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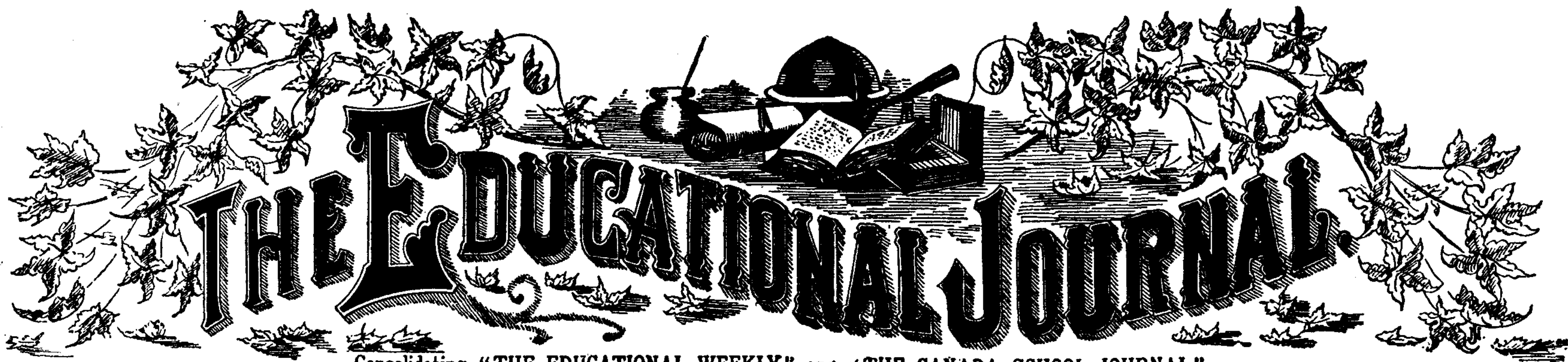

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November:

Last day for receiving applications for examination from candidates not in attendance at the Ontario School of Pedagogy will be Dec. 1st.

I. HIGH SCHOOL ENTRANCE EXAMINATION— (1) The examination in History will be in Canadian History alone. No questions will be set in British History. The Inspector shall see, however, that the subject is taught orally, and shall report any case of negligence to the Board of Trustees.

(2) Physiology and Temperance are compulsory, and shall take rank with the other subjects for the Entrance Examination. The new text-book in this subject may not be ready before the first of October, and this fact will be taken into account in the construction of the examination papers for 1894.

(3) The work in Drawing is limited to Drawing Book No. 5, and in Writing, to Writing Book No. 6.

(4) The Public School Leaving Examination or some modification thereof, will be substituted for the present High School Entrance Examination as soon as the results of the present changes in the Public School Leaving Examination justify the Education Department in adopting this course.

II. PUBLIC SCHOOL LEAVING EXAMINATION —The changes with respect to the Leaving Examination are as follows:

(1) The subjects of the Fifth Form may be taught in any school, irrespective of the number of teachers on the staff or the grade of certificate which they may hold. Pupils may write at the Leaving Examination without having passed the Entrance Examination.

(2) The examinations will be conducted by the Board of Examiners having charge of the Entrance Examination, and will be paid for at the same rate per candidate.

(3) Physiology and Temperance are compulsory, and the examination in this subject will include the ground covered by the new textbook.

(4) The subjects of Euclid and Algebra will be included in a small text-book which will be the basis of the examination and will be ready about 1st October.

(5) Agriculture, Botany, and Physics are optional subjects; *the course in each to be* determined by the teacher, subject to the approval of the Inspector.

(6) The High School Reader will be used for Reading and Literature. The Public School Arithmetic will be enlarged to admit of greater practice in Commercial work, but no change will be made in its price. The additional exercises will be required for the Fifth Form. The text books *in the other subjects* will be those authorized for Public Schools.

(7) Candidates who obtain Public School Leaving certificates shall be entitled to admission into the classes in Form II. of a High School in all the subjects of that examination, and the Commercial course for the Primary should, if possible, be completed before they enter the High School. Candidates who fail at the Leaving Examination but who obtain 25 per cent. of the marks for each subject, will be admitted to a High School.

III. HIGH SCHOOL PRIMARY EXAMINATION.— (1) The course prescribed for the Primary Examination with the Science option may be taught in any Public School, subject to the approval of the Trustees and the Inspector.

(2) The amount of school work prescribed for the Commercial course has been reduced and the details of the course modified, especially in Drawing. The examination of all candidates will be conducted by the Principal of the High School and the High School teachers in charge of such subjects, but a written examination will be required, in addition, on papers prepared by the Department. For 1894, any four of the books of the High School Drawing course will be accepted, in the case of candidates for the Primary Examination, in lieu of the prescribed books of the new course, and any two books in the case of other pupils. The work done in Book-keeping in the blank books hitherto used, will also be accepted for 1894.

(3) The whole of Euclid Book I. is now prescribed and will form the subject for examination in 1894.

Minor details of the proposed changes will be found in the Regulations, to which your attention is respectfully directed.

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Vol. VII. No. 13.

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Editorial Notes.

"IT is well to take up some subject outside your ordinary school work. It will serve to brush the cobwebs from your brain. A school-teacher's mind, if it is to be entirely healthy, needs some interest or occupation beside the regular school work. Try to forget sometimes that you are a schoolmaster or schoolmistress."

So says some one, we know not who. The advice is worthy of all acceptation. Be diligent, nay be enthusiastic, in your profession. But be not a man or woman of of one idea. Such a teacher is to be shunned like the man of one book. Be determined to be broad-minded as well as energetic and enthusiastic.

OUR valued contemporary, *The Educational Review*, discussing the question of school attendance, says that Canada is about on a par with the United States, and that both countries are surpassed in the matter only by those in which a compulsory clause is enforced, and goes on to argue in favor of the addition of such a clause to the school law. The writer has evidently lost sight of the fact that Ontario, which is a part of Canada, has already added a compulsory clause to her school law, and provided machinery for its enforcement. The last school report is, necessarily we suppose, so far behind the present date that we have as yet no means of judging of the effect of the regulation.

A JUDICIOUS teacher will be exceedingly careful to avoid, if possible, even the appearance of conflict with parental authority. In nine cases out of ten the child will follow the parent's direction. Who will blame him? The parent may be wrong. He may be ignorant, cantankerous, or wilfully obstinate. But by the fiat of law, both human and divine, his control over his child is, within very wide limits, supreme. It is almost indispensable to the teacher's success that he be able to carry the parents with him in his school government. In the great majority of cases this can be done if the teacher has courage, frankness, tact, and earnestness. Parents are, as a rule, disposed to uphold the teacher if taken into his confidence.

THOSE who are preparing for special examinations are sometimes disposed to look about for condensations and epitomes. As a rule we have little faith in short cuts in education. Within reasonable limits the long way, or at least the broad highway, is the shortest and surest route. We advise all candidates for certificates to aim high. In educational work it is pre-eminently true that what is worth doing at all is worth doing well. Don't confine yourself to any one book. Determine to master the subject. In nine cases out of ten you can do it if you will, and that, too, without much greater expenditure of time or effort than would be required to "cram up" somebody's digest, or manipulate somebody's skeleton. We need hardly add that not only will the results be vastly more satisfactory, but the process itself will soon become pleasurable. Thoroughness brings a sense of power and a peace of conscience to which the slave of cram will always be an utter stranger.

A CORRESPONDENT whose opinion is of weight suggested some time since the publication in the JOURNAL of lessons which have been actually and successfully taught in the schools. This is exactly what we want. Will not experienced and successful teachers come to our aid, or rather to the aid of their younger and less experienced brothers and sisters in the profession? They may in this way render very efficient service to the cause of education. Almost every successful teacher has his own favorite subject, or his own favorite method of treating some particular subject, or some one difficult phase of it. If each such teacher would take the trouble to write a brief and simple description of the method his experience has led him to prefer, or of some lesson as he has actually given it in his class, we should have a fund which would enrich the columns of the JOURNAL, and furnish aid, suggestion, and inspiration to hundreds of young teachers and to many who are not young.

WE commend the following hints on the teaching of reading, from an article in an exchange, to the attention of our readers. We are sorry that we omitted to note the source from which the extract was clipped, and so cannot give due credit to the writer:

In order to read readily, we must observe readily and accurately. To sympathize with the author's feeling our imagination must be trained; to understand his meaning we must be familiar with the idea in every word. The conversation lessons should tend to give the pupil power in all these directions. Stories which rightly exercise the imagination, lessons on plants, animals, pictures, and other objects for observation and ideas, these should precede any attempt to read. Every lesson which widens the child's horizon helps him to interpret the thoughts of others. Every lesson which strengthens in him the power of observation helps him to recognize and remember word-forms. All these lessons have a direct bearing upon his power to read.

The lessons on the sounds of words should follow those just named, and also the reading lesson proper. They should begin only when the child has a fair vocabulary, and should tend to make him independent in his recognition of new forms whose meaning he knows. He should learn all the sounds of consonants or vowels, make lists of words that rhyme and words that sound alike but are spelled differently.

For the reading proper subjects should be chosen that are in line with the child's own experience. Stories of animals, if he has been observing animals, stories of plants, if he has been studying flowers, stories of deeds which he has learned to understand. The words should have been made so familiar by the word-study that he can read at sight. Silent reading should predominate. Every sentence read should express the complete thought to the child, and should be *worth* his reading. Sentences manufactured for the sake of using words will never serve as material for stimulating thought-power. There must be first of all a thought to be expressed, and if the child grasps the thought, he will readily learn its suitable expression. These suggestions may serve to direct attention to the purpose of our reading lessons. With a definite purpose and plan, the devices will shape themselves.

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 20, 11½ Richmond Street, Toronto.

"A SMALL CATECHISM," BY THOMAS D'ARCY McGEE.

[JUNIOR THIRD LITERATURE.]

MISS M. A. WATT.

THE interest of the average class is heightened by an account of the author, and we have no lack of interesting material in Thomas D'Arcy McGee's life. He was a patriot, and there is no surer way of inspiring patriotism than by relating stories of the patriots and heroes who gave their lives for their opinions.

The following will probably contain the necessary points for interesting a class; the sad event of his death being told to the class first, the explanation of the reason coming after.

Thomas D'Arcy McGee was born in Ireland in 1825. He began to speak and write on political subjects when only seventeen. He got into disfavor with the quieter people, because of his hot-headed conduct and writings, and had to leave for America. He settled in Boston, and for some time was a great admirer of the Republic, but afterwards changed entirely and very strongly favored the British and Canadian system of government. Coming to Canada, he was made member of Parliament for Montreal, and was an earnest advocate of the Union of the Provinces (as consummated in 1867), and of the continuance intact of the bond between Great Britain and Canada, advising also that Ireland be treated as Scotland and Canada had been. His last speech was on Nova Scotia (which wished to withdraw from the Union in 1868), and on leaving the Parliament House at Ottawa, at 2 a. m., he was followed by an assassin, who shot him in the back of the head as he stooped to put his latch key in the lock. He had warned the Irishmen of Canada against the wicked Fenian Organization, and it was through their instrumentality he was killed. He was buried on his forty-third birthday, April 13th, 1868, the City of Montreal assuming the expenses of the funeral ceremonies, which were very imposing and solemn. He had spoken a short time before on the assassination of President Lincoln, little thinking he would so soon be killed in like manner. He may be mentioned as having an intense love for his mother, a great and kindly love for peace and unity among his brethren of Ireland, Great Britain and Canada, and as being possessed of eloquence, wit, and a silvery voice which charmed his hearers. A list of over thirteen books is given us, (among them one entitled "Canadian Ballads"), and his lectures and speeches are equally numerous. He was strictly temperate, having come to the conclusion that it was injurious to yield to any of the temptations that so easily beset one of his jovial nature. He was an earnest and true friend to Canada and Ireland, and gave his life for his freedom of expressing his opinion, as prophesied by him in one of his poems :—

"Rob me of all the joys of sense,
Curse me with all but impotence,
Fling me upon an ocean hoar,
Cast me upon a savage shore,
Slay me ! but own above my bier
'The man now gone, still held while here,
The jewel Independence!'"

