,
Earthward slanted, blown and driven,
Everywhere,
Mantling, muffling earth below,
Come the white elves of the snow.

—William Wilfred Campbell.

HIS TRANSLATION.

He was a dull boy, not even bright enough to know when he uttered an absurdity.

One day, in the Latin class, he was wrestling with the sentence, "*Rex fugit*." With painful slowness he translated it, "The king flees." "But in what other tense can the verb *fugit* be found?" asked the teacher. A long scratching of the head and a final answer of "Perfect," owing to a whispored prompting.

"And how would you translate it, then?"

"Dunno."

"Why, put a 'has' in it."

Again the tardy response was drawled out: "The king has fleas."—*Waterbury American*.

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Editorials.

THE MANITOBA SCHOOL QUESTION.

WE have been requested to explain in the Question Drawer what is meant by the "Manitoba School Question." To those of our readers who make it a point, as no doubt many of them do, and as all of them ought to do, as far as possible, to study current political and historical events, especially those affecting their own country, we can, of course, give no new information in regard to this matter. But in view of the probability that many others, particularly amongst the younger teachers, may have been too busy during the last few years to keep themselves informed on all such questions, we cannot, perhaps, do better than attempt to give the salient facts touching this burning subject as briefly as we can, with due regard to clearness, yet a little more fully than we could conveniently do in the Question Drawer. Were we writing an article for a political paper, we might feel at liberty to comment on this or that aspect of the case, or to introduce arguments in support of this or that opinion in regard to the right and the wrong of the positions and actions of the two parties—for, unhappily, it is a question of religious partyism. In THE JOURNAL, which eschews party questions, whether political or religious, we feel

bound to aim at nothing but the simplest statement of facts.

When the project of the confederation of the original provinces of what is now the Dominion of Canada was under discussion, one of the chief practical difficulties which arose, so far as Upper and Lower Canada (now Ontario and Quebec) were concerned, was that of the Public Schools. The Roman Catholics are ardent advocates of the principle that school education for children should be, first of all, religious, and that, to this end, all schools should be under the control of the Church, that is, the clergy. Most Protestants, on the other hand, while admitting the very great desirability of laying the foundations of the education of the young in religious instruction, hold that it is impossible that this religious instruction can be safely or rightly imparted in schools established, subsidized, and controlled by the State, which is not only incompetent to supervise religious instruction, but has no right to do so, seeing that the sacred truths of religion lie, in their opinion, altogether beyond and above its sphere. They also hold that, in view of the great differences of opinion or belief between various religious bodies, and especially between Catholics and Protestants, religious instruction in State schools is utterly impracticable. Time and space would fail us were we to attempt to give an outline of the history of the controversies which arose between Upper and Lower Canada, growing, in a large measure, out of the differences between Catholics and Protestants on this and other religious questions. Suffice it to say that the compromise which resulted in the establishment of the double system of Public Schools—the Public, or Common, and the Separate—as we have them in Ontario to-day, was the outcome, and on this basis the Confederation was built, so far as these two provinces were concerned.

When Manitoba was made a province of the Dominion, or shortly after, a system of Separate Schools, similar to that of Ontario, was established by Act of the Provincial Legislature. This system continued in more or less successful operation until about five years ago. Then the Manitoba Legislature, by the School Act of 1890, abolished the Separate Schools and established a uniform system of Public Schools. Against this the Roman Catholics of the Province, or the clergy on their behalf, raised a vigorous protest. They appealed to the courts, on the ground that they were entitled to Separate Schools by the Constitution. The case was first taken before

the Supreme Court of Manitoba, by which the Act abolishing the Separate Schools was declared to be constitutional, *i.e.*, within the powers of the Provincial Legislature. An appeal was taken from this decision to the Dominion Supreme Court at Ottawa. This court reversed the decision of the Manitoba Court, and affirmed that the Manitoba Legislature had not power to abolish the Separate Schools. The case was then carried for final decision to the highest court in the British Empire, the Judicial Committee of the Imperial Privy Council. This court affirmed that the Manitoba School Act did not prejudicially affect any right or privilege with respect to denominational schools which any class of persons had by law or practice at the time of the admission of the province into the Dominion. In other words, it reversed the decision of the Supreme Court of Canada, and reaffirmed that of the Supreme Court of Manitoba.

Up to this point, it should be noted, the question had been argued and the conflicting decisions made purely on constitutional grounds. No one denied that the Constitution, *i.e.*, the British North America Act, which is the Act of the Imperial Parliament creating the Canadian Confederation, gives to the several provinces the exclusive right to legislate in all matters affecting education, excepting only such legislation as may injuriously affect any right or privilege reserved to a minority under that Act. On entering the Confederation, Manitoba, of course, became possessed of the same right as the older provinces, subject to the same condition. By the decision of the Judicial Committee of the Imperial Privy Council above noted, the validity of the Manitoba School Law of 1890 was established, so far as the British North America Act is concerned. But in the Manitoba Act, passed by the Dominion Parliament for the admission of Manitoba into the Confederation, and confirmed by the Imperial Parliament, the clause touching the right of the Manitoba Legislature to legislate in regard to education provides that "an appeal shall lie to the Governor-General in Council from any act or decision of the legislature of the province, or of any provincial authority, affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education." By another clause it is provided that such rights may exist as a result not only of provisions made in the constitutional Acts, but by the legislation of the province itself at any subsequent date. The contention of the advocates of the Roman Catholic view

is that, by the establishment of Separate Schools by the Manitoba Legislature, and by the fact of their having been carried on for a number of years, a right in respect to such schools has been created which it is out of the power of the Manitoba Legislature to take away. Acting on this view, the Roman Catholic prelates, when their appeal under the British North America Act had been rejected and the Manitoba School Act of 1890 declared valid by the decision of the British court, appealed to the Dominion Government, under the clause of the Manitoba Act above quoted. In accordance with an Act which had been passed a few years before, at the instance of Mr. Blake, with a view to such cases, the Dominion Government referred to the Supreme Court of Canada the question whether the said Government had power to entertain the appeal made directly to it, and to take action in respect to the matter. The Canadian Supreme Court replied in the negative, implying that, in their judgment, the case in question was not one which came under the clause above quoted, authorizing an appeal to the Governor-General in Council under the conditions named. From this decision of the Canadian court the prelates appealed to the higher British court, the Judicial Committee of the Imperial Privy Council, and that court has now reversed the decision of the Canadian Supreme Court, and declared that the Canadian Governor-General in Council, *i.e.*, the Government, has power to entertain the appeal. Acting on this decision, the Government has fixed an early date, the 26th inst., if our memory serves us, for hearing the statement of grievances of the Roman Catholic minority, and the argument of counsel in support of it. As a matter of fact, the decision of the British Privy Councillors affirms that certain rights and privileges of the Catholic minority in Manitoba have been injuriously affected by the legislation in question. Thus the duty of the Canadian Government seems practically limited to determining in what form the redress shall be given. As the Manitoba Government has reiterated its determination to make no change in its school law, as now established, it is evident that, should the Canadian Government decide that justice, as defined by the decision of the British authorities, demands the repeal or modification of the Manitoba School Act, a very serious conflict of authority may arise. The redress need not, however, take this form, and it is highly probable that the Dominion Government will try to find some means

of complying with the requirements of the decision of the British Privy Councillors which will satisfy the Roman Catholic prelates, without bringing them (the Government) into conflict with the provincial authorities.

The above is a hastily-written, but, we believe, substantially correct, account of the history of this remarkable and unfortunate struggle to date.

[Since the foregoing was written the meeting of the Government for the hearing of the appeal has been postponed till March 4th, at the request of the Manitoba Government.]

Contributors' Dept.

UNIVERSITY MISMANAGEMENT.

THE trouble in University College has, since your last editorial article, assumed a most deplorable aspect. On February the 9th, Professor Dale issued a letter in the *Globe*, in which he endeavored to probe to the root of the evil and to point out a remedy, for which, five days later, he was dismissed from the faculty by the Provincial Executive. Upon this, the students, with wonderful unanimity, have demanded Mr. Dale's reinstatement and an investigation and redress of grievances, and have supported their demands by an emphatic boycott of all university lectures.

It is hard to see clearly in troubled waters, and university politics, with its wire-pullings, open and secret intrigues, jealousies and favoritisms, is a troubled pool, indeed, and troubled not by angels. Some truth is, however, visible.

Let us examine the reasons alleged by the Executive for Mr. Dale's dismissal. In the first place, "he censured Mr. Walker, a member of the Board of Trustees." Mr. Walker is an estimable man, a valued friend of the university, but every university man saw that his kindly and childlike letter could come only from one entirely ignorant of the tortuous paths of university politics. Mr. Dale showed the innocent simplicity of his letter in exposing some of the real features of the trouble, which is construed to be a "censure" of Mr. Walker, and a warrant for Mr. Dale's dismissal. When Mr. Mulock recently was exposed, not to a friendly criticism, but to a long and merciless fire of vituperation and abuse, did the Government interfere to protect Mr. Mulock, "a member of the Board of Trustees"?

In the second place, Mr. Dale is alleged to have "reflected on the late Sir Daniel Wilson." *Nil de mortuis nisi bonum*,

long a beautiful sentiment, has now become a memorable maxim of government. To think that the late President's lectures were of little value is to think what everybody for years has thought. To declare publicly what every one knows to be true is scarcely a reason for decapitation—out of Russia.

In the third place, Mr. Dale "insinuated that Mr. Blake used undue influence to get his son-in-law appointed professor of history." Mr. Dale said simply "influence," if we read correctly. "Is it not a much more plausible theory of an appointment which outraged the feelings of the staff and of the students, that it was brought about—no one, of course, can tell how—by the influence of the Chancellor?" We, ourselves, do not believe that Mr. Blake personally approached the local Government in favor of Mr. Wrong's appointment, but that his appointment was due to his relationship to the Chancellor no sane man can fail to see. Yet even had Mr. Dale accused the Chancellor of using his influence—and the facts, at least, lend some color to such an accusation—would this warrant a dismissal? The calumniators of the Vice-Chancellor were made professors.

In the fourth place, Mr. Dale "discredited Prof. Wrong as being incapable for the position which he holds." Here, again, an "undue" shade creeps in. Mr. Dale did analyze the recommendations by which Mr. Wrong sought to show his qualifications for a professorship of history. What an insight into the character of testimonials, chosen and written to have weight with the Executive of the Province! Three heads of denominational colleges, two lecturers in French and Spanish, the principal of a denominational school, and an ex-High School teacher. One name alone stands on what should make a professor of true learning blush for his credentials—Professor Ashley's; and good-natured Professor Ashley would give a testimonial to a dog—or a stranger. Had the professorship of history been a Sunday-school superintendency, Mr. Wrong's testimonials would, in our opinion, claim serious consideration; but as a position requiring extensive technical learning, years of steady devotion to science, and familiarity with modern methods of historical research, the character of Mr. Wrong's testimonials is most damaging to his reputation as a scholar, and to the reputation of the men responsible for his appointment. They show that he was virtually unknown and unrecognized as a student of history—we believe he is by profession a clergyman, and has lectured on Apologetics—and that,

in consequence, he had to rely, if family influence was insufficient, on the political value of recommendations from a prominent Presbyterian, a prominent Methodist, and a prominent Anglican—blessed trinity!—to secure his position.