THE TITLE.—Children's practical knowledge of a *Catechism* in Sunday School (question and answer). *Small.* Why? (Maybe, because applied to small people ?).

THE QUESTIONS :—

1. Why are children's eyes so bright?
2. Why do children laugh so gay?
3. Why do children speak so free?
4. Why do children love so true?

Elicit from class, and inquire as to the truth of each point; before getting answers, allow time for instances of each, if desired, or let teacher give anecdote of each or any point. (The third point is one on which nearly every child will want to speak, giving too evident proof of its truth).

First question and its answer.—Idea of child's soul newly come from its Maker, fresh from beholding the purity and wonder of the unknown portion of eternity, prior to this portion called Life, (who can say what of truth there is in it ?) is brought out in these lines. It is rather metaphysical for elaborate explanation, the idea being that the child's eyes are still clear of sin and sorrow and have not been dimmed by the sight and knowledge of evil. Explain "infinite," "still in sight," "earthly blight."

Second question and answer.—Hearts free "have play," are not restricted by trouble, by fear of man, by fear of the future, but are limited to the present and its joys and mirth. Sin has not made them afraid of consequences. Appeal to childrens' practical experience of how they have felt when they did wrong; for they are further advanced in life than the *children* Mr. McGee means, and have had some knowledge of "sin and sorrow's sway." "Therefore," "'tis," "sway," "play," are words requiring explanation.

Third question and answer.—"Fallacy," (*false*, will be a good word to use in explaining this ;) "cant" use of religious words to cover lack of religious feeling, not the real words showing the real feeling; "seeming," "organs," are all new expressions to the pupils and will require careful, tactful explanations. Illustrate by the case of a very little child who is asked, "Do you love me?" and truthfully replies, "No, I like pretty people," thus offending the person and losing a present. An older child, either from politeness or policy, wishing to please is tempted to tell a falsehood, the little one, innocently speaking as his heart told him, the older one speaking with his lips only. A person should try to please, but should not tell false things; but little children have not yet learned the worldly wisdom of the saying that "language is chiefly useful to conceal thought," and therefore use it to express their flitting emotions. This is probably the greatest charm of the little one who is just beginning to prattle, if the person who engages him in conversation is prepared for personal remarks and and is not too sensitive for his searching comments.

Fourth question and answer.—Very easily understood by all pupils after the word cleave is explained. The circle of friends is so small that the love is not dissipated until it becomes simply a lukewarm friendship. A little fellow of three years expressed the matter very decidedly. He was asked if he loved his grandma, who had just arrived on a visit, and after a hesitating "Yes," his sense of truth impelled him to say, "No, I don't feel that I do. I have'nt love enough for everybody, for I have to love Pa and Ma and little sister, and I have'nt any more love, I think." Without art or self in view they will love a poor idiot companion who plays with them to the exclusion of a person who may be able to confer great benefits on them.

Critical examination.—"Childrens' eyes so bright," "bright," an *adjective.* "Laugh so gay"—"gay" = "gayly"—an *adverb.* "Speak so free"—"free" = "freely—an *adverb.* "They are free"—"free"—*adjective.* "Love so true"—"true" = "truly"—*adverb.* "A familiar favorite *few*"—"few" equalling in meaning a "number," or filling our idea of a substantive, is a *noun.*

The rhyme is very attractive and suited to the subject. On calling attention to first stanza, pupils will easily find out rhyming words in others. Poetry to be poetry does not need rhyme, but must have something more. What will your pupils give you in answer to that question or statement? What is the chief thing about this poem? ("Why do you like it?" will perhaps be the question that will draw the children out the best). Ask for reciters of stanzas.

Questions for review, to be answered on paper :—Write down each question asked and give an answer to it in your own words. Explain what you think is meant by "earthly blight," "hearts have play in their bosoms," "fallacy," "cant," "hearts, not lips, their organs be," "cleave unto a familiar, favorite few," "therefore." Write out the third stanza putting in other suitable words for *free, 'tis, fallacy, cant, organs, be, therefore, free.* Why does Mr. McGee's way of writing it sound better than your way? Write a line which does not rhyme with any other lines. Write out the first lines of the second, third and fourth stanzas as we would say them if they were not required to rhyme with other lines. Which stanza is your favorite? Why? Which speaks of the evil in the world? Which speaks of love and home? Which of a child's appearance? Which of its mirth? Which of its manner of speech? Tell what you know of Thomas D'Arcy McGee? What did he do for Canada? What for Irishmen? Why was he killed? When? Who else had been killed shortly before? Why? Why do you like this poem better now than you did yesterday?

OUR WORK WITH LONGFELLOW.

My young people were quite ready to prepare a pleasant memory hour for the approaching Longfellow anniversary. We had read *The Courtship of Miles Standish*, *Hiawatha*, and *Evangeline*; and an elaboration of our review exercise, with an outline of our work may prove suggestive. The children's illustrated text has been a most delightful feature of our study. The class were requested to notice the best passages for illustration, and to state their reasons for such preference. Thus the mind's highest faculty, imagination, had free play. It was most interesting to watch the scholars' choice. The boys inclined to active scenes of war and battle, where poison and powder played important part. The girls were fond of domestic pictures, as Priscilla at her wheel, Nokomis and the baby Hiawatha, or Minnehaha serving in her father's tent. Often a more subdued picture was made very effective, as the Mayflower riding at anchor, or the path through the Plymouth woods. This last was usually emphasized by the figure of Alden carrying his nosegay. The sketches were not subject to high art criticism, the object being the literary idea, that we might prove whether the scholars had been thoughtful in reading, had caught the author's notion, and had developed it through the medium of their own fancy. Our English work aims to be generous, to catch large views of life and truth. In the pictures only have we dwelt upon details, and remembered the minor items which fill in the scene. Occasionally a photograph has been compared with the pupil's work and contrasts or resemblances noted, while we insisted that each was right in following the text at his sweet will. Varying results merely proved the work of two minds, the development of God's great gift of individuality. These drawing exercises have fulfilled their mission, and have proved a recreation, a bait to draw the scholars to the poem. Our natural artists are always ready and those who cannot draw a line are interested in results, and can often give suggestive hints to those of ready hand. In one instance, to satisfy the teacher's curiosity, and not without a shade of relenting and sympathy, this work was made compulsory. In some cases the results were most striking and pitiful. One young girl drew simply an irregular outline, labelled "Plymouth Rock, 1620," and inscribed "The Corner-Stone of the Nation." A lad's idea of Miles Standish with his hand protruding from the waist showed a more ready spirit of compliance than knowledge of anatomy. The teacher concluded that rather than kill the spirit of the work, this exercise would better remain optional.

It would be difficult to say which poem was

most interesting. In addition to the imagery and romance running through each, *The Courtship* and *Evangeline* had revived our knowledge of colonial history, while *Hiawatha* was a treasure-mine of Indian lore and legend.

Composition must be a factor of the English course, and our efforts ran parallel with the literature. No one can write who cannot think, and we had kept the thought-shafts working that the scholars might see the logic of facts. The author's life proved a source of profit. The class learned why Longfellow was called "the children's poet." They drew the lesson that love begets love, and sympathy reacts. They had traced the lofty purpose in the purity of his thought, and had been warmed by the sunshine of his nature. The story of his life, rich in opportunity and culture, shaded by heavy sorrows, relieved by the nobility of manhood, enriched by the faith of a little child, was appreciated, and repeated in the child's naive way. The personages of Miles Standish and John Alden afforded capital material for a literary parallel, where points of contrast in external appearance, mental aptitude, methods of work, aims in life, and natural disposition were all developed. The Puritan maiden and gentle Evangeline offered a most interesting theme. In local coloring, home environment, and personal traits the children found distinction, while they recognized the solid character of each. A spirited discussion of Priscilla's modesty grew out of her question, "Why don't you speak for yourself, John?" many affirming that she lacked maidenly reserve. They were quick to see the vein of coquetry in her nature, so at variance with the gentle Evangeline.

Hiawatha's life held deep significance. The scholars found that Indian legends bore a parallel to Bible narrative. The great Spirit, assembling the tribes of men in their distress, was at once suggestive. The little boy who came among his people and grew so near to nature, in sweet sympathy with all creation, who lived in the purity of his purpose a life of undivided loyalty "for the profit of his people," hinted plainly the plan of Redemption. The story of his fasting, temptation and conquest, of his destruction of Pearl Feather, and his escape from Nahma found a ready Bible parallel. Character study was always a prominent feature, and this devotion to a noble purpose carried a most impressive lesson.

Our text study was limited to comparatively few works. The scholars had made lists of words peculiarly interesting in origin or happy in application, and the result, showing the varied sources of our language and the long journey of many words and their local changes at different halting places was most unique. Long quotations had framed the pen-pictures in the best expression and brought the children nearer to the poet. On February 27 the face of the children's poet looked out from immortelles upon many scenes and persons which his fancy had created. Our blackboards were profusely decorated. The Puritan Captain and Alden, the stripling, appeared "in a room of the primitive dwelling." Priscilla sat at her wheel as John Alden entered with May-flowers. Miles Standish stood in the council, filling the skin with powder. The Indian battle followed, and lastly, "Through the Plymouth woods passed onward the bridal procession." Evangeline appeared in scenes ranging between her happy home and the hospital ward, and Hiawatha passed in panorama of thrilling adventure.

Printed programmes added dignity in the scholars' eyes, and the following represents our work:—

LONGFELLOW REVIEW.

Composition: Henry Wadsworth Longfellow, the Childrens' Poet. Text Study of Peculiar Words: Their origin and Change. Composition: A parallel between Miles Standish and John Alden. Quotations: Couplets from The Courtship, Selected by Class. Composition: Parallel between Priscilla and Evangeline. Quiz: On Indian Names, Symbols, Superstitions, Creed. Composition: Biography of Hiawatha. Topical Quotations.

HIAWATHA.

Babyhood: "There the wrinkled old Nokomis." Education: "Many things Nokomis taught him." Sympathy with Nature: "Learned of every bird its language." Accomplishments: "Swift of foot was Hiawatha." Outfit: "From his lodge went Hiawatha." Meeting with Mudjekeewis: "Long have I been waiting for you." Struggle with Mudjekeewis. "Then began that deadly conflict." Canoe: "Thus the birch canoe was builded." Friend: "He the best of all musicians." Visit to Arrow-Maker: "With him dwelt his dark-eyed daughter." Colloquium: Marriage Arguments, Nokomis and Hiawatha. Their Wedding Journey. Composition: Lessons from character of Hiawatha.

Nearly all the exercises were limited to three minutes, while the quotations usually required only one or two minutes, and the constant change sustained our interest and made our exercise seem very brief. We parted from our author, feeling that each poem was an exhaustless mine of wealth, with hidden treasures reserved for future memory hours.—*Gertrude F. Adams* in the *School Review.*

For Friday Afternoon.

THE LEGEND OF THE RHINE.

FAR back in the years of story,
Beside the wandering Rhine,
Where its mists hang dim and hoary
Over its forests of pine,
By the ebbing wave that is now its grave,
Rose a city strange and olden,
With its towers of white in the quivering light
Of the mist beams soft and golden.

From the marge of the flowing river
Its castle walls arose,
And over it lingered forever
Breathings of deep repose;
And the cooling tide that laved its side
In murmurous dreamy slumbers,
As it paused in its flow, sang soft and low,
Some mystical, sad, strange numbers.

And, 'midst the soft melody swelling,
A lingering voice abode,
Some sad secret evermore telling
As it swept moaning on with the flood.
'Twas a warning that clung when the wave-songs were sung,
In the echoless still of the river,
In the dark water's gloom, a foretoken of doom,
And a destiny changeless forever.

But in vain did the tide bare its bosom;
None read the lone thoughts of the deep,
For Nature, when fain she would lose them,
Her secrets more sacredly keep.
And none thus caught the warning thought
Or the wild charm did discover,
And across the Rhine the dark forest of pine
Hung deep shadows its wide bosom over.

And lone 'mid the silence around them
The towers and turrets rose bare,
And white as the mist clouds that crowned them,
They slept on their pillows of air.
And as day by day fast flew away,
When the twilight shades were falling,
With a silvery swell the echo bell
Sent dreamland echoes falling.

Years sank away to shadow,
And now on the haunted shore
Is nought but a lovely meadow
That the night winds wander o'er.
But far below the river's flow,
It is said white spires are gleaming,
Where the waters sleep down fathoms deep;
Still moan in their mystic dreaming.

And oft in the summer nightfall,
When the winds have sunk to rest,
And the dying sunlight fading all
Has dimmed within the west—
Then soft and slow sounds far below
The vesper bell's faint ringing,
As it tolls the hours from its wave-born towers,
Where the water weeds are clinging.

This is the tale as 'twas told to me,
And I watched the sun decline,
And heard the bells ringing far and free
Across the dim old Rhine.

JAMES T. SHOTWELL, in *Montreal Star.*

PATRIOTISM.

"THERE is a land, of every land the pride,"
Beloved by Heaven o'er all the world beside;
Where brighter suns dispense serener light,
And milder moons emparadise the night;
A land of beauty, virtue, valor, truth,
Time-tutored age, and love-exalted youth;
The wandering mariner, whose eye explores
The wealthiest isles, the most enchanting shores,
Views not a realm so bountiful and fair,
Nor breathes the spirit of a purer air;
In every clime the magnet of his soul,
Touched by remembrance, trembles to that pole;
For in this land of Heaven's peculiar grace
The heritage of nature's noblest race—
There is a spot of earth supremely blest,
A dearer, sweeter spot than all the rest,
Where man, creation's tyrant, casts aside
His sword and sceptre, pageantry and pride,
While in his softened looks benignly blend
The sire, the son, the husband, brother, friend;
Here woman reigns; the mother, daughter, wife,
Strew with fresh flowers the narrow way of life;
In the clear heaven of her delightful eye,
An angel-guard of love and graces lie;
Around her knees domestic duties meet,
And fireside pleasures gambol at her feet.
"Where shall that *land*, that *spot* of earth be found?"
Art thou a man?—a patriot?—look around;
Oh, thou shalt find, howe'er thy footsteps roam,
That land *thy* country, and that spot *thy* home!

—*James Montgomery.*

HOW TO MAKE A WHISTLE.

[FOR A VERY SMALL BOY.]

FIRST take a willow bough,
Smooth and round and dark,
And cut a little ring
Just through the outside bark.

Then tap and rap it gently
With many a pat and pound
To loosen up the bark,
So it may turn around.

Slip the bark off carefully,
So that it will not break,
And cut away the inside part,
And then a mouth-piece make.

Now put the bark all nicely back,
And in a single minute;
Just put it to your lip
And blow the whistle in it.

—*Selected.*

A DEVICE IN GOVERNMENT.

SUPPOSE that a pupil in the primary room should go to the water pail three times during a recitation. Would it not be well to let him go without interruption, and then during the day, at some convenient time, have a general discussion as to how long a pupil can do without water before suffering, and whether, if a pupil's wants have all been supplied before the beginning of the recitation he could suffer before the close. Let pupils point out the interruption occasioned if all should thus frequently visit the water pail. Personal mention of the offender need not be made, but he should be drawn into the discussion. Or, if thought best, he alone might discuss the matter with the teacher. No matter about details; I mean only to insist that the pupil be led to set up his own standard of action, and make his own decision in regard to it, so far as possible, without any regard for the mere authority of the teacher.—*Arnold Tompkins in Public School Journal.*

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THEORIES OF EDUCATION.

THAT the education imparted in our schools and colleges should be practical, educators of all grades are pretty well agreed. That the most practical education is the one which best fits its possessor for his life-work, is a proposition which will also command general assent. But when we attempt to go a step farther and define the kind of education which best meets this condition, we quickly find ourselves on the borders of chaos. Opinions vary as widely as do men's and women's notions of what life-work is, and when we have said this we can hardly put the immense and infinite divergences of opinion more strongly.

There is, first of all, the "bread-and-butter theory." We use the descriptive term for the sake of brevity, not of disparagement. Those who hold that the first end of all education of boys and girls should be to fit them to earn an honest and comfortable livelihood for themselves and those dependent on them are not far astray. Helpless men and women unhappily abound: men and women who are incapable of self-support, who can do or make no one useful thing for which other men and women can afford to pay. In the majority of cases these helpless beings are the utterly uneducated, so far, that is, as it is possible for a human being to grow up without education. But in not a few instances they are the products of our schools and colleges.

There is, in the second place, what we may call the "useful-knowledge theory." Its advocates take in effect the maxim of the old philosopher as their motto, "Teach the boys and girls that which they will have to practice when they become men and women." The view or notion underlying this theory is that the usefulness or educational value of each subject of study is in the exact ratio of the extent to which the principles mastered, the rules evolved, and the facts committed to memory, may be turned to direct account in the occupations and relations of after-life. The difference between this theory and that first mentioned is mainly in the wider scope included in the terms "occupations and relations." The notion takes in, not simply wage-earning and business pursuits, but all the requirements of family, social, and public life. Stores of information should be laid up in the mind so carefully classified, arranged and ticketed that the proper article may be readily laid hold of as the exigencies of various situations may render desirable. An ever-ready objection, of course, presents itself, arising out of the impossibility of foreseeing, with any approach to certainty or accuracy, what these special requirements will be. The theory, carried to its full extent, would seem to imply that the future work and station in life of each pupil should be definitely predetermined, or foretold with absolute certainty. This objection, sufficiently formidable in itself, acquires tenfold weight in the intensely active and ever shifting life of this new world and age. Under other skies, and in a state of society in which, not only the social grade, but the every-day occupation of each youth was fixed by that of his parents, such a theory of education was, to some extent, workable. In democratic America, where the shoemaker or the hod-carrier may aspire to become the future Premier, Governor, or President, it is manifestly impracticable.

A third and very popular idea of the true end of education is what we may call the "culture theory." According to this view the end of all teaching should be, not learning, but discipline. A study is valuable by virtue not of what it is in itself, but of what it does for the student in the way of developing mind-force. Public school, high school and college are all, according to this view, but a series of gymnasia, carefully graded to suit the intellectual strength of the pupil at the different stages of his mental development. Any usefulness of the knowledge gained, any power of turning it to advantage in the pursuits of after-life, is regarded as incidental—a purely secondary consideration. The test of success and thoroughness to be applied at any stage is not "What does the student know of such and such a subject," but "What is he able to do?" "How well can he think and reason?" "In what degree are all his mental faculties under the control of his will-power?" The peculiarity of this view—a view which, though not so popular as it was some years since, has yet many able advocates—is that it reduces the work of education to a process of training, pure and simple, and confines that process to the intellectual faculties alone.

In the fourth and last place, there is what we may designate the "character theory" of education. This view is now coming into marked prominence. It may be said to be a recent outcome of the facts and exigencies of the individual, social, civil, and national life of the day. In relation to all these it is loudly asserted and very generally admitted that the schools of the day have, in a large measure, failed to produce the results expected of them. But a generation since, when the system of free schools was being established, it was confidently hoped and predicted that the result would be universal education and a great moral uplifting of the nations. The facts have not justified the expectation. The mere throwing open of the doors of the temple of knowledge has proved insufficient. The masses have not crowded in as was expected. Multitudes still prefer the outer darkness. It is found necessary to send out the officers of the law to compel them to come in. Worse than that, it is found that education—such education as the free public schools have hitherto been able to give—has not proved the great antidote for vice and crime, the panacea for social ills, that was expected. In too many cases the effect of sharpening the intellect is simply to make it the readier and more efficient instrument of fraud. Ability to read has but enabled many a vicious youth to glut his perverted imagination with a diet of debauchery and crime, and has provided an enlarged and greedy market for the purveyors of immoral and poisonous literature. Such results have led and are leading many thoughtful educators to conclude that there must be something radically defective, not in the theory of universal education, but in the kind of education hitherto imparted. Many are beginning to conclude that our public school systems need to be reconstructed from the foundation; that the course of training hitherto attempted has been partial, one-sided, radically incomplete; that the moral faculties, the highest and most important part of the complex nature, that which constitutes the motive power intended to operate and control the whole machine, have been to a fatal extent overlooked and left undeveloped. Hence the attempt to evolve a new and comprehensive scheme of education which shall aim at nothing less than the development of all the powers, moral, intellectual and physical, of the whole complex being.

CANADIAN PATRIOTISM.

THERE is, to our thinking, scarcely any class of topics which need to be handled with more care and discrimination in the school than those which stand in relation more or less close, to the cultivation of the patriotic spirit. Especially to be guarded against, next to the danger of apologizing for or approving what is undesirable or wrong because it is characteristic of one's country, is the companion danger of supposing that loyalty to one's own land is synonymous with dislike or hostility to neighboring countries which may be to a greater or less extent its rivals. It is unnecessary to point out that if, in order to the teaching of true Canadian patriotism it were necessary to foster the narrowness of view which blinds one to the defects of his own country or inspires him with a jealous dislike to a neighboring one, it would be impossible to inculcate it in the schools without counteracting the first and highest aim of every good school, which is, by common consent, the formation of high and noble character in the pupils. The truest patriot, be he teacher, or journalist, or cabinet minister, is he who works best for the production of such citizens. Very few, perhaps none, are in so good a position to do this as the public and high school teachers.

We set out, however, to call attention to the book of Patriotic Songs and Arbor-day Recitations which has just been issued and an advertisement of which will be found in our columns. This volume has been compiled by the Minister of Education himself, and is dedicated to the teachers of Canada. It contains various features which are well adapted to render it very useful in the hands of those who may make a right use of it. Its first pages are devoted to a series of hints and classified themes which will be of great service to the competent teacher in doing what every teacher ought to do, that is, in helping his pupils to gain clear and correct ideas with regard to our system of government, from the organization of the smallest municipality up to the Constitution and working of the Dominion Government and Parliament. Every citizen in this free, self-governing country should have from childhood a clear knowledge of all this. The book before us naturally assumes that every teacher understands and is capable of explaining and illustrating this subject, and aims simply at outlining a systematic plan for aiding the pupils to acquire such knowledge. It is essential to good citizenship that the citizens understand and appreciate their own institutions.

The main purpose of Mr. Ross' book is, however, indicated in the title. The songs and recitations, which wisely comprise both poetry and prose, are arranged in two divisions. The first, occupying nearly 180 pages, are distinctively Canadian in authorship and in theme. This division includes the very best which the pens of Canadian poets and orators have as yet produced. The use of these will serve the double purpose of fostering love of country and of introducing the young to some of the best Canadian literature. The other division of the work brings together a valuable collection of extracts from patriotic gems of English literature.