This lack of academic qualification is even more serious in the case of Mr. Mavor, professor of political science, who, we are informed, is a second-year undergraduate of Glasgow University. That men without the advantages of special academic training might, notwithstanding, be capable scholars and prove successful teachers, we admit, is possible; but the university that accepts unvouched-for men loses prestige among scholars; failure in work and influence is the rule, and not the exception; and the government that appoints such men is morally wrong to run the risk.

In the case of the Professor of History, opinion of his fitness, as testified by his professorial work, is not unanimous, but it is well known that from the first the most earnest students were dissatisfied by his frivolous treatment of his subject, and we are bound to attach some weight to the opinion of Mr. Dale, who is himself a student of history, when he concludes that neither recommendations nor after success have justified his appointment.

Lastly, it is said that Mr. Dale "censured all the appointments to the faculty during the last ten years"—Professors Alexander, Ashley, Baldwin, etc. Here, again, political exigencies obscure the truth. Mr. Dale said, in closing his letter: "If during the next ten years the character of the professorial appointments continues to be what it has been in the past ten years, the professoriate of the University will have lost the respect both of the students and public, and the results to learning will be most disastrous." Mr. Dale, in his letter, reflected only on one professor, so that we can fairly interpret this closing paragraph only in the light of the letter itself and the well-known facts of other incapacities, for which the students' petition to the Lieutenant-Governor may be taken as guide. To bring in such names as Professors Ashley, Baldwin, Alexander, is a quibble unworthy of serious men. The haste of Professors Wright and Pike to complain of the unpleasantness of Mr. Dale's society is probably a mere reminiscence of the dispute of two years ago.

Thus, if we except the doubtful interpretation of Mr. Blake's influence, every point of Mr. Dale's letter is established; he said nothing but the truth; and we believe, knowing of his character, that he spoke the truth only because remedy was impossible by suppressing it. He has not said all, by any means, that needs to be said. He might have referred to the careful lack of effort to suitably advertise the vacant professorships. Applications might have come from the great seats of learning in Great Britain and the United States, but we search in vain in the files of the *Athenæum*, the *Academy*, or the *Nation*, for any trace of effort to draw the attention of scholars to this important vacancy. In the matter of the appointment, too, it would be interesting to the public to know

the relative value of Professor Wrong's work and Mr. Stuart's, and the promises that brought Mr. Stuart from Columbia College to Toronto.

To dismiss Mr. Dale for telling unpalatable truths is a crime; to allege false reasons for so doing adds hypocrisy to crime; to dismiss one of the ablest and most popular members of the faculty at a time when already student-feeling is at fever-heat is worse than crime and hypocrisy, it is a political blunder.

What the Government must do, if it is timely wise, is to revoke its dismissal of Mr. Dale—which was criminally hasty—to appoint a responsible commission, made up of such men as Professor Goldwin Smith, Chancellor Boyd, Mr. Seath, to undertake a full, impartial investigation into evils which, whether real or imaginary, are now hindering the progress of education and enlightenment in the country we all love. Such a commission would go far to allay popular feeling, and stem the tide of dissatisfaction that has long been rising against the Government's policy in university affairs.

X. Y. Z.

Special Papers.

EDUCATION AND CULTURE.*

BY J. R. BONNER, B.A., CLASSICAL MASTER, COLLINGWOOD COLLEGIATE INSTITUTE.

I do not flatter myself that I can say anything new about education and culture, but I shall be satisfied if I am able to cause you to think carefully about subjects which are second to no other in importance.

Let us first examine the nature of education. Nine people out of ten will have no hesitation in defining education as "the possession of knowledge." They are astonished if any educated man confesses ignorance on any subject, except, perhaps, the Chinese language, or the exact position of the North Pole. No greater fallacy ever existed than the opinion that the terms "education" and "knowledge" are synonymous. "You might read all the books in the British Museum (if you could live long enough)," says Ruskin, "and remain an utterly illiterate, uneducated person." These are, indeed, decisive words, coming, as they do, from a great leader of English thought.

Knowledge is a possession of the mind; education is a state of the mind. Knowledge is something *in* the mind; education is mind in a certain condition.

An educated man is one who can think logically—a man who is able to draw correct conclusions from certain facts. In a word, a man is educated when he can originate thought. Doubtless, an educated man has knowledge, but it may be very limited. Again I quote Ruskin: "If you read ten pages of a good book, letter by letter—that is to say, with real accuracy—you are for evermore in some measure an educated person." Certainly very little knowledge can be gained from the perusal of ten pages, and yet an education may be derived therefrom.

Education, the power of logical thought, is acquired by examining the thoughts of another, and by observing the mode of their generation—that is, by going through, as far as possible, the same mental process which the author went through. The object to be attained is not the retention of the thoughts of others—that is knowledge—but the capability of evolving thought—that is wisdom.

"Knowledge comes, but wisdom lingers."

Hear Dryden's description of the man whose mind is stored with the thoughts of others:

"Deep-learned in books, and shallow in himself."

If a person wishes to educate himself he must select some one subject, and study the generation

*Read before the East Grey Teachers' Association at Thornbury, November, 1894.

of the various thoughts which go to make up the whole. The subject selected must be a science. In the process of the work it may be necessary to acquire the thoughts; but when once it is observed *how* a thought is developed from certain premises, it is of little account whether it is remembered or not. Macaulay says: "Facts are but the dross of history"; and we may as truly say: Facts are but the dross of education.

When the facts have served their purpose they may be dismissed. This view will afford a solution of the much-vexed question as to what subjects should be taught in our schools with the greatest advantage to the pupil. Provided the facts which make up the subject are reduced to principles and set down logically, one subject is as good as another.

Any subject taught is at best a tool, intended to produce, in the hands of the teacher, a piece of work—an educated mind. It would seem, therefore, that the question can be best settled by reference to the pupil's taste. If a pupil loves mathematics and hates science, I submit that there cannot be the shadow of a doubt that mathematics is the best instrument to use in training his mind.

Closely allied to the fallacy that knowledge is education is the notion that an education is useful only in so far as it may assist one directly in his career. We can never have an ideal educational system until it is generally recognized that education is an *end*, not a *means*. On observing the overcrowded state of the learned professions many argue that the cause lies in the facility of obtaining a higher education under a system of State-supported schools and universities with merely nominal fees. Such a state of affairs arises rather from a *false* conception of education that unless a man directly makes his living by his education, his time and money have been wasted. It is the duty of the teacher, the high-priest of education, to give a true conception of education, to teach that education is beneficial to every man, no matter what his social status. Were people fully persuaded of this, we should find boys trained in our High Schools on the farm, or behind the counter, instead of in the already overcrowded professions.

And now I have arrived at the second part of my subject—culture. I hesitate to offer a definition of culture, knowing, as I do, that even a good definition is almost useless, while a poor definition is positively harmful. Still, the word "culture" is so indefinite that I feel obliged to attempt to state some of its leading characteristics, in the hope that some may be assisted to become cultured. But before I hazard a definition, let me sketch for you a rough outline of the *cultured* man as I conceive him. He is, above all things, a well-informed man—one who can converse on a great variety of subjects. While his opinion on any ordinary topic is not to be despised, his opinion on one special subject is worthy of all respect. His English is pure; his pronunciation is correct and distinct; his intercourse with the world is always characterized by great consideration for others, and a strict compliance with the rules of polite society. His moral character is irreproachable. He possesses what is commonly called "good taste." He appreciates a handsome costume, a good poem, a fine picture, or a beautiful landscape. Finally—a point which the many disregard—he pays great attention to nicety of attire and personal appearance.

What, then, is the principle that underlies all these manifestations of culture?

The recognition and consequent appreciation of beauty in all its forms constitutes culture.

Now, let us examine our definition. It will be readily admitted that the appreciation of a poem or any other work of art is simply the recognition of its beauty. But when we arrive at morals, it is, perhaps, not so easy to see that if a man consistently strives to recognize and appreciate the beautiful he will be moral. But the recognition and appreciation of beauty inspires to produce the beautiful. This desire is not casual or incidental, but follows proper appreciation as surely as the night follows the day. I do not mean that the appreciation of a poem will be followed by the desire to produce a poem, for not every man can be a poet; but every man acts, and so the appreciation of the beauties of action will be followed by the desire to act beautifully. And actions may be beautiful. We speak of a beautiful disposition and of the beauty of holiness, and no adjective in our language is so applicable to the character of the *Man of Bethlehem* as the word *beautiful*.

Now we come to the relation existing between knowledge and culture. While an educated man

may have very limited knowledge, a cultured man is emphatically a man who knows. True appreciation is born of knowledge. The extent of one's appreciation of music is determined by one's knowledge of music. Of course, life is too short to gain complete knowledge on such varied subjects as painting, literature, music, etc. The cultured man strives to know everything of something, and something of everything, but he always begins by knowing everything of something. It is only by mastering a subject in its minutest details that one acquires accuracy. No habit of mind is so indispensable to a student as accuracy. It is that which distinguishes the knowledge of the cultured man from that of the uncultured and vulgar.

To know something of everything seems, perhaps, quite as difficult as to know everything of something, when one contemplates the vastness of human knowledge and the shortness of human life.

"Art is long, and time is fleeting."

It is a good plan to neglect no opportunity of acquiring information. In every circumstance of life information may be gained by the earnest student as easily as in his own study. There are few men who are not able to suggest some new idea to a man, however learned he may be.

Hence let us seek for the beautiful, wherever it exists, with the full assurance that we shall thus be progressing towards the ideal in culture. The beautiful is everywhere the same—in a piece of needlework or a poem, in a rosebud or a building, in an act of kindness or a landscape. Let not the beautiful in any form be deemed unworthy of our worshipful admiration.

Hints and Helps.

A DEVICE TO PROMOTE READING.

A school superintendent was asked how he managed to advance his pupils in all their studies so much more rapidly than his predecessor had done. His reply is worthy of special note: "I make it a point to bring them along as rapidly as possible in reading. In the primary grades I give more time to this exercise than is customary in other schools, and I persuade or entice the pupils of the higher grades to read books, newspapers, and magazines, anything wholesome that will give them practice, and at the same time instruct them. Every day we spend from fifteen to twenty minutes asking and answering questions about what we have read. To excite curiosity, we post the most important caption lines from the columns of the newspapers. The next morning nearly every one of the older scholars is prepared to give particulars on the subject of the previous day's bulletins. If I can get our scholars to read, it is easy to induce them to study; by as much as they become more expert in reading, so much is the labor of pursuing their other studies reduced, and their enjoyment heightened."—*Chicago Inter-Ocean.*

THE ART OF QUESTIONING ILLUSTRATED.