The spirit which breathes through almost all the selections, or as many of them as we have been able to examine, is elevating as well as loyal. In the hands of a judicious teacher the book will serve a good purpose. We are glad to be able to allay the apprehensions of those who may be disposed to regard the preparation of such a book by the Minister himself as equivalent to a mandate to teachers to buy it, by stating on the authority of a note on the title page that no teacher or pupil is compelled to buy the book. We are also glad to announce further—though this should scarcely be necessary—on the authority of the publishers, that the Minister of Education has not a particle of pecuniary interest in the sale of the book.

VERTICAL HANDWRITING.

THERE is perhaps some ground for the complaint that the art of penmanship is neglected or badly taught in many of the schools of the day. Not infrequently we hear newspaper growls from parents and business men who cling to the old-fashioned notion that one of the uses of the art is to enable the writer to convey ideas on paper to the party addressed, and that to this end it is desirable that in addition to any other excellencies it may have it is well that one's handwriting should be legible. Editors and printers may perhaps be excusable if they share largely in the prejudice in favor of legibility. We live in a busy aud practical age, and no doubt speed and a business-like look are very desirable qualities in a written communication. But there is, nevertheless, some ground for the opinion that unless the communication can be disciphered without too great an expenditure of time and effort, its usefulness is a good deal impaired.

In the field of penmanship, as in every other department of human activity, the iconoclast and the innovator are at work. A determined assault is just now being made on the old-time and almost sacred dogma that the true and only artistic penmanship is that which slants gracefully to the left at a certain uniform angle. Who that has left his school-days behind by a score or half-score of years can recall without a tremor the scoldings and sarcasms and perhaps flagellations which used to be the penalty of a failure to give his letters the orthodox slant? No matter how much easier and more natural it might seem to be to make his down strokes and the axes of his curves at right angles to the lines which formed their bases, he was taught that no one but a dunce or an idiot would ever form his letters in that way.

And now, lo and behold! a race of innovators has sprung up, who declare that the old slant is all a mistake, and an unnecessary weariness to the eye and the muscles of the wrist and arm, and that the upright or vertical method is the only natural and easy way in which to combine speed with legibility in writing. In our own columns, some months ago, Mr. Newlands demonstrated to his own satisfaction, and we dare say to that of a good many of our readers, that the vertical system effects a real saving in space, time, and effort; that it is almost a guarantee of legibility; in a word, that it is, *par excellence*, the natural, easy, and speedy mode of writing. In the current number of the *Popular Science Monthly* the same view is boldly endorsed and advocated by a clever writer, from whom we learn that this system is already in use in many places, and that in particular the reform is meeting with great favor in England. We are even told that, in view of its superior legibility, the examiners in all branches of the Civil Service require the use of the new style by the candidates, and that many English schools have adopted it to the exclusion of the old slanting style. On the continent, too, Austria and Germany are taking up the innovation, many of their schools having adopted it with great success and satisfaction.

It is easy to be wise after the event. Now that our attention has been directed to the matter, cannot we distinctly recall the fact that the most legible of the letters and other manuscripts we receive are written in unpretentious vertical characters. Do not we remember, too, that in many cases at least, those within our observation whose business requires much and rapid penmanship, as in the case of writers for the press, have fallen undesignedly into the use of an upright system. Certain we are that the most legible Mss. we receive for the printer are written in the vertical style, though probably in the great majority of cases the writer has never given the matter a thought, or, if he has, has—not without some qualms of conscience—backslidden into the habit almost in spite of himself, and in violation of all the teachings of his boyhood.

We commend this question to the careful and experimental consideration of our readers. Perhaps we should add, in these days of suspicious newspaper puffs, that, though our attention has been called to the matter by the advertisement which appears in our columns, the advertisers have asked no commendation or comment from us, and this article is written without their knowledge, as a spontaneous expression of the views we have reached, without any profound investigation or expert knowledge of the subject.

Special Papers.

*SCHOOL GOVERNMENT.

BY A. E. HAYES.

NOT long since I was reading an article in which the teaching profession was compared to Addison's Bridge of Human Life. The great number of young who enter the profession was compared to the thick crowd at the entrance of the bridge. Those with scimitars in their hands were the trustees. Teachers of a certain class were likened to those who kept up a kind of hobbling march upon the broken arches. It is to the first part of this illustration that I wish to draw attention at present.

It is true that large numbers enter the teachers' ranks, but of these a large majority quickly disappear through the trap doors; in other words, make complete failures as teachers, grow sick of their work, and leave it after the trial of a year or two. Now why is it that the minority who remain, who have the same certificates, have passed the same examinations, received the same training, and studied the same methods, should make active, successful, and progressive teachers while the others make total failures?

(FIRST) To make a successful teacher it is necessary that the professional training should proceed along three different lines; in other words the teacher's training must include three distinct branches. (1) He must know what to teach. (2) He must know how to teach. (3) He must have developed certain mental and moral characteristics which are essential in his profession, and which are not essential in any other trade or profession. As to the first two branches there should be, and generally is, very little difference among teachers of the same grade. They have all studied the same subjects and all learned the same methods, and there is no reasonable excuse for anyone being deficient in either respect. All of us know the best methods of teaching, but not all of us possess the third qualification. We lack many of those mental and moral traits which are needful to make the complete and successful teacher. To these requisites we give, for the present purpose, the name of Governing Power. On these we must depend for success in maintaining our influence over the child mind, and for preserving in our schools the proper relationship, mentally and morally, between teacher and pupils, a relationship which is absolutely necessary for the best progress of our school. To this relationship we give the name of School Government. If this relationship with our pupils be satisfactory, our government is good; if not, our control over our pupils will be defective. Ninety per cent. of the failures in our profession are the result, directly or indirectly, of deficiency in the mastery of the true principles of school government. A few of us even yet are satisfied to let our government rest solely upon a birch rod, as if we could beat wickedness out of a child as we would dust out of a carpet. Others of us depend entirely upon an elaborate and oft-repeated system of laws and regulations, thinking to make a child good by telling him not to be bad. More of us, more advanced, base our government altogether upon a well-devised system of artifices and expedients for keeping our pupils quiet and busy, never thinking that dependence on such devices is an open confession of weakness in the true elements of governing power.

To make a child work is not teaching him industry. To make a child do right is not teaching him virtue. To make a boy keep quiet is not teaching him self-control. The true teacher bases his government entirely upon his own mental and moral influence over his pupils. He knows that once that is lost all the artifices and expedients and birch rods in the world will not restore it. True, he may call any of these to his aid, but he keeps them in their true subordinate position. He wins the love and respect of his pupils, and then teaches them the art of self-government, the foundation upon which all true government must depend. I do not mean that we are at once to throw the control of the school into the hands of the pupils, as has lately been advocated by John Preston True. To make that possible the moral tone of our school must be high. Our pupils must practice self-control, else how can they judge one who has failed in that particular. Have we yet educated them to that point? I fear not. Such government would become, in all probability, a mere farce. True, we should have confidence in our pupils, yet we must be careful not to place in their power a responsibility for which we have not prepared them.

But to be successful in an attempt to teach self-control, the teacher must possess the proper mental and moral requisites. Herbert Spencer has said that teachers as a rule are not good enough. We are compelled to have our practical education far in advance of the demands of our pupils. Similarly our governing power, our mental and moral strength, should be as far in advance of anything which even *our* position may require. To teach truthfulness we must be above deception. To teach self-control we must first be masters of the art. To teach any virtue we should have it so established in our characters as to be above the touch of inward weakness or of outward circumstances. The weaker must invariably be controlled by the stronger, and unless our force of character be such as to surmount all contending forces, we can never expect to govern successfully.

But we must now ascertain what these requisites of character are. To simplify the subject let us divide them into three divisions: (1) Mental requisites; (2) moral requisites; (3) physical requisites. The true measure of our mental power is not the force which we exert upon or display before the pupil, but the amount of power which the pupil instinctively feels we hold in reserve. Consequently every time we display a weakness we lose a portion of governing power corresponding to the amount of weakness which we display. It is therefore necessary that we should have the first mental requisite, self-control. Let us never give our pupils reason to call our government either capricious or eccentric. He should feel that our rewards or punishments are as calm, as certain, as impartial as those of nature. Otherwise our example will be worse than useless. Every time we display an excess of feeling we are training a school of uncontrolled men and women. Every time we give vent to passion we are fostering in our pupils the germs of the same weakness or vice. To inculcate true self-control the teacher should be as changeless, as immovable, as dispassionate, as the laws of nature. In so far as we fall short of that just so far do we lack the first mental requisite of a true teacher. Children judge of us by the worst they see of us. Let us be careful then never to display our weaknesses before our school. The only safe-guard is habitual self-control. But although we should be far above the weaknesses of childhood, yet we should be in perfect sympathy with the child-nature. We should have an intimate acquaintance with the likes and dislikes, the disposition and peculiarities of each of our pupils. We must make the nature of each individual child a special study. Consequently the knowledge of human nature is the second mental requisite. This may be acquired in three ways: First, by a study of ourselves—a living example of human nature: secondly, by a study of history—a written record of human nature; thirdly, by a knowledge of physiogomy—the study of that which is the index to character, or the mask which character must assume. In this way we may often avoid the mistake of trusting too much to a pupil who is not worthy of our confidence.

To prevent idleness and disorder is a far easier task than to remedy it. An unceasing vigilance is therefore the third element of governing power. Be watchful, not as a spy, but as a live, energetic teacher who is interested in the work of the pupil. Be sure that each class and each pupil is well supplied with work, and then be careful to see that it is properly done. In this way you will give no chance for whispering. Vigilance also includes the habit of quick observation. We should be able to see the whole room and each individual pupil at a glance. The mere consciousness of having the teacher's eye upon them is a great aid to the good conduct of pupils.

The fourth and last mental requisite is an untiring industry. Of this I need say nothing. Any teacher who is not willing to devote his whole time, his utmost energy, and his best ability to the welfare of his pupils had better leave off pretending to teach, otherwise we are robbing the trustees of what bit of money they *do* pay us. Lastly, let anyone wishing to obtain a knowledge of the principles of mental government read and study the works of such writers as Herbert Spencer.

We now come to the moral qualities, and I believe that it is in this particular, more than any other, that we make our greatest failure. It is here that the greatest demands upon us are made. The work becomes toilsome and monotonous, and we lose interest in the progress of our school. The pupils see this and our influence is gone. On the contrary, a teacher who has a love for work, a love for his pupils, and a pride and confidence in his profession, possesses a power which not one child in a thousand can repel. As a rule we do not show sympathy enough towards our pupils. We are too cold and reserved with them. They begin to look upon us as a distinct and separate race of beings, altogether different from themselves. Especially is this so with the little ones. When they first enter school they feel much as we might when in the presence of the Czar of Russia. We must remove that feeling, we must set the child at ease, overcome all restraint, else our future influence over him is greatly diminished.

The next moral element is cheerfulness. How many of us meet our pupils at nine with a solemn expression befitting a missionary or a martyr, until they at last regard us as a sort of human iceberg whom they would never wish to be like and will do their best to avoid. This drives them to the other extreme, and so we are troubled with too much levity. Let us make them laugh occasionally, and enjoy it heartily ourselves. Let us show them that we can appreciate real, genuine humor. This is the best antidote for levity.

But as a firm and sure foundation for perennial cheerfulness we must have the third moral requisite—an unbounded hope. There are many things to disappoint and discourage us, yet if we keep in view the importance of our profession, the honor and responsibility of our work, we shall not easily lose hope. We are apt to look too much for immediate results, instead of laying a sure foundation for future progress and trusting to the future for the reward of our labor. I never read of a great, successful, or distinguished life, but I think that it was largely due to the love, patience, and energy of some unknown teacher. We should remember, too, that on us depends the success or failure of a score of lives, the making or marring of a score of intellects, the elevation or degradation of a score of moral natures. How necessary, then, that we should not lose faith in our work. Now, hope is the moral element of patience. Mental and moral development is slow and gradual. The work is carried on by hidden forces and secret processes, the result of which we scarcely ever see and need never look for. We should not expect intellectual power to mature in a single night, like Jonah's gourd. We have great need, then, of patience. In fact this quality should be more exhaustless than all the weaknesses, all the ignorance, all the stupidity of the whole school put together. Otherwise it will inevitably succumb before the very obstacles which it is intended to sur-

*A paper read before the Teachers' Convention of Prescott and Russell, Oct. 13th, 1893.

mount. This completes the list of moral requisites, but in passing let me say that any teacher who wishes to learn the secret of moral governing power should study Dr. Arnold.

We have now only the physical requisites. Of these bodily strength is the first and most important, as without vigor all other elements are useless. If we be not possessed of this naturally we can do much to nourish and cultivate it. I lately read of a mistress down south who had ploughed twenty-five acres of land after school hours. There is little danger of any of us going to such an extreme, I think, yet bodily vigor is an absolute necessity to a teacher.

A good voice is the next. It is desirable to avoid that old-time monotonous drone, so conducive to sleep, and to put enough animation into our expression to attract and enliven the pupil. A common subject of complaint among many of us is the lack of time. I think this generally arises from a want of vivacity in manner and movement. The third essential, then, is a lively manner, an active and energetic habit, and the fourth and last is neatness. This completes the characteristics of a teacher developed in the third branch of our professional training, and a teacher so educated need not doubt his ability to govern and control his school. If we were all as careful to educate ourselves in this particular as we are in those things necessary to enable us to obtain our certificates, we could conscientiously demand fifty per cent. advances in our salaries. We hear great complaints about low salaries. Let me ask, are we worth any more? If so, why do we not demand more? If each of us were careful to increase his or her value and ability as a teacher by twenty per cent. each year, and then demanded twenty per cent. more remuneration, we should soon have little reason to complain. We are too fearful of losing a school. What if we do? For us of the sterner sex there are plenty of nice farms out west, and for those of us who care for such things there are plenty of nice young farmers out west.

THE tendency is very strong for a grade teacher to think that she needs know nothing but the facts to be required in her own grade. But she should remember that her own grade is only a station on the highway to learning and life.—*Dr. Chas. Murray.*

THE teacher must know how to "read what is written." The little incidents of the schoolroom, the little happenings upon the playground, the chance remark, the light laugh, reveal to her an eternal law, if she has the power to read what is written. In this sense, for the good of the children, she must be an interpreter. She must see the meaning beneath the outside expression.—*Sarah L. Arnold.*

ONE of the rarest faculties of the teacher is the power of bringing a class into sympathy with himself, and filling the hour with an atmosphere of encouragement, suggestion, and inspiration, which enables the scholar to do his best. There are teachers who seem to disintegrate and demoralize a score of children, or even a class room full of college students. In some indescribable way they drive every pupil into a corner, cut every bond of sympathy between him and his fellows and bring him to his feet in a recitation, like a solitary soldier in a forlorn hope surrounded by enemies. One-half the success in teaching is the faculty of inspiring a reasonable confidence in the learner, so that he shall bring his full measure of power to grapple with every difficulty. This can only be realized in an atmosphere of sympathy and stimulating encouragement whose source must be the manhood and womanhood of the teacher. And this is not an intellectual, or even "magnetic," but a moral power,—somewhat the gift of nature, but far more the result of long and prayerful self-discipline, and the cultivation of a love for humanity. Many a teacher in no way distinguished by knowledge, unskilled in the handling of the most approved methods, is thus able to achieve great results, by lifting the little community in the school-room up to an enthusiastic love of knowledge, and pouring around all a spiritual atmosphere in which every one is twice himself.—*U. E. Journal of Education.*

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—ANNUAL EXAMINATIONS, 1893.

HIGH SCHOOL ENTRANCE.

ENGLISH LITERATURE.

Examiners: J. E. HODGSON, M.A.; J. S. DEACON.

I.

Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light:
The year is dying in the night;
Ring out, wild bells, and let him die.

Ring out the old, ring in the new,
Ring, happy bells, across the snow;
The year is going, let him go;
Ring out the false, ring in the true.

Ring out *the grief that saps the mind,*
For those that here we see no more;
Ring out the feud of rich and poor,
Ring in redress to all mankind.

Ring out *a slowly dying cause,*
And ancient forms of party strife;
Ring in the nobler modes of life,
With sweeter manners, purer laws.

Ring out the want, the care, the sin,
The *faithless coldness of the times;*
Ring out, ring out my mournful rhymes,
But ring the *fuller minstrel* in.

Ring out false pride in place and blood,
The *civic slander* and the spite;
Ring in the love of truth and right,
Ring in *the common love of good.*

Ring out old shapes of foul disease,
Ring out the narrowing lust of gold;
Ring out the thousand wars of old,
Ring in the thousand years of peace.

Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the *darkness of the land,*
Ring in the *Christ that is to be.*

1. *(a)* Name the group of poems to which the foregoing belongs.
(b) Give the name of the author and the titles of two other poems that he wrote.

2. State briefly the wish expressed in the extract.

3 *(a)* What scene is presented in the first stanza?
(b) Show that the last two lines of the extract are a summary of the whole.

4. What is the relation in thought between the second stanza and those that follow?

5. *(a)* With what word is the second line of stanza 3 connected in thought?
(b) What is meant by the "feud of rich and poor?" What is the cause of it?

6. Explain the italicized portions of stanzas 3, 4, 5, 6, and 8.

Values I.—2, 2, 3, 2, 2, 2, 2, 2, 2, 1+2, 4, 3, 6, 2, 2, 2+2. (See margin—17).

II.

Goethe was proud to call himself a pupil of Shakespeare. I shall at this moment *allude* to one *debt of gratitude* only which Germany owes to *the poet of Stratford-on-Avon.* I do not speak of the poet only, and of his art, *so perfect because so artless;* I think of the man with his large, warm heart, with his sympathy for all that is *genuine,* unselfish, beautiful, and good; with his *contempt* for all that is *petty,* mean, *vulgar,* and false. It is from his plays that our young men in Germany form their first ideas of England and the English nation, and in *admiring* and loving him we have learned to admire and to love you who may proudly call him your own.

1. By whom and under what circumstances was the speech, from which the extract is taken, delivered?

2. What is the subject of the paragraph?

3. Who was Goethe? Explain fully the first sentence.

4. Give the meaning of the italicized portions.

5. Give briefly in your own words the meaning of the paragraph.

Values II.—1+2, 2, 2, 2, 1+2+1, 1, 1+3, 2, 2+2. (See margin—14). 5,

III.

And now the bell—the bell she had so often heard, by night and day, and listened to with *solemn pleasure* almost as a *living voice*—rung its *remorseless* toll for her, so young, so beautiful, so good. *Decrepit* age, and vigorous life, and helpless infancy, poured forth [on crutches, in the pride of health and strength, in *the full blush of promise,* in the *mere dawn of life*] to gather round her tomb. Old men were there, whose eyes were dim and senses failing; grandmothers, who might have died ten years ago, and still been old; the deaf, the blind, the lame, *the palsied*—the *living dead* in many shapes and forms—to see the closing of that early grave.

1. What is the subject of this paragraph?

2. Give the meaning of the italicized portions.

3. In the sentence commencing "Decrepit age," explain the connection between the phrases in the portion in brackets and those in the preceding part.

4. Describe, in as few words as possible, the picture that is presented here.

Values III.—1, 1+1, 1, 2+2, 1+1, 2. (See margin—10). 3, 3.

IV.

Quote any one of the following:—
"Before Sedan."
"The Three Fishers."
The first six stanzas of Shelley's "To a Sky-Lark."

Values IV.—10.

COMPOSITION.

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

1. *(a)* Write a letter to a friend giving an account of your daily work at school, and telling where and how you intend to spend the coming vacation.
(b) Write the address for your letter within a ruled space the size of an ordinary envelope.

2. Give in your own words an account of any one of the following:
(a) The Discovery of America.
(b) The events related in the lesson "Edinburgh after Flodden."
(c) A Railway Accident.
(d) The Wrongs of the Indian.
(e) The Mound Builders.

Values.—48, 2, 50.

DRAWING.

Examiners: ISAAC DAY, PH. B.; J. S. DEACON.

NOTE.—*No rulers to be used.*

1. Draw a square, each side four inches; divide it into twenty five equal squares; describe a circle passing through the corners of the large square.

2. Draw three books of equal size, one inch in length, standing on end, side by side, so that an observer behind them may see one side of them and an end of each.

3. Draw two butter tubs of equal size, above the line of sight, one sitting partly within the other; drawing to be two inches in height.

4. Draw a lounge six inches in length.

Values.—7, 7, 7, 7.

DICTATION.

Examiners: ISAAC DAY, PH.B.; J. E. HODGSON, M.A.

NOTE.—The presiding examiner shall read each sentence three times—the first time to enable the candidate to collect the sense. the second, slowly, to enable the candidate to write the words, and the third for review.

It didn't matter whether he was kneeling or sitting or lying down.

They began to question him more for the pleasure of hearing him talk, than from any curiosity.

The many decorations of this gorgeous ship had glittered in the sunny water.

The figure and features of this old farmer were precisely the same as those of old Mr. Toil.

When a considerable depth of snow has accumulated, the pressure upon the lower layers squeezes them into a firm mass.

The sound was wrought into a variety of tunes

that were inexpressibly melodious.

They had long since ceased to believe in the existence of the lake.

The general result of the battle was the deliverance of the army from a most imminent danger.

The admiral tried to soothe their distress, and to inspire them with his own glorious anticipations.

The enormous quantity of water there carried off by evaporation disturbs the equilibrium of the seas.

Judging that a display of enterprise and boldness might act as a check on the audacity of the enemy, he, at last, gave his consent.

HISTORY AND GEOGRAPHY.

Examiners: W. J. Alexander, Ph. D. / J. E. Bryant, M.A. / F. H. Sykes, M.A.

Note.—*Candidates will take any two questions from section* A, *any two from section* B, *and any two from section* C; *that is six questions in all.*

A.

1. Give a concise account of the Founding of Upper Canada, and of the difficulties encountered by the early settlers of our Province. Show how in the gradual development of the country these difficulties have one by one been removed.

2. Specify the provisions of the Constitutional Act of 1791 in so far as these concerned the Province of Upper Canada. Describe the grave political grievances which some of these provisions caused, and the discontents which arose therefrom, and show how these discontents were to a large extent finally satisfied by the Act of Union of 1840.

3. Specify why the following names are noteworthy in Canadian history:—

(*a*) John Molson, (*f*) Lord Durham.
(*b*) W. H. Merritt. (*g*) Chas. Poulett Thompson
(*c*) John Strachan. (*h*) Robert Baldwin.
(*d*) James McGill. (*i*) Lord Elgin.
(*e*) Egerton Ryerson. (*j*) Joseph Howe.

B.

4. Give a sketch of the progress made in *invention*, in *science*, in *literatnre*, in *geographical discovery*, and in *colonization* during the reign of Victoria. Where possible give the names of the great men and women that have contributed towards this advancement.

5. Give a sketch of the causes which led (*a*) to the Conquest of Canada (1756—1763); (*b*) to the Revolt of the American Colonies (1775—1783). Give some account of the leading occurrences connected with these two historical events. State as particularly as you can what territory was gained or lost to the British Empire by reason of them.

6. Give a sketch of what Queen Elizabeth and the great men of her time did for the benefit and honor of England during her reign.