The teacher who questions well possesses great power. Improper questions waste time, distract the attention, and injure the mind, while proper ones arrest and hold the attention and strengthen the mind by giving it healthful exercise. Improper questions come from ignorance and carelessness—proper ones from knowledge and care. Take, for instance, the reading lesson. How often the whole exercise is spoiled by the neglect of the teacher to prepare good questions upon the selection to be read! The class is prepared, but the teacher is not.

We will give a few examples of questions frequently heard. Suppose the subject is "The Chambered Nautilus," printed below:

THE CHAMBERED NAUTILUS.

This is the ship of pearl, which poets feign
Sails the unshadowed main—
The venturous bark that flings
On the sweet summer wind its purple wings
In gulfs enchanted, where the Siren sings,
And coral reefs lie bare,
Where the cold sea-maids rise to sun their streaming hair.
Its webs of living gauze no more unfurl;
Wrecked is the ship of pearl!

And every chambered cell,
Where its dim dreaming life was wont to dwell,
As the frail tenant shaped his growing shell,
Before thee lies revealed—
Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil
That spreads his lustrous coil;
Still, as the spiral grew,
He left the past year's dwelling for the new,
Stole with soft step its shining archway through,
Built up its idle door,
Stretched in its last-found home, and knew the old no more.

Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!

What does the first line say?
What kind of a main does it sail on?
What does the bark do?
What is said about the coral reefs?
These questions are bad, because they do not arouse thought. The pupil can answer them all with his eyes on the line.
What is meant by the first line of the second stanza?
State the meaning of the 3rd, 4th, and 5th lines, in your own language.
These are too general—too indefinite. The pupil has only a faint idea of the meaning, perhaps, and so stumbles, and becomes discouraged in his efforts to make a statement.

Did each year change the shape of the coil?
Did he stay in the old dwelling after the new was built?
Was it not because he would never go back into the other chamber that the door was said to be idle?

Here the teacher does all the thinking, leaving nothing for the pupil. Consequently, no strength is gained, and interest is lost. The teacher might ask such questions all the year round, and no good would be done. Why? No spirit of investigation is aroused, no mental curiosity is excited.

Give the derivation of "venturous." Where are coral reefs found? Give an example of enchanted. What wrecks ships? What is a tenant?

Such questions are too narrow. They dwell too much upon the mere words, and lead away from the thought instead of bringing it out.

Is the soul material, or immaterial? Why can it be said to live in a mansion? In what condition is the soul when free?

What is meant by life's sea? Why is it called unresting?

These are too abstruse for a class of immature thinkers. Such questions discourage. The excellence of questions is shown by the degree of interested discussion aroused.

Now examine the following questions:
Are they too easy? Do they excite thought or investigation? Are they adapted to the grade of pupils reading such a selection? Are they lively? Will they make the pupils talk back? We offer them for your criticism.

What does the poet call the "ship of pearl"?
Give the meaning of "nautilus."
Why called "chambered"?
State meaning of "feign."
What has been "feigned" about the nautilus?
Why is it called a "ship of pearl"?
Why is it said to sail the "unshadowed main"?
Why call it a "venturous" bark?
What are its "purple wings"?
Give the fable about Sirens.
What difference between Sirens and sea-maids?
Why were their haunts considered enchanted.
Describe coral reefs.
What part of the nautilus is meant by the "web of living gauze"? Why are they so called?
Give the meaning of unfurl.
For what purpose are sails unfurled?
What is meant by "wrecked is the ship of pearl"?
What was the tenant?
State the meaning of "irised ceiling."
What is meant by "crypt unsealed"?

* The nautilus was said to close its sails and dive below whenever the shadow of a cloud passed over the sea.

What by "he left his past year's dwelling for the new"?

Why say, "stole with soft step its shining archway through"?

What was the "idle door"? and why called "idle"?

Why could he be said to "stretch" in his new home?

How did each new chamber of the nautilus differ from the others?

Why was a larger chamber needed each year?
To what does the poet compare the nautilus?

How does the soul differ each year from its state in former years?

In what way can it grow?
Why may the past be called low-vaulted?

When, and from what, will the soul at last be free?—*Teachers' Institute.*

Mathematics.

All communications intended for this department should be written on one side of the sheet only, and should be addressed to the Editor, C. Clarkson, B.A., Seaforth, Ont.

SOLUTIONS.

No. 2. By H.C.W. (trustee), Ingersoll.

$$\begin{aligned} Bd + de &= 7 \\ \text{and } Bd + de + 3 &= 1\frac{1}{4} ab \quad (\text{By the conditions}) \\ \therefore ab &= 8 \text{ miles.} \end{aligned}$$

$$\text{Again, } 8 - ad = 7 - de, \therefore ad = de + 1,$$

$$\text{and } ad^2 = de^2 + 2de + 1; \quad (\text{I. 47.})$$

$$\text{But } ad^2 = de^2 + 9 \quad (\text{I. 47.}), \therefore de = 4.$$

Again, because Δ 's abc , aed , are equiangular (Euc. VI. 14), $ae:ed :: ab:bc$, or $3:4 :: 8:10\frac{2}{3}$,
 $\therefore bc = 10\frac{2}{3}$ miles.

No. 3. By J.H.P.

Take any line AB, and describe an equil. triangle on it. Draw CD to middle point of AB. Bisect the angle ACD by CE.

Then triangle AEC is the one required.

The angle ACB is two-thirds of a right angle (I. 32), and $\angle ACD$ is one-half of ACB (I. 8),

$$\therefore \angle ACD = \frac{1}{3} \text{ rt. angle,}$$

$$\text{hence } \angle ACE = \frac{1}{3} \text{ of a rt. angle,}$$

$$\text{but } \angle CAE = \frac{1}{2} \text{ of a rt. angle,}$$

$$\therefore \angle AEC = \frac{1}{6} \text{ of a rt. angle}$$

$$\therefore \text{the angles of triangle AEC are as } 1:4:7$$

No. 4. By J.H.P.

(a) Let AB be a line divided equally at C and unequally at D.

$$\text{Then } AD \cdot DB = AC^2 - CD^2. \quad (\text{II. 5.})$$

Now, it is evident that $AD \cdot DB$ is a maximum when CD^2 vanishes, i.e., when D coincides with C. Hence maximum rectangle equals square on half the line.

(b) Let AB be a given line bisected at O.

Draw AC perp. to AB and equal to side of a square which equals one-half of square on AO. (I. 11, II. 14.)

Draw CD parallel to AB and cut circum. of circle on AB as diameter in D. (I. 31.)

Draw DE perp. to AB. (I. 12.)

$$\begin{aligned} \text{Then } AE \cdot EB &= \frac{1}{2} AO^2, \text{ i.e., one-half of maximum} \\ \text{rect. } AE \cdot EB &= AO^2 - OE^2 = DO^2 - EO^2 = DE^2 = \\ &= AC^2 = EAD^2. \quad (\text{II. 5, I. 47.}) \end{aligned}$$

No. 5. By J.H.P.

There are two cases, (a) when line joining given points is parallel to given line, and (b) when it is not.

(a) Let AB be given line, C and D the points; join CD. Bisect CD at E. (I. 10.) Draw EF perpendicular to CD. (I. 11.)

Then EF is perp. to AB. (I. 29.) Make angle $FDG = GFD$. (I. 23.) Then $DG = FG$ (I. 6), and $DG = CG$. (I. 4.)

A circle with centre G and radius CG will pass through C, D, F., and AB will be tangent. (III. 16.)

(b) Let AB be line, C and D the points. Join CD. Produce CD to meet AB in E. Make EF so that $EF^2 = ED \cdot EC$. (II. 14.)

Describe a circle to pass through D, C, and F. (III. 1 cor.) Then since $EF^2 = ED \cdot EC$, EF is a tangent. (III. 37.)

No. 6. By J.H.P.

The construction as given. Join CO. The triangle COP is rt.-angled (III. 18), and has hyp. double shortest side.

∴ angle COA = $\frac{2}{3}$ rt. angle, but CED = COA. (III. 22 cor.)
 The angle CBO = $\frac{1}{3}$ COA = $\frac{1}{3}$ rt. angle, ∴ CDE = $\frac{2}{3}$ rt. ∠.
 ∴ CED is equiangular, hence equilateral.

No. 7. By J.H.P.
 Let ABC be circle, and AC be a side of inscribed equil. triangle (IV. 2), and AB, BD two consecutive sides of a regular pentagon. (IV. 11.)
 Then are CD = ($\frac{2}{5}$ - $\frac{1}{5}$) of circumference = $\frac{1}{5}$ circumference.

∴ ∠ CAD = $\frac{1}{5}$ of 2 rt. angles. Make ∠ DAE = ∠ CAD. (I. 23.)
 Join CE. Then ∠ CAE = $\frac{2}{5}$ of 2 rt. ∠'s, and ∠ CEA = $\frac{1}{5}$ of 2 rt. ∠'s.
 ∴ ∠ ACE = $\frac{4}{5}$ of 2 rt. ∠'s.
 ∴ Δ ACE has its angles in ratio 2:5:8.

No. 8. By J.H.P. Let ABC be an isosceles triangle, E any point in base. Draw median AD. Then AD is perpendicular to BC.

BE·EC = DC² - DE² (II. 5.)
 = AC² - AD² - AE² + AD² (I. 47 cor.)
 AC² - AE².

No. 9. By J.H.P.

$$ax^2 + bx + c = a \left(x - \frac{b + \sqrt{b^2 - 4ac}}{2a} \right) \left(x - \frac{b - \sqrt{b^2 - 4ac}}{2a} \right)$$

$$\sqrt[n]{a} = \sqrt[m]{a^m} \text{ and } \sqrt[n]{b} = \sqrt[m]{b^m}$$

No. 10.

$$\frac{a \left(-\frac{m}{n} \right)^{\frac{m}{n}}}{\left(\frac{m}{an} + \frac{n}{m} \right) \left(\frac{m}{an} - \frac{n}{m} \right)} = \frac{a \left(-\frac{n}{m} \right)^{\frac{m}{n}}}{\frac{m^2}{a^2 n^2} - \frac{n^2}{m^2}}$$

$$= \frac{a \left(-\frac{n}{m} \right)^{\frac{m}{n}} a^2 m^2 n^2}{m^4 - a^2 n^4}$$

$$= \frac{a^3 \left(-\frac{n}{m} \right)^{\frac{m}{n}} m^{\frac{m+2n}{n}} n^{\frac{m-2n}{n}}}{m^4 - a^2 n^4}$$

SOLUTIONS.

No. 102 of Dec. number. This is Q. 52, Ex. 26, Pub. Sch. Arith., p. 90.

A corner lot has sidewalk on two sides only.
 55' + 108' 8" + 3' corner = 166 $\frac{2}{3}$ '
 $\frac{5}{8}$ of $\frac{1}{2}$ × 2' × \$1 $\frac{2}{1000}$ = \$12.

No. 103. This is Q. 6, Ex. 70, Pub. Sch. Arith., p. 158.

$$\frac{155}{1000} \text{ of } \frac{100 \times 60}{1} \times \frac{1000}{741} = 1255 \frac{15}{247} \text{ lbs.}$$

$\frac{15}{247}$ of 16 = $\frac{239}{247}$ oz.
 or 1255 lbs. 1 oz. nearly.

No. 104. Q. 12, Ex. 77, Pub. Sch. Arith., p. 167.

\$100 = catalogue price.
 .25 of \$100 = 25.
 \$75 = proceeds of 1st discount.
 .10 of \$75 = 7.50
 \$67.50 = proceeds of 2nd discount.
 .10 of \$67.50 = 6.75
 \$60.75 = proceeds of 3rd discount.
 \$110 - \$60.75 = \$49.25.

On \$60.75 he made a profit of \$49.25

" \$100 " " " $\frac{100 \times 49.25}{\$60.75} = \$81 \frac{17}{247}$
 or 81 + %.

No. 105. Q. 26, Ex. 65, Pub. Sch., Arith., p. 146.
 50 yds. calico at 18c. would cost \$9.00
 50 " " at 13c. and 18c. would cost \$7.62
 \$1.38

Difference on 1 yd. is 5c., ∴ 27 $\frac{1}{2}$ yds. of cheaper, and 22 $\frac{3}{4}$ yds. of dearer.

No. 106. Q. 36, Ex. 65, Pub. Sch. Arith., p. 147.

A boy gets 1 share, ∴ 10 boys get 10 shares
 1 man = $\frac{2}{3}$ share + \$2.07 $\frac{1}{2}$, ∴ 8 men = 6 shares + \$16.60

∴ 16 shares + \$16.60 = \$79.00

One boy = 1 " = 62.40
 One man = $\frac{2}{3}$ " + \$2.07 $\frac{1}{2}$ = 5.00
 No. 107. Q. 99, Ex. 65, p. 151.
 A. goes 8 parts of distance while B. goes 5 parts of distance.

A. gains 3 parts in one round. He gains 5 parts in $\frac{5}{3} = 1 \frac{2}{3}$ rounds.

∴ 1st time $\frac{2}{3}$ round. B. 1 $\frac{2}{3}$ round, and A. 1 $\frac{2}{3}$ + 1 = 2 $\frac{2}{3}$ rounds.

2nd time 2($\frac{2}{3}$) - 1 = $\frac{1}{3}$ round. B., 2(1 $\frac{2}{3}$) = 2 $\frac{2}{3}$ rounds, and A., 2(2 $\frac{2}{3}$) = 5 $\frac{1}{3}$ rounds.

3rd time 3($\frac{2}{3}$) - 1 = 1 round = sh. pt. B., 3(1 $\frac{2}{3}$) = 5 rounds, and A., 3(2 $\frac{2}{3}$) = 8 rounds.

No. 108. Q. 101, Ex. 65, p. 151.
 Hour hand at 1 p.m., min. hand at 12 noon.

Min. hand to gain to be $\frac{1}{2}$ min ahead of hr. hand.
 ∴ whole gain is $5 \frac{1}{2}$ min.

Min. hand gains $\frac{1}{2}$ of its distance.
 Time to gain $5 \frac{1}{2}$ min. = $5 \frac{1}{2} \div \frac{1}{2} = 11 \frac{1}{2} \times \frac{1}{11} = 6$ min.

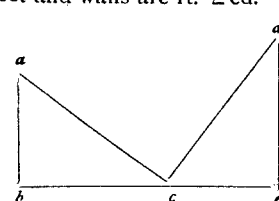
∴ 1st time 1 hr. 6 min., 2nd time 1 hr. 6 min × 2 = 2 hrs. 12 min., 3rd time 1.6 × 3 = 3 hrs. 18 min., 4th time 1.6 × 4 = 4.24, and so on for the others.

No. 109. Q. 27, Ex. 65, Pub. Sch. Arith., p. 146.
 Selling price is 60c. a lb. Cost price $\frac{2}{3}$ of 60c., or 50c.

Cost $\frac{50}{45}$ gain 5 @ 18 lbs.
 loss 4 @ 54

To make up 18 × 5c., or 90c. gain, at 4c. a lb. loss, it will take 90c. ÷ 4c., or 22 $\frac{1}{2}$ lbs.

No. 112.
 Walls are at rt. ∠'s to street, ∴ Δ's made by ladder, street and walls are rt. ∠ ed.



Let ABC.DCE represent these Δ's.
 Produce side EC of Δ DEC to B, then ext. ∠ BCD = int. ∠'s CED.EDC.

But ∠ ACD. pt. of ∠ BCD = ∠ CED, each being a rt. ∠

∴ remaining ∠ ACB = remaining ∠ CDE.
 and ∠'s ABC.CED are equal, each being a rt. ∠
 ∴ in Δ's ABC.CDE the ∠ ABC = ∠ CED, and ∠ ACB = ∠ CDE

and side AC = side CD (each being the ladder)
 ∴ the two Δ's are equal in all respects.

That is, AB = CE = 18 ft.
 BC = DE = 24 ft.

∴ street is 24 + 18 = 42 ft.
 and ladder is $\sqrt{24^2 + 18^2} = 30$ ft.

NOTE.—Solutions 102, 103, 104, 105, 106, and 109 are by an unknown correspondent; 107, 108, and 112 are by J. S. MCNAMARA, Penetang, Ont. The following are the solutions in the January number:

No. 1. By J.H.P., Owen Sound.
 Let x represent the number of geese, and y represent the number of turkeys.
 Then x + y = 100
 and 75x + 125y = 10400
 hence x = 42, y = 58.
 ∴ number of geese is 42 and turkeys 58.

A CORRECTION.

LEARNER, Gore Bay, Manitoulin Island, writes as follows: "In looking over the papers in Arithmetic for Public School Leaving in last issue, I thought the last question rather outside the work prescribed, and was curious to see the solution. The solution seems very simple, but I don't understand it. The average diameter of the two squares is found, but are we justified in assuming that this average diameter squared is the base of a paralleloiped equal in contents to the frustum of the pyramid? I have never seen a solution of such questions, and venture a clumsy one that I have always used, in the hope that it may draw out neater and simpler solutions from your correspondents."

Reply.—The solution of No. 9, given on p. 251 of the January number, is not accurate; the formula deduced by LEARNER is correct, as we understand it. The correct rule is given by the formula:

VOL. of frustum = $\frac{1}{3} h(A + a + \sqrt{Aa})$, where h = height, A = area of base, and a = area of smaller end. As LEARNER writes it, it stands:

VOLUME = $\frac{H}{3}(D^2 + d^2 + Dd)$, where D = side of the square base, d = side of smaller section, H = height of frustum. But this formula does not hold good for a triangular, pentagonal, or other base not a square. The EDITOR agrees with his correspondent that the full explanation of such a rule goes beyond the Public School Leaving course; he also regrets that the error escaped his notice, and thanks the three or four writers who were kind enough to point out the mistake.

CORRESPONDENCE.

During the month there have come to this column 63 solutions and 45 problems, and 72 letters on various subjects, and many of them contain kind expressions of appreciation of the character of the help given. THE JOURNAL sincerely wishes to be useful, helpful, and stimulative, and such letters are a wonderful assistance to the staff in showing what to choose and how to serve their readers to the best advantage. If every subscriber would accept the standing invitation and write to THE JOURNAL at short intervals on the subject of greatest individual interest, this paper could be made still more valuable to its supporters. We copy a few brief extracts from letters written at places scattered all the way from the Atlantic to the Pacific, to give a glimpse of the hearty reception THE JOURNAL is meeting in its work:

"I received my first copy to-day, and am very well pleased, indeed; it is just the help I needed. . . . I have had to struggle alone, and your paper will suit my wants exactly. . . . I wish you every success in your noble work for the benefit of the teaching profession.—H.P.W., Cloverdale, B.C. This friend sent solutions of 94, 95, and of 1, 4, 8, and 9, as a practical proof of his good will.

"Being a subscriber to THE JOURNAL, and one of the trustees of S.S. No. 4, in the township of —, —, Ont., I find THE JOURNAL much pleasure and profit to me, especially the Mathematical Department. I take the liberty of sending you solutions of Nos. 2, 3, 4, 5, 6, 7, 8, in the January number.—H.C.W." We hope every other TRUSTEE will follow this excellent example, and cast a mite into the treasury of help and sympathy this paper is designed to supply.

DAISY sent a problem that was solved quite recently. Refer to No. III., December, 1894.

"I have all the numbers neatly bound, and so can easily refer to back numbers. I wish THE JOURNAL the largest amount of success possible.—J.S.T., Waterloo, Ont." Read; mark; learn; "Daisy." This correspondent backs up his remarks with four pages of foolscap filled with diagrams and careful, painstaking work. May he live to a green old age, and receive back good measure!

We dare not go on quoting the kind and encouraging remarks from friends and helpers in Montreal, Winnipeg, Prince Edward Island, etc., lest we should be tempted to encroach too much on our allotted space.

E. TROUGHT, Gore Bay, sent a useful letter.
 W. H. VAN DUSEN, Treherne, Man., sent several good solutions.

J.H.P. sent the most useful letter of the month.
 W. E. MONTGOMERY, Belmore, sent a number of problems.

J. CUNDAL, Cameron, sent a difficult equation, which was solved by the EDITOR some months ago. Private answer returned.

CONSTANT READER sent several problems.
 JEFFREY WIDDIS, St. Paul's, sent two problems.

H. HUSBAND, Oakville, asked for solution of No. 17, p. 190, H. Sch. Arith. The data seem to be vague, and the answer peculiar. Private reply given.

E.J.D., Glanford, sent a problem that has already been solved. See back numbers.

A. B. CHALMERS, Milverton, sent No. 339, p. 292, H. Smith's Arith. Reply.—See "Clarkson's Problems," type solutions, p. 75, for several similar questions; also July number, 1894, of this paper.

These problems will appear by and by; meantime, we thank all our correspondents for the valuable work they have done to make THE JOURNAL the best medium of information for teachers in Canada. Sustain it, and it will the better sustain you when you need help!

Examination Papers.

WEST MIDDLESEX PROMOTION EXAMINATION.

SECOND TO THIRD CLASS.

December 20th and 21st, 1894.

GEOGRAPHY.

1. Define ocean, bay, cliff, valley, peninsula, volcano, beach, lake, rivulet, pool. Value, 10.
2. Where do the following live: White bear, reindeer, lion, ostrich, camel? Value, 10.
3. Draw a map of Middlesex, and mark on it the townships and rivers. Value, 30.
4. What oceans wash the coasts of America, of Asia, of Africa? Value, 18.
5. In what continents are India, Egypt, and England? Value, 9.
6. Name four great islands. Value, 8.
7. Name six wild birds found in this county. Value, 6.
8. Give the name of the reeve of your town, village, or township. Give the name of the sheriff of Middlesex. Values, 2+2.