7. Give concise accounts of *any five* of the following historical characters, stating reasons why their names are notable in English history:—

(*a*) Alfred the Great. (*g*) Strafford.
(*b*) Harold. (*h*) Marlborough.
(*c*) Henry II. (*i*) Warren Hastings.
(*d*) Edward III. (*j*) Sir Robert Peel.
(*e*) Henry V. (*k*) Lord Beaconsfield.
(*f*) Wolsey. (*l*) Mr. Gladstone.

C.

8 Describe what is meant by Climate, and show how climate is affected by (*a*) the curvature of the earth and distance from the equator; (*b*) the relative lengths of day and night; (*c*) proximity to or distance from the sea; (*d*) prevailing winds; (*e*) ocean currents; (*f*) presence of mountains; (*g*) elevation above the sea-level.

9. Specify as well as you can the localities in Canada and Newfoundland where any *ten* of the following useful mineral products are to be obtained, and state in a general way the extent to which each is obtainable:—(*a*) *iron;* (*b*) *anthracite coal, bituminous coal,* and *lignite;* (*c*) *gold;* (*d*) *silver;* (*e*) *copper;* (*f*) *zinc;* (*g*) *lead;* (*h*) *nickel;* (*i*) *plumbago;* (*j*) *manganese;* (*k*) *mica;* (*l*) *petroleum;* (*m*) *salt;* (*n*) *apatite;* (*o*) *gypsum;* (*p*) *granite;* (*q*) *sandstone* and *limestone* (suitable for building); (*r*) *marble;* (*s*) *slate;* (*t*) stone suitable for *grindstones* and *whetstones.*

Give an account of the extent to which these mineral products have been hitherto utilized in the commerce and manufactures of our country and of Newfoundland.

10. (*a*) Give a brief account of the extent and geographical position of the various parts of the British Empire. (*b*) Describe as particularly as you can the character of the commerce which is carried on between the mother country and (i) Canada, (ii) India, and (iii) Australia.

ENGLISH POETICAL LITERATURE.

Examiners: W. J. Alexander, Ph. D. / J. E. Bryant, M.A. / F. H. Sykes, M.A.

A.

Much have I travell'd in the realms of gold,
And many goodly states and kindoms seen;
Round many western islands have I been
Which bards in fealty to Apollo hold. 4
Oft of one wide expanse had I been told
That deep-brow'd Homer ruled as his demesne:
Yet did I never breath its pure serene
Till I heard Chapman speak out loud and bold: 8
Then felt I like some watcher of the skies
When a new planet swims into his ken;
Or like stout Cortez when with eagle eyes
He started at the Pacific—and all his men 12
Look'd at each other with a wild surmise—
Silent, upon a peak in Darien.

1. In a brief, clear, prose sentence give the substantial meaning of each successive pair of lines to the end of the tenth line, and also of the last four lines.

2. (*a*) Give accurately the meaning of the following words as employed in the lines indicated:—*deep-brow'd* (l. 6), *demesne* (l. 6), *stout* (l. 11), *eagle* (l. 11), *surmise* (l. 13).

(*b*) *Or like stout Cortez, etc.* Point out clearly wherein lies the resemblance which the poet finds between his own feelings and those of Cortez.

3. (*a*) Indicate the main points of resemblance and difference between *Horatius* and *The Revenger* in (i) subject, (ii) form, and (iii) style.

(*b*) Give any reasons for preferring one to the other.

B.

Look at the fate of summer flowers,
Which blow at day-break, droop ere even-song;
And, grieved at their brief date, confess that ours,
Measured by what we are and ought to be,
Measured by all that, trembling, we foresee, 5
Is not so long!

If human Life do pass away,
Perishing yet more swiftly than the flower,
If we are creatures of a winter's day;
What space hath Virgin's beauty to disclose 10
Her sweets, and triumph o'er the breathing rose?
Not even an hour!

The deepest grove whose foliage hid
The happiest lovers Arcady might boast,
Could not the entrance of this thought forbid: 15
O be thou wise as they, soul-gifted Maid!
Nor rate too light what must so quickly fane,
So soon be lost!

4. In a phrase or short sentence express the main idea contained in this poem.

5. Briefly indicate what each stanza contributes to the expression of this idea.

6. Describe the versification of the poem, *i.e.*, the form of the stanza, the lines of which the stanza is composed, and the predominant foot.

7. Tell what you are able to gather from the poem in regard to the person addressed.

8. (*a*) Explain the meaning of "*even-song*" (l. 2), and "*Arcady*" (l. 14).

(*b*) Why is *do*, and not *does* used in line 7?

(*c*) What is the noun implied in "*ours*" (l. 3)?

(*d*) What is referred to in "*this thought*" (l. 15).

(*e*) What is referred to in "*what must so quickly fade*" (l. 17)?

(*f*) What does the poet refer to in calling the rose "*breathing*" (l. 11)?

It is not calling a thing by a name that makes it a system.—*Dr. E. M. Hartwell, Boston.*

"Let us be content in work
To do the thing we can, and not presume
To fret because it's little.
—*Mrs. Browning.*

Science.

Edited by W. H. Jenkins, B.A., Science Master, Owen Sound Collegiate Institute.

SIMPLE EXPERIMENTS TO ILLUSTRATE SURFACE TENSION.

The existence of surface tension is shown by the following simple experiments: (1) Two round pencils made of light wood, and not more than ¼ inch in diameter, are placed in contact one on the other in a horizontal position. Place between the two pencils several drops of pure water, so that all of the line of contact is well moistened. In a little time, a quantity of water will adhere to both pencils, which will take a concave, curved shape. The lower pencil, in consequence of the tension of the concave surfaces, *a* and *b*. on opposite sides of the line of contact, will be suspended from the other pencil. The adhesion is strong enough to admit of moving the pencils about. (2) Clean a copper ring made of wire about $\frac{1}{32}$ inch in diameter and having a diameter of 2½ or 3 inches. Lay the ring carefully upon the surface of very pure water, contained in a well-washed glass vessel. The ring will float in spite of its specific weight. Needles, quicksilver globules, thin rings of platinum, etc., may also be made to float upon the water. (3) Take a sheet of light but not glossy paper, about 5 or 6 inches long and 3 inches broad, and turn down upon all four sides a margin about 1 inch broad. Then lift up these edges and form a box 1 inch high. Place the box upon a table, and moisten by means of a brush all the inner surface, then pour water in to a depth of ¼ inch. The tension of the surface of the fluid will cause the opposite long sides of the box to approach each other, and the little paper box will close on itself. (4) Take a cylindrical cork having a diameter of ⅜ inch and a length of ⅝ inch, and in the middle of one end of the cork insert a fine iron wire, from 2 to 2½ inches in length, provided with a hook, on which is placed a little basket to receive the ballast. Upon the other end of the cork is fastened a frame, which consists of a fine iron wire ring 3 inches in diameter, and two pieces of the same wire are inserted in the cork so as to support the ring perpendicular to the axis of the cork and concentric with it. Plunge this little instrument in water contained in a vessel of sufficient depth. If the weight in the vessel is suitable the cork will be held in a vertical position, and only project a short distance above the surface of the water. If the whole apparatus be pressed down vertically in the water until the ring is submerged, the ring will not leave the water, being held by the surface tension of the water, but will rise a little above the water level, and the water will take the form of a concave meniscus. To liberate the ring so that it will rise up out of the water apparently by a free impulse, and allow the system to regain its first position of equilibrium, let fall a drop of ether upon the water. This will decrease the surface tension, when the buoyancy of the cork will lift the ring above the water. (5) Dissolve 1¼ oz of Castile soap and 1¼ oz. of crystalline sugar in a quart of water. In this plunge a square bent from small slender iron wire, and draw it out again. It will be filled with a thin film of the liquid. Lay upon this film a loop of silk thread. It will form an irregular outline. If the film be perforated within the silk loop, the thread will suddenly form a complete circle.

PHYSIOLOGY AND TEMPERANCE.

How should they be taught? This question will no doubt force itself upon the attention of the teachers in our Public Schools where these subjects have now become obligatory. Can they be taught in such a way as to educate? If so, their *raison d'etre* is not to be questioned when we add to this the value of the information in itself. Objection has been raised to their introduction into the curriculum of Public School work on the ground that they will lessen the time to be devoted to such subjects as mathematics of undoubted mental disciplinary value. The objection falls if it can be shown that as good results can be achieved by their proper study. There is undoubtedly a valuable training to be derived from the skilful use of hands, eyes and ears. President Eliot, of Harvard University, says a man's brains are not all in his head, mathematicians to the contrary. If the results of observation are properly correlated

by the brain, the mental discipline is just as severe and rigid as that from any purely mathematical study. The proper correlation will depend often upon many factors, hardly one of which is beyond the control of an earnest teacher. Experiment and observation, followed by skilful questioning will discipline a student as effectively as any other so called purely mental process. The experience of a teacher is indeed limited which does not agree with this. The answer then to the initial question is—experimentally wherever possible. For a trifling sum any Board of Trustees would not hesitate if the matter were properly presented to them. A few chemicals and pieces of apparatus, in all not over five dollars, will brighten many a weary Friday afternoon, and clear away the jungle of the previous four day's figures.

PRACTICAL STUDIES OF PHYSIOLOGY CLASSES.

1. OBTAIN a solid glass rod about a foot long and a hollow rod of the same length and diameter; or wooden sticks will do. Support the ends of the rods and hang weights from their centres. Which supports the greater weight?

Why are bones hollow?

If our bones were of the same diameter as they now are, but solid, how would our walking be affected? Why?

2. Obtain a sheep's rib and a couple of ounces of muriatic acid. Add the acid to a pint of water and immerse the bone thoroughly scraped, leaving it for four or five days. At the end of that time examine the bone. Tie a knot in it.

3. Place a bone similar to that used in experiment 2, on a bed of glowing coals for half an hour. Try to tie a knot. Of what are bones composed?

4. Find your pulse in your left wrist. Count the beats occurring in a minute; then raise your hands above your head and let them fall to the sides; repeat this twenty times vigorously; now count the beats in a minute.

5. Extend your arm, without moving your body, in as many directions and as far as possible. Do the same with your right leg. What is the difference? Why is there a difference?

6. Find out all the places in your body where there are hinges and where there are pivots.

7. Obtain a few ounces of potassium chlorate and manganese dioxide, a test tube, a good cork, a few pieces of glass tubing and rubber tubing, a spirit lamp (an ingenious teacher will make the latter), a spool of polished iron wire. Prepare a bottle of oxygen. Strongly heat a piece of the wire and put the glowing end in the oxygen. What occurs?

8. Place a coil of bright iron wire in a warm dry bottle near a stove, and another coil in a damp bottle. Then next day make observations. The knowledge obtained can be used in illustrating the value of moist tissues in allowing oxidation to go on in the body.

ANSWERS TO CORRESPONDENTS.

J. ARKELL.—Question.—What book can I obtain giving a description of our more common wild animals?

Answer.—If you desire a work to enable you to classify the North Americal animals, you will find Jordan's Manual of the Vertebrata of Northern United States of help to you. Among popular works on animal life may be mentioned Mammalia, by L. Figurier, and Natural History, by Rev. J. G. Wood.

QUERY.—Question.—What are the limits for Senior Leaving Physics?

Answer.—This question has been asked several times. The Education Department replies—As much as you can do in a year after passing the Junior Leaving Examination.

IT is a curious fact that although Eugene Field has written over five hundred poems, he has never written a single love-song. "I don't know exactly why it is," said the Western poet recently in explanation, "except that I was married when quite young, and I did not begin to write poetry till after my marriage." Mr. Field has now written his first love-poem, which he calls "Will You be My Sweetheart?" and he has given it to *The Ladies' Home Journal* for publication.