(Five marks for neatness. Deduct one mark for each mistake in spelling.)

GEOGRAPHY—THIRD TO FOURTH CLASS.

1. Define oasis, circle of illumination, isthmus, prairie, public institutions. Value, 5.
2. Draw a map of Canada, and mark on it the provinces and their capitals, four great lakes in the interior, four great rivers, and two canals. Value, 19.
3. Where in America are the following found in abundance: Douglas firs, rice, cotton, salmon, seals? Value, 10.
4. Write a description of the Eskimos. Value, 5.
5. What and where are the following: Yukon, Boston, New Orleans, Vancouver, Smith's Falls? Value, 10.
6. Name the counties bordering on Lake Ontario, with their county towns. Value, 10.
7. Name the chief lake ports of Ontario. Value, 9.
8. Name and locate the cities of Ontario, and give a description of any one of them. Value, 15.
9. Name the chief industries of Middlesex. Value, 6.
10. Name our exports from the (a) farm; (b) fisheries. Value, 6.

HISTORY AND TEMPERANCE.

1. In what year was the Dominion of Canada formed? What provinces first formed it? What provinces and territories have been added to it since? Value, 10.
2. Give a full description of Champlain's doings in Canada. Value, 15.
3. Give the names of the following county officials of Middlesex, and tell how they are appointed: Warden, sheriff, and county clerk. Value, 15.
4. Write a short composition, telling some of the injurious effects of alcohol on the body. Value, 10.

(Five marks for neatness. Deduct one mark for each mistake in spelling.)

LITERATURE, ETC.—FIRST TO SECOND CLASS.

1. Write a full answer to each of the following questions: What is a reef? What is a pond? What is a mine? Value, 6.
2. Make sentences, using the following words: Teacher, roof, storm, plaster. Value, 8.
3. Use *was* or *were*, as the case may require, in the following: Where — you this morning? I — at home. John and Tom — at school. — you there? No, I — at the mill. Value, 10.
4. Write the first stanza and also the last stanza of the "Evening Hymn." Value, 8.
5. Tell three things that a squirrel can do. Value, 3.

DRAWING.

(Books open.)

1. Fourth design in fifth horizontal row, right hand cover. Value, 5.
2. Drawings on page 42. Value, 5.

(The presiding examiner will please give all necessary explanations, but no help, so that the pupils may understand *what they are to do*, and see that they have no books till they are through with the Literature.)

(Five marks for neatness.)

LITERATURE—SECOND TO THIRD CLASS.

(Books open.)

(Answers in full sentences and in the pupils' own words. One mark off for each mistake in spelling. Five marks for neatness.)

1. Page 96. Tell what each person in the picture is doing. Value, 6.
2. Pages 117-120. "Elephants." (a) Mention the various ways in which the elephant can use his trunk. (b) How did the elephant take vengeance on the painter? (c) Give the meaning of herd, bale, sagacious, overseer, imposed on, furious. Values, 5+6+6.
3. Pages 123-124. "The Miller of the Dee." Explain fully the meaning of *hale and bold*, stanza 1; *Doffed his cap* and *quoth he*, stanza 3; *Kingdom's fee*, stanza 4. What was the burden of his song? Write in full all the contractions in the poem. Values, 8+4+3.
4. Page 153. "How the Winds Blow!" Tell how the winds blow in each of the seasons of the year. Value, 12.
5. Pages 154-156. "The Root." Of what use are roots to plants? Why do some roots grow so fleshy? Name some roots that are used for food. Explain how roots get so deep into the earth. Values, 6+3+3+6.
6. Pages 116-171. "The Flower." Describe the two kinds of flowers that grow on pumpkin vines. Explain pollen, petals, pistil. Name six wild flowers. Values, 8+3+3.
7. Write a full answer to each of the following questions: What is your name? How old are you? Where do you live? What is your teacher's name? What do you study? Value, 5.
8. Write the following, placing "in" or "into" in each blank as the case may require: The man is — the garden. The horse ran — the barn. Put the watch — your pocket. The knife is — my hand. Value, 4.
9. Quote any verse containing a beautiful thought. Value, 4.

LITERATURE—THIRD TO FOURTH CLASS.

1. "Evening Hymn." Quote the last two stanzas. Value, 6.
2. "Trust in God and do the Right." Quote the first two stanzas. Value, 6.
3. "After Blenheim." Tell the story of this poem in your own words. Value, 8.
4. "Volcanoes." (a) Name three points in which volcanoes differ from other mountains. (b) Describe the eruption of Mount Vesuvius in the year 79 A.D. (c) What and where are Java, Iceland, and Naples? (d) Explain *crater*, *cinders*, *lava*, *fiery monster*, *lurid flames*. Values, 3+7+3+5.
5. "The Thermometer." (a) Describe a thermometer. (b) What is meant by the *scale* of a thermometer? (c) Name two uses of the thermometer. Values, 6+2+2.
6. "Canadian Trees," "Soft Woods." Name the firs, and fully describe the Douglas Fir. Value, 10.
7. "There are some roots which are developed along the stem itself. The *supplementary organs* come as helps to the roots, properly so called, and replace them when by any cause they have been destroyed. In the primrose, for example, both the principal and the *secondary roots*, springing from it, perish after some years of growth, but the supplementary roots, springing from the lower part of the stalks, prevent the plant from dying." (a) What is the subject of this paragraph? Value, 5. (b) Explain the italicized words and phrases. Value, 5.
8. "John Gilpin." Explain train-band, chaise and pair, calender, nimble steed, curb and rein, turnpike-men, highwayman. Value, 7.
9. "Thus, by a wise arrangement, the cultivated fields receive an abundance of moisture, while not a drop is wasted on the bare rock, or the sterile sand of the desert." "And how *ravenous* would be his *appetite* for his supper, which must undoubtedly consist of the

same sort of *indigestible dishes* as those now before him! How many days, think you, would he *survive* a continuance of this rich fare?"

(a) From what lesson is each of these extracts taken respectively? Values, 2+2.

(b) Fully explain what is meant by "wise arrangement" and "precious moisture." Values, 4+4.

(c) Give a word of opposite meaning to sterile. Value, 2.

(d) Give the meanings of the italicized words in second extract. Value, 6.

(Five added for neatness. Deduct one mark for each mistake in spelling.)

School-Room Methods

THE READING CLASS.

SUPT. CLAUDE MELLOTT.

Reading is one of the fundamental branches that soon become monotonous, unless the teacher resorts to various methods. Some teachers, in conducting a reading class, permit one pupil to read until he makes a mistake. This pupil then takes his seat, and the pupil who corrects the mistake reads, commencing where the other stopped. Others allow the pupil to read until the teacher sees fit to stop him; and in order to insure the attention of the class, he generally stops him in the middle, or before the end of a paragraph, telling another pupil to read on; while others divide the time given for the recitation equally among the pupils, giving to each as many minutes as the size of the class and the time will admit.

The most common way is to commence at the head of the class, each pupil reading a paragraph in turn, and with never a variation so continue from day to day. This method is bound to lead to oppressive monotony, unless the teacher, instead of taking the pupils in regular order, does, like the old pedagogue in teaching the alphabet, "skip round occasionally."

Not long ago I visited a school in which the teacher, before asking any one to read aloud, required the class to read the paragraph silently. The advantages of this can hardly be overestimated; because after all have read it carefully to themselves, they have some idea of the modulation and expression to be used. They assimilate, as it were, the sense which is to be conveyed, and will read it more naturally. Some teachers make a point of silent reading. Let the class read a paragraph, topic, or story silently, at the same time with the teacher, and then call upon some one to tell in his own words what he read. This device is useful in geography, physiology, history, and other branches, as well as in reading.

A device that costs comparatively nothing, and one that will recommend itself to every teacher, is this: Take a story from an old book or paper, cut the story up into a convenient number of pieces, and distribute them among the members of your class. If the paragraphs are numbered, so much the better; if not, you had better number them, so as to avoid confusion during the recitation. You can call by number upon your pupils to read. The advantages of this device are:

1. Each child has only a verse or two, and he gets it well, thus being able to read his part intelligently.

2. No one will know what the story is until each recites his part in class. Hence the attention of the whole class will be centred on the one reciting, so as to get the story as a connected whole.

If you have many primary pupils, try to procure for each one a box of word cards. They cost but a trifle, and I verily believe that any school board, after seeing the little ones at work with them, would be willing to pay double their price. If the board will not, I know parents will, because parents manifest more interest in the little tots than in the larger ones. And, again, during the first years of a child's school life the book bill is very small; hence you will generally find parents not merely willing, but anxious to make small investments for these beginners.

I have seen parents actually disappointed when told by the teachers to get only a slate, and, perhaps, a primer, for a little one for whom they would gladly spend two or three dollars.—*Gazette*

Primary Department.

WHAT WAS IT?

Guess what he had in his pocket?
Marbles, and tops, and sundry toys,
Such as always belong to boys,
A bitter apple, a leather ball?
Not at all.

What did he have in his pocket?
A bubble-pipe and a rusty screw,
A brassy watch-key broke in two,
A fish-hook in a tangle of string?
No such thing.

What did he have in his pocket?
Ginger-bread crumbs, a whistle he made,
Buttons, a knife with a broken blade,
A nail or two, and a rubber gun?
Neither one.

What did he have in his pocket?
Before he knew, it slyly crept
Under the treasures carefully kept,
And away they all of them quickly stole—
Twas a hole.

—Sidney Dayre.

BUSY-WORK.

RHODA LEE.

Employment of the children at their desks, or what we ordinarily term "busy-work," is a subject to which we need to give considerable attention and forethought, if we would make the most of its possibilities. Too often it is crowded out in our preparation, and we assign something, on the spur of the moment, that fails to produce the direct benefit that would be derived from work more carefully considered. An error that is apt to arise out of this consists in a monotonous repetition of work. The same "busy-work" assigned day after day naturally loses all interest for the child. I have been in classes in which I never saw any busy-work given other than writing a "copy" or "numbers." Of course, perfection is never reached without a great amount of practice and repetition, but that does not necessitate a total absence of variety in the seat occupation.

Let me consider to-day some of the facts that should guide us in selecting "busy-work" for our pupils, and the rules that apply to it. Teachers in ungraded schools are constantly using it, as there are but few exercises or recitations that can be taken with the class as a whole; in the lower divisions of our graded schools where we have two or three sections we always need employment for part of the class.

It is not enough that the children are employed, although even valueless work is better than idleness; the exercises should be of such a nature and be done in such a manner as to add definitely to the knowledge and power of the child. With this as the primary object, it should likewise aim at a cultivation of right habits of work, accuracy, neatness, diligence, and cheerfulness.

The work should generally be connected with the preceding lesson. There are usually some points that can be best impressed by work done on the slates by the pupils. Suppose a class to have had at the board a lesson on the sound belonging to the combination "ou."