School-Room Methods.

THAT "ONE HUNDRED PER CENT.;" HOW NOT TO DO IT.

WE reproduce the following from the *Public School Journal*, that Canadian teachers may have the benefit of a trenchant criticism by the Principal of our Ontario School of Pedagogy:

On page forty-six of your September number you quote from "a teacher's journal of recent date," the method by which an "eminent institute lecturer" proposes to teach the following question: A man had $200 and lost five per cent. of it; how much did he lose? The proposed method, which I suppose is intended to be typical of a general method of dealing with problems in "percentage," is, in my opinion, a shining example of "how *not* to do it," and I do not wonder that arithmetic—the logic of the Public School—is in danger of being driven from American schools, if this is an example of the prevailing logic in arithmetical teaching. After giving the "solution" in full, you concede, no doubt out of the goodness of your heart, that "all this is quite correct," but wisely reject the "lugging in of the one hundred per cent.," and the mischievous verbiage. But is it "quite" correct, either in matter or method?

1. Is *any* method quite correct, as a *method*, which darkens counsel by words without knowledge? Justifying this language I subjoin the Socratic "argument," using chiefly arithmetical symbols for "clearness" and brevity:

(1) Whole sum=$200.
(2) Whole sum=100 hundredths.
(3) Hundredths=per cent.
(4) Whole sum=100 per cent.
(5) 100 per cent.=$200.
(6) $200=100 per cent.
(7) 5%=?
(8) 5%=$\frac{1}{20}$ of 100 per cent.
(9) 100%=$200.
(10) 5% = $\frac{1}{20}$ of $200.
(11) $\frac{1}{20}$ of $200=$10.
(12) 5%=$10

Is there logical continuity here? Is there absence of vain repetition? Are the questions perfectly definite? *e.g.* "How many *hundredths* equal $200?" Might not the well-taught pupil properly answer *two thousand*, arguing that as there are 100 hundredths (cents) in $1, there are 2,000 hundredths in $200? Are the propositions perfectly true, or are some of them, at least, loose expressions of loose thinking? *e.g.* Is it correct to say that 100%=$200, etc.? Finally, is the law "from known to unknown" followed with such precision and directness that the "new matter" is apprehended and assimilated with the least waste of power? For an answer to this we have only to glance at the propositions, (1)–(12) of the argument.

2. Your criticism is short, but it is the very soul of *wit*: "The pupil knows, or should know, that 5% and $\frac{1}{20}$ mean exactly the same thing, and one-twentieth of $200 is $10." This is the whole thing in a nutshell, the very pith and shorthand of the method of dealing with percentage. The "new material" which the pupil has to attack in percentage is a matter not of principles but of words; *i.e.*, he has to learn, for example, that "5% and one-twienteth mean exactly the same thing." Apply this hint of yours to the arithmetical solution of the following: Sold a horse to gain 10%; had the horse cost $40 more, the same selling price would have lost 10%. Now, "10% and $\frac{1}{10}$ mean exactly the same thing," so we have:

Selling price=$\frac{11}{10}$ cost.
Selling price=$\frac{9}{10}$ supposed cost.
$\frac{9}{10}$ supposed cost=$\frac{11}{10}$ cost.
Sup. cost=$\frac{11}{9}$ cost.
Difference between supposed cost and actual cost=$\frac{2}{9}$ actual cost=$40, etc.

Instead of this simple solution by your suggested method, I should like to see the cumbrous method of the *circumlocution desk* applied to this, or a similar problem. Long before the end could be reached, the disgusted pupils, to say nothing of the perplexed teacher, would cry aloud for rest.

I cannot help thinking that the prevalence of circumlocution methods in all departments of school work is in no small degree owing to the crude ideas of the weaker brethren among the evangelists of the new education. Their fundamental maxim seems to be: *Develop strength by making things easy.* In the attempt to make things easy, mental pabulum is atomized and administered in homeopathic doses to passive minds; questions on trite or trivial matters are multiplied till the monotony-point—which is far worse than the fatigue-point—is reached or passed, and the long-suffering children are all but goaded to the cry of Israel: "Our soul loatheth *this* manna." Witness the infinitesimal doses prescribed in model number lessons, etc. Witness the mob of questions which the young teacher is recommended to ask upon three or four lines of a common reading lesson. Witness the trivial "development" questions suggested for the evolution of ideas which are already in the child's mind—assuming that he has a mind. Witness the countless "stories" which excite fictitious interest, and "illustrations" which darken presentations: "The fish-bone sound, followed by the lamb sound, followed by grandpa's watch sound, form the vocalized expression of the word cat!"

J. A. MCLELLAN.

FRACTIONS.

ONE MONTH.

WHETHER fractions become a terror and a stumbling block to pupils depends on the teacher. The *thinking* and the mental *doing* of fractions is not difficult, that is, the intellectual part and the physical part are easy enough, but the representation of fractions, the language of fractions, often confuses. Let the teacher leave the book alone for a while; let him teach (*a*) thinking in fractions, then (*b*) representing this thinking.

PRELIMINARY STEPS.

1. With a pair of compasses and scissors cut out circles of paper three inches in diameter and have them in the hands of the pupils. Let them show what a *half* is, and what represents it on the blackboard—$\frac{1}{2}$, etc.

2. Let them *show* that $\frac{1}{2} = \frac{2}{4}$; $\frac{1}{3} = \frac{2}{6}$, etc. Let them make a table of equivalent fractions. Let each pupil have a copy of this table on a card.

3. Then reverse; let them *show* that $\frac{4}{12} = \frac{1}{3}$, etc. Give a hundred examples.

4. Let them put the $\frac{4}{4}$ in one circle with the $\frac{3}{4}$ of another: $\frac{6}{4}$ this is an "over unit" fraction. Let them show it is equal to $1\frac{2}{4}$. Give many examples.

5. Reverse the above. Give $1\frac{3}{4}$, $1\frac{5}{8}$, etc., and ask for the "over unit form."

ADDITION AND SUBTRACTION.

1. The teacher states a problem: "John has $\frac{2}{3}$ of an apple and Henry has $\frac{3}{4}$ of an apple, how much have both?" The pupils take $\frac{2}{3}$ of a circle and $\frac{3}{4}$ of a circle, and find (by the table) the equivalent fractions; they are $\frac{8}{12}$ and $\frac{9}{12}$, the sum is $\frac{17}{12}$. One hundred examples follo , until the mechanical work is easy. Each is put on the blackboard.

2. The teacher states a problem: "John has $\frac{3}{4}$ of an apple and gives Henry $\frac{2}{3}$ of an apple. How much has he left?" The table shows that $\frac{3}{4} = \frac{9}{12}$; $2 = \frac{8}{12}$; subtracting, $\frac{1}{12}$ is left. It is done with the paper circles also. One hundred examples follow; each is solved on the blackboard. Addition and subtraction of fractions furnish no difficulty if the preliminary steps have been taken right. These preliminary steps should not be considered a part of fraction treatment.

MULTIPLICATION.

It is not necessary to talk about *multiplication* and give definitions, simply teach to *comprehend.*

1. The teacher states a problem: "John gave James, Henry, Peter each $\frac{1}{2}$ an orange, how much did he give away?" $\frac{1}{2} \times \frac{2}{3} = \frac{3}{2}$. He dictates fifty examples. Each is solved on the blackboard.

2. John bought $3\frac{1}{2}$ yards of cloth at $3\frac{1}{2}$ cents a yard. What is the cost? Now the usual plan is to give a rule: "Reduce both to improper fractions then multiply numerators together for

a new numerator, etc., etc." This is very bad teaching. Instead, the teacher says, "Well, I will give you another. The cost of 1 yard is 4 cents, what is the cost of $1\frac{1}{2}$? of 2? of $2\frac{1}{2}$? of 3? of $3\frac{1}{2}$? of 4? of $4\frac{1}{2}$?"

Then he says: "Now as to first example, 1 yard costs $3\frac{1}{2}$ cents, what will $1\frac{1}{2}$ yards cost? There are three steps: First find cost of 1 yard, that we know, it is $3\frac{1}{2}$ cents; second, find cost of $\frac{1}{2}$ yard, that is $1\frac{3}{4}$; third, add and we get $5\frac{1}{4}$." He gives fifty examples, until the operation is understood.

3. John has bought $4\frac{1}{2}$ yards of cloth at $5\frac{1}{2}$ cents a yard. Change the forms, and it reads: John bought $\frac{9}{2}$ yards of cloth for $\frac{11}{2}$ cents a yard. There are three steps; first cost of $\frac{1}{2}$ yard, then of 11 halves, then change form. Give fifty examples.

DIVISION.

It is not best to give definitions; teach to comprehend operations.

1. The teacher states problem: "I divided $\frac{4}{5}$ of an orange among two boys," $2)\frac{4}{5}(\frac{2}{5}$. Easy of course.

Again, "I divided $\frac{4}{5}$ of an orange among five boys." You dont see how to do that? You forget that $\frac{4}{5}=\frac{8}{10}=\frac{12}{15}=\frac{16}{20}=\frac{20}{25}$. Ah, you must learn to see fractions in these other forms. Now I will give the problem again. I divided $\frac{20}{25}$ of an orange among 5 boys, how much will each get? Now it is easy; you say, $4)\frac{20}{25}(\frac{4}{25}$. Remember this rule. When you cannot do a thing one way, try another; be ingenious."

The pupil can now do a good deal intelligently in fractions; he needs practice. See that the problems are rightly graded. Will be easy to balk him. Let him work at addition, subtraction, multiplication and division; give 25 problems a day like $1\frac{3}{4}+2\frac{2}{3}=$, $(\frac{1}{2}+\frac{1}{4})\times 4=$, etc.

SECOND STAGE.

1. The use of the word "of" which comes much into use in fractions must be made plain; the ordinary rule is, "Substitute the sign of multiplication and proceed to multiply." This is a bad rule, for "of" means division, and the boy gets confused. "I want $\frac{1}{2}$ of $\frac{1}{2}$;" this means divide $\frac{1}{2}$ into two parts. Show the pupil that $\frac{1}{2}$ of $\frac{1}{2}=2)\frac{1}{2}=\frac{1}{4}$. In a similar way $\frac{1}{2}$ of $\frac{1}{5}$; $\frac{1}{2}$ of $\frac{1}{6}$, etc. Questions. "What do I mean when I say $\frac{1}{3}$ of $\frac{1}{5}$?" "I mean $\frac{1}{5}$ divided by 3, etc." Don't leave this until it is clear.

2. There are two types of problems that give trouble. The first is, (*a*) John buys $\frac{1}{2}$ of a yard of cloth at $\frac{3}{4}$ of a dollar a yard; what is the cost? I have the cost of a yard, I want the cost of $\frac{1}{2}$ a yard. I must divide the cost of a yard by 2, $2)\frac{3}{4}(\frac{3}{8}$. (*b*) John buys $\frac{3}{4}$ of a yard of cloth at $\frac{3}{8}$ of a dollar a yard. What is the cost? The pupil says I have the cost of a yard and want the cost of $\frac{3}{4}$ of a yard. There are two steps; first find the cost of $\frac{1}{4}$ of a yard, then of 3 fourths. $\frac{1}{4}$ will cost $\frac{1}{4}$ of $\frac{3}{8}$; $4)\frac{3}{8}(\frac{3}{32}$; three fourths will cost three times as much $\frac{3}{32}\times 3=\frac{9}{32}$. Give 100 examples of a similar kind.