For "busy-work" they are asked to write ten words containing the sound, and then with them write sentences. For example:

WORDS.	
<i>our</i>	<i>round</i>
<i>sour</i>	<i>found</i>
<i>flour</i>	<i>ground</i>
<i>stout</i>	<i>pound, etc.</i>

SENTENCES.

- (1) *Our cat was lost.*
- (2) *The milk is sour.*
- (3) *Ma bakes with flour.*
- (4) *That is a stout man, etc.*

In geography, after teaching a physical feature, a natural exercise would be to make a drawing and describe, or write a story about it. Any quantity of exercises may be given in language, and many of these have the additional value of training the observant faculties. Examples:

(1) Name ten objects you *see* in the schoolroom.

(2) Name ten things you *saw* on the way to school.

(3) Name five red objects in the schoolroom.

(5) Name five white objects in the schoolroom.

Complete statements are, of course, required in these exercises.

We cannot here go into particulars regarding the various kinds of "busy-work"; they will suggest themselves to every thoughtful teacher. I have found it a safe rule never to assign work the object of which I cannot clearly see. Useful, developing, interesting, and increasing in difficulty the work should be. Every half-hour's work should "tell" in the progress and well-being of the children.

The blackboard curtain may be called into use in connection with the busy-work. Exercises for the different classes might be placed on the board the night previous, or in the morning before school opens, and remain covered until occasion for using them arrives.

Another rule that applies to the work is that it shall always be examined in some way. A certain number of errors are sure to be made, and these, if not corrected, are bound to be repeated. If want of time be the excuse given for neglecting to examine the slates, I would say, Shorten the recitation or lesson, and take time. The ordinary child is, unfortunately, not so constituted as to persevere in doing his best at all times when he is almost certain the work will never meet the eye of his teacher.

If some systematic plan be adopted, the work of examining and correcting slates need occupy but very little time. Frequently the slates may be examined when the children are at the board for a lesson, that is, they take their slates with them to be corrected or marked; or they may file past the teacher as she stands at a certain point in the room. Another plan requires the slates to be held in an almost vertical position, while the teacher passes from one to another and marks them. At recess and noon slates may be left on the desks, and at night they may be collected. There may be other and more thorough plans than any of these I

have mentioned; I care not what the system is, so long as it is a preventive of careless habits of work. Time devoted to the formation of good habits is well spent.

THE REASON WHY.

TO BE RECITED BY A LITTLE GIRL.

"When I was at the party,"
Said Betty (aged just four),
"A little girl fell off her chair,
Right down upon the floor
And all the other little girls
Began to laugh but me—
I didn't laugh a single bit,"
Said Betty, seriously.

"Why not?" her mother asked her,
Full of delight to find
That Betty—bless her little heart!—
Had been so sweetly kind.
"Why didn't you laugh, darling?
Or don't you like to tell?"
"I didn't laugh," said Betty,
"Cause it was me that fell!"

—St. Nicholas.

STORIES FOR REPRODUCTION.

I.—THE DOG AND THE BONE.

A dog crossing a stream with a piece of meat in his mouth saw his own shadow in the water, which was so still and clear that he fancied the shadow he saw to be another dog.

"Aha!" said he, "I am in luck this morning. I have my breakfast in my mouth, and now I'll secure my dinner too." With that he snatched at the piece of meat which he saw in the shadow. But so far from getting the second piece, he dropped his own into the water, and was sadly put out to see that the other dog had dropped his, too. So he had to go home without his breakfast or dinner, for his own piece had at once sunk to the bottom, away beyond his reach.

II.—THE CAT AND THE CREAM-JUG.

One day a jug of cream had been left on the table, and puss, who had been lying snugly on the hearth-rug, was left in the room alone. Now, puss was inclined to seize any good thing that she could lay her paws on, and, although she had often been made to suffer for it, yet she never seemed to mind.

This was too good a chance to be lost, so puss jumped up on the table; but what was her distress when she found that the neck of the jug was so small that she could not manage to get her head into it.

"Must I upset it?" said puss. "No, that will never do, for I have before now been made to suffer for doing such things, and, besides, I should lose a deal of that fine rich cream.

At last a bright thought came into her head, and, instead of trying to get her head in, she dipped her paw into the cream, and then licked it, until she had finished all the contents of the jug.

So puss curled herself up on the hearth-rug again as nicely as you please, and thought it was quite true that "Where there's a will there's a way."

TEACHER'S TEST QUESTIONS.

- (1) Are the pupils all quietly busy at work?
- (2) Is the noise in my room the noise of a confusion or the hum of business?
- (3) Am I interrupted by questions during recitation?
- (4) Am I sure that the annoyance which that boy causes me is solely his fault; am I not partly to blame?
- (5) Am I as polite to my pupils as I require them to be to me?
- (6) Do I scold?
- (7) Is the floor clean?
- (8) Am I orderly—
In personal habits?
In habits of work?
- (9) Am I doing better work to-day than I did yesterday?
- (10) Am I making myself useless to the pupils as rapidly as possible by teaching them habits of self-reliance?—*School Supplement.*

EXERCISE IN LANGUAGE.

- I. Fill the blanks in this exercise with *is* or *are*:
 1. Gold — heavy and yellow.
 2. Those apples — ripe.
 3. The boy — whistling a tune.
 4. Birds — singing in the trees.
 5. London and Paris — large cities.
 6. Mary and I — going to school.
 7. Julia and Emily — older than Kate.
 8. That pencil — made of wood.
 9. This pane of glass — broken.
 10. We — ready to write.
- II. Fill the blanks with words which show who or what:
 - (a) — are very tall?
 - (b) — is found in the sea?
 - (c) — are made of wood?
 - (d) — is seen in the sky?
 - (e) — have been found?
 - (f) — has been absent?
 - (g) — were in bloom?
 - (h) — is the capital of the Dominion?
 - (i) — are looking for shells?
 - (j) — were standing by the window?
- III. Mention something that is made of:

Gold	wood,	straw,	steel,	marble,
Silver,	leather,	china,	bone,	slate,
Paper,	iron,	glass,	shell,	wool,
Cloth,	brass,	tin,	pearl,	cotton.
- IV. Write opposites of the following:

High,	long,	sweet,	good,	heavy,
Smooth,	deep,	slow,	selfish,	right,
Hard,	hot,	narrow,	quiet,	cheap,
Rich,	old,	clear,	sharp,	straight,
Little,	thin,	fair,	full,	strong.

—*Selected.*

THE VALUE OF MEMORY GEMS.

Some memory gem should be always upon the board in every schoolroom. If the children cannot read it, still let it appear for the service it may do the teacher. It helps to give the thought wings and to lift the ideal out of the treadmill which the routine of the school may so easily become. Some teachers open their school with the repetition of the memory gems which the children have learned, others close the day's work with the same exercise. "I like to begin the day well," says one; "I like to send the children home with a good thought in their minds," rejoins the other. Both are

right. The writer remembers a silver-haired old man whose eyes would glow and whose face would be illumined as he repeated long extracts from Goldsmith's "Deserted Village" or from Pope's "Essay on Man," which he had committed to memory as a boy in school. Over and over again, the pictures which the poet paints so well had gladdened his thought; over and over again his mind was carried back to the happy days of childhood, when he learned his lesson. Who can tell how many times the poet's picture comforted him and inspired him? To many a life the strong words of the psalms come back in the same way, with healing and inspiration at times of deepest need, when no other help is near. These seeds have been sowed in childhood to bear fruit a hundredfold in mature life. We cannot spare these lessons from our schoolroom. There must be time for the story, the poem, and the memory gem.—*Exchange.*

BOBOLINKS.

Who is this? What a strange suit! A dress of black and white, but strangely turned about. His coat is buttoned on hind side before, and his white vest shows on his back. A funny suit indeed!

It must be Mr. Bobolink. No one else would dare dress in so odd a way. Have you seen him? He comes north the last of May, and in June he and Mrs. Bobolink will set up housekeeping in Farmer Brown's meadow. Do you know her? She dresses very plainly,—in dark brown, with a yellowish vest.

He is a very jolly singer. I think he is happier here than in the south. Down there he dressed just like Mrs. Bobolink, and he did not sing the jolly song we hear. He said, "Chink," "Chink," just like his mate.

One day last June I took a walk in Farmer Brown's meadow; I wish you had been there. Mr. and Mrs. Bobolink had gone to housekeeping, and they were so afraid I would find out where. Poor little birdies, I was only looking for painted cup for a bright June bouquet. Mr. Bobolink flew over my head and scolded as hard as he could, and Mrs. Bobolink flew from one weed to another and watched me very closely. I did not try to find the nest. I knew I could not if I should look all the morning. But it was there.

People who have seen a bobolink's nest say that it is made of dry grass and tiny roots, and lined with softer pieces of grass. It is loosely put together, and is not very deep. In the nest there are four or five little eggs. Sometimes they are a light grayish blue color, and sometimes they are a brownish clay color, with dark spots. When the eggs are hatched the father and mother take good care of the little ones for a while, feeding them on grasshoppers and bugs, which the farmer likes to have killed. Soon after they leave the nest they will have to take care of themselves.

The little birds look like the mother, and in the summer the father bird will

leave off his bright coat and put on a plain dress, too.

In September they will leave us, and then they will stop eating grasshoppers and bugs, and will feast on rice and grain. So they have a new name, and are called rice birds or reed birds. The people in the south kill as many as they can, because they eat the grain.—*G.A.H., in the American Teacher.*

Correspondence.

THE PHONIC SYSTEM.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—Your clever contributor, "Rhoda Lee," is an able exponent of what she calls "the phonic system of teaching reading." I wish to call the attention of your readers to the fact that there are two "phonic" systems, and that no one has any right to speak of either of them as "the phonic system." Any system is "phonic," as distinguished from "alphabetic," which connects the shapes of the letters with their sounds, instead of their names. This can be done in either of two ways: (1) By teaching the connection dogmatically, as "Rhoda Lee" advocates; and (2) by making the pupils find out the connection for themselves, as some of us prefer to do.

It is obvious that the phonic method expounded by "Rhoda Lee" is properly called a "synthetic" method, because the simple elements are first taught, and then the pupils are expected to combine them into spoken and written words. It is equally obvious that the other phonic method is analytic, the pupils being expected to learn the elementary sounds and their corresponding marks by analyzing spoken and written words previously arbitrarily taught as equivalents.

It would help greatly to a better understanding of both of these excellent methods if their advocates would carefully distinguish them from each other when writing or speaking about them. The second one is often, but most erroneously, called "the word method." In point of fact, what is first taught by it is the sentence, not the word.

WM. HOUSTON.

A FOUR-YEAR-OLD'S OPINION.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—Several weighty questions are being discussed in THE JOURNAL at present, and, as you have invited all to express an opinion, I am going to send mine, even if I am a young teacher (four-year-old). My heart is in the work, and I am in it to stay (if I can).

Now, then, here goes. No person, if it can be avoided, should ever be granted a certificate who does not intend to hold to it. The country is flooded with teachers (?) who do not intend to remain teachers, but are using the profession as a stepping-stone to something higher (?).

Now, with others, I think the age should be raised to twenty-one. That will be a good start. By all means, let us carry it through.

Then how would it do to have placed upon our High School course some subject that would bear directly upon a teacher's work, so that any intending lawyer, doctor, etc., would find it a great hindrance to his other studies to include this extra one? Perhaps he would then look elsewhere for a chance to earn a few dollars.

As it is, the teacher's course is simply a make-up from the others, and he has to take for his own profession all the work necessary for others. Then I don't agree with you as to lady teachers in Toronto. (I'm a Toronto boy shut out from home, so you see where the shoe pinches.)

That the children, especially the boys, of Toronto Public Schools are not receiving, as a rule, an education worthy of such institutions, is an undoubted fact. Parents have complained to me that such was the case. Women are employed, and there are scores of them who have no nerve or backbone in them. The scholars give a certain kind of obedience to their authority, but it is not genuine.

Again, I know that many parents in Toronto think the same, that pupils (boys, especially) receive an education that but poorly fits them for a city life.

Women teachers do not keep abreast of the times in matters pertaining to public life, as most men do.

Then there are many women employed who have no grit in them, and I am afraid that the women teachers of Toronto are to blame for a great deal of the lack of respect and weakness of character that I have myself seen displayed by Toronto pupils in other towns.

Place a boy under the authority of a nervous woman for the first six or seven years of his life, and, in my opinion, he is good stuff, if you do not spoil him. Mix the teachers, at least, and, for the last three years, say, let the boy be under the firm, loving control of a male teacher who knows something of the world, and who is, in my opinion, better qualified, in ninety-nine cases out of a hundred, to build up a manly character in a young Canadian.

As for home work, no teacher who works faithfully has any need to give any whatever, after six hours in school. Give the children a rest.

Yours, etc.,

W. H. GRANT.

Kettleby, Feb. 2nd, 1895.

THOSE WATERLOO RESOLUTIONS.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—Having noticed some decidedly adverse criticisms of the resolutions passed by the Waterloo County Teachers' Association, I crave space in which to justify, to the best of my ability, the measures that teachers are taking, not only in Waterloo, but (I say it with a great deal of satisfaction) all over the Province of Ontario, to make their influence felt as members of a noble and useful profession, and, as a collected, unified body, to make their influence felt in the government of the country. It is not a mere handful, one here and another there, all over Ontario—while the "God-mades" are standing reticent and immovable—who are disaffected by reason of a lack of pecuniary recompense, or chagrin over underrated capabilities, as your correspondent, in his subtle and wholly uncharitable condemnation of movements which are indeed "steps in the right direction," would have us believe. These steps he denounces because he has evidently not studied the subject well enough to comprehend the evils which they propose to allay. It is not, we are thankful, here and there an isolated individual, but the mass of the teachers of Ontario (the "God-made" ones included), protesting against an outrageous and vicious system.

Why is it that I find a teacher—the nearest approach to perfection that I have ever known—after having spent a dozen of the best years of his life in a Public School, leaving the profession and a salary of over \$500, to enter the medical profession? When we compare the time spent as a public servant, the many hours of faithful and unremitting toil bestowed, with the amount of remuneration in public thanks and the number of dollars and cents in his pocket; we see that the inducement for going forward is very feeble indeed. Of course, it is a great pity to drive from the profession those whom providence has undoubtedly destined therefor. "Any system which tends to make time and money the gateways of the profession is the outcome of sheer selfishness, and wicked in its workings." Bear witness, noble army of martyrs: Five months at a training school, in which to prepare for your life work! There is no science of education. There is no protection for those who are striving to build up the profession and make it what it ought to be. Those who feel themselves called to do the work must be crowded out by adventurers, or accept starvation salaries. Abolish the system at once. Let every boy and girl of eighteen years set up their conservatory by the roadside, and those with the God-given inspiration will not be long in want of pupils.

Why are students of medicine required to attend a medical college for a period of five years, instead of four, as heretofore? Why not allow those who are born to the work to settle down, as did the quacks in days of yore, to kill people scientifically? Why are our Methodist Conferences requiring attendance at a theological college as a

preparation to preach in the pulpit? Evidently the leaders are impressed with the fact that no man should substitute his own teachings for the teachings of a book which he does not thoroughly understand himself.

By how much more should they who have charge of the child-mind at the tenderest and most susceptible period of its growth be thoroughly grounded in the principles that underlie all true education!

That there are such principles, and that sufficient time should be spent in order to know them perfectly in all their workings, before proceeding to apply them practically, your correspondent may not admit. But he must admit that all Ontario should not be made a Model School of, and all Ontario children to be practice for the recruits in order that we may find out the "God-made" fraternity. We have Model Schools enough, and the fallaciousness of the system is fast becoming apparent. Let every honest thinker ask himself, Why should not the teacher receive his or her just remuneration for the work required to be performed? Whether is the doctor, the lawyer, or the teacher to be the most potent factor in determining the future of Canada and the future of Canadians? The answers to these questions lie with the teacher. We have confidence in the future of Canada, and we have confidence in the teachers of Canada.

A.B.C.

Teachers' Miscellany.

THE GHOST FLOWER.*

BY CHANCELLOR RAND.

Like Israel's seer, I come from out the earth,
Confronting with the question air and sky,
Why dost thou bring me up? White ghost am I
Of that which was God's beauty at its birth.
In eld the sun kissed me to ruby red,
I held my chalice up to heaven's full view,
The August stars dropped down their golden dew,
And skyey balms exhaled about my bed.
Alas, I loved the darkness, not the light!
The deadly shadows, not the bending blue,
Spoke to my tranced heart, made false seem true,
And drowned my spirit in the deeps of night.
*O Painter of the flowers, O God most sweet,
Dost say my spirit for the light is meet?*

THE TENDERNESS OF GOD.

Of all the thoughts that come to us
On mount, or plain, or sea,
The thought of God's great tenderness
Brings most of joy to me.

He made the stars that shine on high,
His sceptre rules o'er all,
And yet He hears the raven's cry
And marks the sparrow's fall.

Each morn His light o'er land and deep
Awakes the birds and flowers;
He giveth His beloved sleep
Thro' all the evening hours.

He paints with skill the desert flower
In most entrancing hue,
And gladdens with refreshing shower,
Or with the gentle dew.

Our world speeds on at His command
Thro' boundless space afar,
And yet so gentle is His hand
The sufferer feels no jar.

The birdlings sleep on downy nest,
Lulled by His zephyrs mild,
While earth rolls on at His behest,
Nor wakes the sleeping child.

* The *Monotropa uniflora*—a true flower, not a fungus. It grows in the deep shadows, the entire flower and stalk being colorless and wax-like. It has white, wax-like bracts in place of green leaves. The cup nodes, and stalk and flower together form an interrogation point (which fact, it will be observed, determines the cast of the sonnet). The flower is widely known in the Maritime Provinces as the *Ghost Flower*, but is often called the *Indian Pipe*.

My soul in life's drear wilderness
Would faint, by cares opprest,
But for the gentle tenderness
Of Him who giveth rest.

Of all the thoughts that come to us
On mount, or plain, or sea,
The thought of God's great tenderness
Brings most of joy to me.

—Principal B. F. Austin, M.A., B.D., in the
Christian Advocate.

A PRIMARY HISTORY LESSON.

JOSEPH PAYNE'S VISIT TO GERMAN SCHOOLS.

The children (twenty in number) were only seven or eight years old, and I wished much to hear how they would be taught history. The teacher solved the question very easily by telling them the story of Ulysses, to which she joined on, in some way that I did not quite understand, the tale of Orpheus and Eurydice. It was chiefly the latter with which she dealt, and she told it with uninterrupted ease and fluency to a highly appreciative audience. At the close she asked many questions, which were answered in a way that showed that no parts of the story had escaped attention.

I wished to hear what the teacher had to say about teaching little children history; so I asked her whether she called those stories history. Her answer (in which I fully agreed) was that stories of this kind—that is, which excite the imagination and yet have a sort of historical foundation, and bear upon historical names—are the only basis you can lay for history-teaching in the case of such young children. "Better," I enquired, "than even the history of the Fatherland?" "Yes," she replied, "the history of the Fatherland is too difficult." I found, in fact, that in this class there was no bothering of little children with dates, which to them could have no meaning, nor exposition of ready cut-and-dried judgment (conveyed only in single epithets) of persons about whom the children knew no facts which could warrant the judgment.

I am quite persuaded that much of our teaching of history to young children is almost immoral, as involving the systematic implantation of prejudices which take deep root, and often produce very undesirable fruits. Dr. Arnold recommended that children should be taught history by means of striking stories, told as stories, with the addition of pictures, which would make the interest more varied.

A VERY BUSY WOMAN.

She pronounced in sounding platitude
Her universal gratitude
For men of every latitude

From the tropics to the poles;
She felt a consanguinity,
A sisterly affinity,
A kind of kith and kinity,
For all these foreign souls.

For Caledonian Highlanders,
For brutal South Sea Islanders,
For wet and moist and drylanders,
For Gentile, Greek, and Jew;
For Finns and for Siberians,
For Arabs and Algerians,
For Terra-del-Fuegians,
She was in a constant stew.

Oh, it worried Miss Sophronia
Lest the men of Patagonia
Should die with the pneumonia,
With the phthisis or the chills;
Yes, indeed, she worried daily
Lest the croup or cold should waylay
Some poor Soudanese or Malay,
Dying for the lack of pills.

And she toiled on without measure,
And with most unstinted pleasure,
For the good of Central Asia,
And the pagan people there;
But meanwhile her little sister
Died of a neglected blister,
But Sophronia hardly missed her,
For she had no time to spare.

—Hudson Gazette.

Question Drawer.

H.N.A.—The information asked for in H.N.A.'s questions on writing can be obtained from Dr. McFaul, care of Normal School, Toronto, or from Alex. Blanchard, Esq., Business College, Peterborough, Ont. T.W.M.

WINDSOR.—(1) The subjects of examination for the Junior Leaving Examination are: English Grammar and Rhetoric, English Composition, English Poetical Literature, History and Geography, Arithmetic and Mensuration, Algebra, Euclid, and Chemistry, with Latin, or Greek, or French, or German, or Physics. (Write the Education Department for circular.)

(2) For directions for private study of chemistry, see "Answers to Correspondents" in Science Department of THE JOURNAL for February 15th.

SUBSCRIBER.—The regulation of 1893 to which you refer was reconsidered, and British History restored to the list of subjects prescribed for Entrance Examination. Questions on that subject will be set this year. You should write the Department for latest circular on subjects for Entrance.

J.McV.—The Atlantic cables all start, we believe, from points near Valentia, in the south of Ireland, but terminate at different points in America, though most of them touch at Canso or vicinity, Nova Scotia.

SUBSCRIBER.—Other boats of war-ships besides pinnace are launch, or long-boat, cutter, etc. Will some teacher kindly give "Subscriber" the benefit of his opinion as to what are the best books for supplementary reading in junior classes, also as to the best books in Mental Arithmetic for Public School?

A liquid for blackboard coating can be procured from dealers in school supplies. See advertisements in our columns, or order through THE JOURNAL. For making black ink, see advertisement on first page of THE JOURNAL.

J. MCP.—(2) "The Mountain" was a name given to the extreme Revolutionary party in the legislatures of the first French Revolution. The name was derived from the fact that they occupied the higher part of the hall. Robespierre and Danton were among the chief *Montagnards*.

(5) Perhaps some student of history among our readers will kindly answer your question, "Which is the best history of India?" We are not prepared to venture an opinion.

[We can find no St. Bryce on the Saints' Calendar, nor can we find any trace of the Ascii or Auteci in history. Please give us references to the passages in which these names occur.]

Literary Notes.

Readers of Marion Crawford's novel, "Casa Braccio," now appearing in *The Century*, will be interested in knowing that the story, as printed so far, is true, except that the scene of the actual occurrence was in South America instead of in Italy. The nun, who really escaped from a Carmelite convent with a Scotch surgeon, was the niece of a bishop. A skeleton was placed in her bed, when it was fired, instead of a body, as in Mr. Crawford's story. After much suffering the surgeon and his wife reached the sea-coast, and were taken aboard an English vessel, whence they sailed to Scotland, and lived for many years in Edinburgh. The part of Mr. Crawford's story still to appear, portraying the punishment visited upon the pair for their sin, is imaginary.

The complete novel in the March issue of *Lippincott's* is "A Tame Surrender," by Captain Charles King. It deals with the Chicago strike, the riots and their suppression, and the loves of a United States lieutenant and a high minded young lady who works a typewriter. It is her "tame surrender," after long resistance, which gives the tale its title. The other stories, all very short, are "Fulfillment," by Elizabeth Knowlton Carter; "The Luck of the Atkinses," by Margaret B. Yeates; and "One of the Wanted," by B. B. Two brief scientific articles are supplied by George J. Varney, "Electric Locomotives on Steam Roads," and "The Story of the Gravels," by Harvey B. Bashore. "A Glimpse of Cuba," by James Knapp Reeve, is a vivid and readable sketch. Isabel F. Hapgood writes of "Furs in Russia," and W. D. McCrackan on "A Question of Costume." Prof. William Cranston Lawton discusses "The Artist's Compensations"; Prof. H. H. Boyeson furnishes "A Youthful Reminiscence"; and C. W. Lucas, as "Doolittle," writes "An Open Letter" to Mrs. Grundy. The poetry of the number is by Prof. Charles G. D. Roberts and Richard Burton.

One of the most important projects ever undertaken by *Scribner's Magazine* begins in the March number with the first instalment of President E. Benjamin Andrew's dramatic narrative, "A History of the Last Quarter-Century in the United States." The first instalment deals with the United States at the close of Reconstruction, and among the incidents described are the Chicago Fire, the Tweed Ring, the Rise of the Liberal Party, the Ku-Klux Klan, Black Friday, and the Treaty of Washington. Each incident is accompanied with a unique series of illustrations, drawn from the best sources, and supplemented with the accounts of eye-witnesses. In fiction this number is remarkable. It contains the first of a two-part story by W. D. Howells, entitled "A Circle in the Water," in which the question is asked and answered by the story "that, if fame ends at last, does not infamy end also; if glory ends, why not shame?" This, in every way, is one of the most earnest and pathetic short stories that Mr. Howells has written. A new field for magazine fiction is entered by the first of a series of stories of girls' college life, by Abbe Carter Goodloe, a graduate of Wellesley, and well acquainted with student-life in girls' colleges here and abroad. The first of these stories is entitled "Revenge," and describes the discomfiture of a Harvard man who had made light of the athletic ability of students in girls' colleges. This story, as well as the others in the series, will be illustrated by C. D. Gibson. There is also a story of life at an army post by a new writer, Rhodes Macknight, and the most amusing instalment so far of George Meredith's great serial, "The Amazing Marriage." Other departments of the *Magazine* are well filled.

Book Notices.

MECHANICAL DRAWING, by Gardner C. Anthony, M.A. D. C. Heath & Co., Boston.

In this book, as in others of the Technical Drawing Series, the author follows the excellent plan of making clear statements of principles and methods, and then permitting the student freedom in their application. The book contains a series of problems, graphically stated and wisely designed to relieve the instructor of the mechanical task of inventing suitable problems, to the end that he may devote all his energies to the real work of instruction.

THE CENTURY CYCLOPEDIA OF NAMES: A Pronouncing and Etymological Dictionary of Names in Geography, Biography, Mythology, History, Ethnology, Art, Archæology, Fiction, etc., etc. Edited by Benjamin E. Smith, M.A., Managing Editor of the Century Dictionary, assisted by a number of eminent specialists. Published by The Century Co., New York.

We cannot better bring this useful volume to the notice of our readers than by enumerating the more important subjects to be found in its contents. These include: Names of living celebrities—persons of note, ancient and modern; divinities and mythological names, pseudonyms, characters in legend, fiction, poetry, and the drama; epithets and nicknames, names of dynasties, Roman families, etc., etc.; races and tribes of all countries, ancient and modern; modern geographical names, ancient names of places, rivers, etc., when important; names of imaginary places (in mythology, legend, poetry, etc.); popular names and epithets of places; names of notable streets, squares, parks, pleasure grounds; historical events—wars, battles, sieges, plots, treaties, conventions, concordats, leagues, councils, alliances, crusades, congresses, diets, parliaments, riots, rebellions, etc.; works of art; buildings and other structures; institutions—schools of philosophy and art, political parties, libraries, universities, colleges and academies, notable clubs, orders of knighthood, etc.; books—particular attention has been given to early English literature; stars and constellations, planets, asteroids, comets, etc.; noted animals and vessels. It is, in short, a most comprehensive mine of information on all kinds of questions. From a cursory examination, and an application of tests, we are persuaded that it is the completest work of its kind in the English language. It had not been two hours in our office before we found in it information which we had vainly been looking for in other dictionaries and encyclopædias. The work is necessarily somewhat expensive, but it should have a place in every public and school library, as well as in that of every student who can afford it. Next to the encyclopædia and the dictionary, and perhaps even on a par with these, it is one of the most useful tools a literary worker can have, while to the ordinary reader access to such a volume will be a wonderful help in understanding names and allusions, historical, biographical, mythological,

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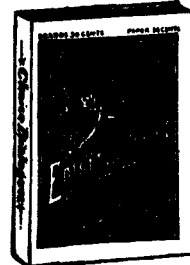
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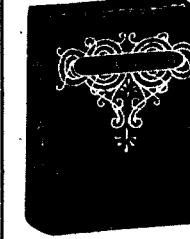
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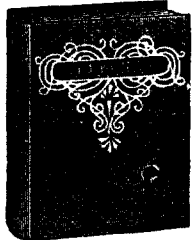
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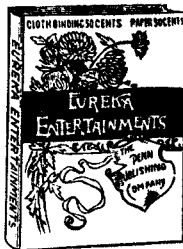
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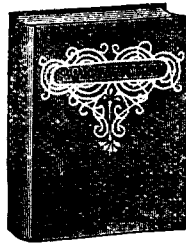
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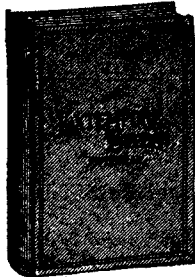
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OFFICIAL CALENDAR OF THE Educational Department

March:

1. Last day for receiving applications for examination of candidates not in attendance at the Provincial School of Pedagogy. (1st March) Inspectors' Annual Reports to Department, due. [P.S. Act, sec. 155 (5).] (On or before 1st March.)
- Inspectors' summary, township and village Reports to Department, due. (On or before 1st March.)
- Auditors' Reports on the School Accounts of High School Boards, and the Boards of cities, towns, villages, and townships to Department due. [P. S. Act, sec. 114; H. S. Act, sec. 36 (2).] (On or before 1st March.)
- Financial Statement of Teachers' Associations to Department, due. (On or before 1st March.)
- Separate School Supporters to notify Municipal Clerk. [S. S. Act, sec. 40.] (On or before 1st March.)
27. Toronto University Examinations in Medicine begin. (Subject to appointment.)
29. Night Schools close (session 1894-5). (Close 31st March.)

April:

1. Return by Clerks of counties, cities, etc., of population to Department, due. [P. S. Act, sec. 129.] (On or before 1st April.)
- Application for examination for Specialists' certificates of all grades to Department, due. (On or before 1st April.)
11. High Schools close, second term. [H. S. Act, sec. 42.] (Thursday before Easter Sunday.)
12. GOOD FRIDAY.
15. EASTER MONDAY.
- Reports on Night Schools due (Session 1894-5). (Not later than 15th April.)
16. Annual Meeting of the Ontario Educational Association at Toronto. (During Easter vacation.)
22. High Schools open, third term. [H. S. Act, sec. 42.] (Second Monday after Easter Sunday.)
- Public and Separate Schools in cities, towns, and incorporated villages open after Easter holidays [P. S. Act, sec. 173 (2); S. S. Act, sec. 79 (2).] (Same as for H.S.)
24. Art School Examinations begin. (Subject to appointment.)
25. Toronto University Examinations in Law begin. (Subject to appointment.)

May:

1. Toronto University Examination in Arts, begins. Examination for Specialists' certificates (except Commercial) at the University of Toronto, begin. (Subject to appointment.)
- Principals of High, Public, and Separate Schools to notify Public School Inspectors of number of candidates for the High School Primary Examination in Oral Reading, Drawing, and Commercial Course, to be held at same places as High School Entrance Examinations. (Same as Entrance Examinations.)
- Notice by candidates for the High School Entrance and Public School Leaving Examinations, to Inspectors, due. (Not later than 1st May.)
- By-law to alter school boundaries—last day of passing. [P.S. Act, sec. 81 (3).] (Not later than 1st May.)
3. Inspectors to report to Department number of papers required for the High School Entrance and Public School Leaving Examinations. (Not later than 3rd May.)
- Inspectors' nomination of Presiding Examiners for High School Entrance and Public School Leaving Examinations, due. (3rd May.)
- ARBOR DAY. (1st Friday in May.)
24. QUEEN'S BIRTHDAY (Friday).
- Notice by candidates for the Departmental Primary and the High School Leaving and University Matriculation Examinations, to Inspectors, due. (Not later than 24th May.)
25. Notice of the same by Inspectors to Department, due. (Not later than 25th May.)
- Nomination of Presiding Examiner for same, due. (One month before Examination.)
27. Examination at Provincial School of Pedagogy at Toronto, begins. (At close of session.)
31. Close of Session of Provincial School of Pedagogy. (Shall end on 31st May.)

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