(It will be well to bring in a yard of paper an inch wide and say: This cloth costs $\frac{3}{8}$ of a dollar a yard; what will $\frac{3}{4}$ of a yard cost? Represent $\frac{3}{8}$ of a dollar on a circle divided into 8 parts. Divide the cloth into 4 parts and divide each of he $\frac{3}{8}$ of the circle into four parts ($\frac{12}{32}$). One piece of the cloth is worth $\frac{1}{4}$ of these, or $\frac{3}{32}$; three parts will be worth $\frac{9}{32}$.)

3. The other type problem that presents difficulty is of this shape. John gives $\frac{5}{8}$ of a dollar for $\frac{3}{5}$ of a yard of cloth, what is the cost of a yard?

I have the cost of $\frac{3}{5}$ to find the cost of $\frac{5}{5}$. There are two steps; first find the cost of $\frac{1}{5}$, then of $\frac{5}{5}$. To find the cost of $\frac{1}{5}$ I divide the whole cost by 3. $3)\frac{5}{8}(\frac{5}{24}$—this is the cost of $\frac{1}{5}$; $\frac{5}{5}$ or a whole yard will cost 5 times $\frac{5}{24}=\frac{25}{24}$. Give 100 examples.

CAUTION.

1. Do not say multiplying the numerator increases the fraction, and multiplying the denominator decreases it, etc. It is unnecessary and confuses—especially it confuses. Let the pupil learn fractions through his fingers and his thinking, not through his memory.

2. Do not confound the preliminary steps with the four rules. This is often done. The changing of forms is mechanical; the four rules demand thinking.

3. Teach the four operations, and then when your pupils feel strong on these take up the two hard cases. These are merely "two-step" examples.

4. Fractions are taught by developing brain power; the one who does it by rules is making parrots of his pupils.

5. Teach them to "see through" examples. Thus, "John buys $\frac{5}{7}$ of a yard of cloth at $1\frac{3}{8}$ dollar a yard. What is the cost?" "Change form and read again," says the teacher. "John buys $\frac{5}{7}$ of a yard of cloth at $\frac{11}{8}$ of a dollar a yard." "Go on." "The cost of $\frac{7}{7}$ is given to find cost of $\frac{5}{7}$." "Right." "There are two steps; first find cost of $\frac{1}{7}$ then of $\frac{5}{7}$." "Right, next boy, first step." "$\frac{1}{7}$ will cost $\frac{1}{7}$ of $\frac{11}{8}=\frac{11}{56}$." Right; next boy, second step." "$\frac{5}{7}$ will cost five times $\frac{11}{56}=\frac{55}{56}$." "Put it on the blackboard."

In the twenty school days there should be 1,000 problems solved or *more*.

1.	In changing forms	500
2.	In addition	100
3.	In subtraction	100
4.	In multiplication	100
5.	In division	100
6.	In second stages	100

This is not all that may be said about fractions, but for the "first time over" it is enough.

Let the teacher aim to teach fractions to an ordinary class in *one month.—N.Y. School Journal.*

Book Notices, etc.

Any book here reviewed sent post-paid on receipt of price. Address THE EDUCATIONAL JOURNAL, Toronto.

Public School Physiology and Temperance.

The author's object, as stated in the preface, "is to put clearly before the teachers and pupils the leading facts concerning the structure and functions of the various organs of the body, and to associate with these facts the physiological effects of alcoholic stimulants and narcotics." The first four chapters are devoted to the general structure of the human body, while in succeeding chapters, Digestion, Respiration, Circulation, and the nervous system are discussed, followed by hints and suggestions in cases of accident or sickness, and the advantages of physical exercise. The information given is accurate, up to date, and not too technical. The book will undoubtedly fulfil the object for which it is designed, viz., to *give* certain information deemed desirable in itself. The more important educational process of teaching pupils and teachers how to *get* information seems to have been overlooked. As a science text-book the work cannot be commended. Self-effort on the part of the pupil is minimized, while science work should be very nearly all well-directed self-effort. There is not the slightest evidence in it that these subjects can be made of disciplinary value. While the information is valuable in itself, it would have been none the less valuable if it were given in such a way as to really strengthen and develop the child's reasoning powers, and this, from an educational standpoint, is one of the first essentials in a text-book. This defect can, of course, be materially remedied by the teacher. The value of the book as an educational factor will depend largely upon the use made of it by the teacher. Briggs & Co., Publishers, Toronto. Price, 25 cents.

IN the last analysis it is always the character of the individual, and not the sex, that makes the good teacher.—*Anna Buckbee.*

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits.

Primary Department.

READING.

I.

RHODA LEE.

IT scarcely seems necessary at this day to make any defence of the phonic system of teaching reading, so widely is it now accepted as the most practical and rational of all methods for teaching children to read. However, as there are still some who have their doubts as to the advantages of the system, we will briefly mention them and also try to show the weakness of some of the objections raised.

Is it not a fact that when *we* meet with unfamilar words we unconsciously sound the letters? The mere names would help us but little; it is the sound we associate with them that aids us in pronouncing the word. Why not begin then by teaching the sounds instead of a string of names that are but so much useless furniture? Children are always much more interested in what a thing does than in its name. Of course the names are spoken of incidentally, and no child at the end of six months is ignorant of any name, although he has not been taught them directly.

But the greatest advantage of the phonic system lies in the fact that it gives the pupil power to do independent and original work. The work is no parrot-like imitation. The teacher directs and the child thinks for himself. Armed with the powers of the letters, there is no limit to the amount of reading a child will do. At the end of the first year at school, children taught to read by this method, will recognize any word put before them.

In spelling we have this advantage that all regular words can be spelled without any more teaching than has been given in the reading—therefore, the work is confined to unphonetic and irregular words. The words *transportation* and *indestructible* are just as easy as *mat* or *pat*, when the sounds have been taught. And since in the reading the child is compelled to look closely at the word as he sounds the letters—either in a whisper, or inaudibly, according to the state of advancement,—he gets a better and more lasting impression of the word. He learns to spell by reading.

Distinct articulation is characteristic of all phonic reading classes I have seen. Impediments in speech are overcome, and careless pronunciation made impossible.

The chief objection made to the phonic system of reading is that our language is not a phonetic one. That is true. We have over forty sounds and only twenty-six letters. For that reason, and without any harm, we use, for the first few weeks, a regular alphabet, and also have regular spelling. The words that cannot be recognized by sound are comparatively very few in number. They are the exception, not the rule, and must of necessity be taught by the word method.

That this system makes bad spellers is an assertion that we deny most emphatically. It has been proved more than once that a first-book class, taught by the phonic system, will spell regular words better than a third-book class taught by the word

method, and the difficulties of the irregular and unphonetic words are by careful attention and repeated reading soon overcome.

The consonant sounds may be said to be twenty-four in number, as below. Some of them, it will be noticed, have clumsily to be represented by two letters. If our language were perfect we would have a single character for *ch*, *ng*, etc. The consonants may be divided into various classes according to their character. Two important divisions, into one or other of which they may be all arranged, are breath and voice consonants, or, as they are sometimes called, surd and sonant consonants.

VOICE CONSONANTS.	BREATH CONSONANTS.
b —*bat*	p.—*pat.*
d.—*doll*	t.—*top.*
g.—*get*	k.—*kept.*
l.—*let.*	
m.—*man.*	
n.—*nap.*	
r.—*rat.*	
v.—*vest*	f.—*fat.*
w.—*wet*	wh.—*whip.*
y.—*you.*	
z.—*zest*	s.—*sam.*
ng.—*sing.*	
th.—*that*	th.—*thin.*
j.—*jump*	ch.—*church.*
	h.—*hand.*
	sh.—*ship.*

Neither *c* nor *q* requires to be given, the former having no characteristic sound of its own, being always equivalent to *s* or *k*; the latter, which is always followed by *n*, having the sound of k (qu, kw).

In regard to the vowels, I may say that the short sounds should be taught before the long. In addition to these, the broad sound of *a*, as in *call*, should be taught, as also the combinations *oi*, as in *oil*; *ou*, as in *round*; *ea* and *ee*, as in *meat* and *meet*; *oo*, as in *cool*; *oa* and *ow*, as in *boat* and *row*; *ai*, *ay*, *au*, *aw*, *ew*, *tion*, *sion*, *ph*, etc.

As children are always interested in life, we may speak of the vowels as girls, the consonants as boys or little men. Two letters may be introduced to the children on the first day at school—the little boy *m* (a continuous voice-consonant), and the little girl *a*. Besides giving the child the sound, we must teach him to make the letter. Script should be used in writing throughout. The transition from script to printed reading books we will discuss in another paper. Let me say, however, that there is no difficulty experienced with this.

Teach the following five letters as soon as possible: *m*, *a*, *t*, *s*, and *p*. Combine these in every way. About thirty different words can be made from these letters alone.

The children are interested in the sounds and have no difficulty in remembering them; the greatest trouble lies in the coalescence or combining of sounds. There are numberless ways of teaching this. In beginning the children must sound aloud. At first the sounds will be far apart as, *s——a——m*, then closer as, *s—a—m*; closer and closer until they recognize the word *sam*.

The best exercise for this purpose, and one in which we should give a great amount of practice, is where the teacher gives the sounds and the children recognize the words. In this the teacher begins by giving the sounds very closely, then farther and farther apart, making the exercise more and more difficult. This practice should form a part of every phonic lesson, even when the class is quite advanced.

We will suppose *m*, *a*, *s* and *t* to have been taught. I shall indicate briefly a method of introducing *p*. The teacher sketches a hill on the black-board, a little house near the top, and a path leading up to it. She tells the children a little old man lives in this house, and he is always seen carrying a bundle on his back. It is a hard hill to climb, and he *puffs* and *pants* as he takes his way up the *path* (she makes the sound of *p* very marked in pronouncing the words).

Teacher—I will show you the old man now. Here he is with his bundle. Listen to the way he breathes. That is all he can say.

Children sound the letter, and make it on their slates.

Teacher—Here is some one coming out of the house; what does he say? (Makes *a*.)

Children recognize an old letter and give the sound.

Teacher—The little letter runs up and takes the old man's hand; what will they say together?

Children recognize the word *pa*. *t* comes out next, and also *m* and *s*.

The words may be woven into a connected story, which makes the lesson more interesting. The following words may be given in this lesson if the previous ones have been properly impressed:

pa.	*papa.*
pat.	*spat.*
tap.	*pats.*
pass.	*taps.*
sap.	*stamp.*
map.	*past.*

The problems may be divided into eye and ear. In the former, the teacher writes the word on the board and the class sound softly, and then in turn whisper the word to her. In the latter, the teacher says the the word, and the children write it on the slate.

After the new lesson has been taught, give a test suited to the advancement of the brightest pupils, and allow all who succeed in getting it to go to their seats. Give another then, somewhat easier, allowing the successful ones again to leave the board-class. In this way the slower ones will get extra attention, and be able to keep up with the others.

Suitable slate work must be planned to occupy those at the seats. Make it very simple at first.

BUSY-WORK—Make words with the letters *m*, *a*, *t*, *s* and *p*.

(*a*) Teacher writes the letters on the black-board.

(*b*) Teacher supplies each child with a box of thirty or forty of these letters, out of which to make words.

LETTER-BOX.

All communications should be sent to the editor of this Department, RHODA LEE, 11½ Richmond St. W., Toronto.

I.—How do you correct your work in language? Do you correct every child's exercise? My greatest trouble is with punctuation and the use of capital letters.

M. F. T.

Take one thing at a time, and correct that error alone. In correcting do not do the work for the child. Indicate it only, and let him make it right himself. It is only thus that he will make any improvement. In some exercises we can select two or three compositions, which will pretty well represent the mistakes of the class, and discuss and correct these on the blackboard. Give special exercises to bring out certain rules in punctuation and capitalization.

II.—Do you object altogether to concert recitations? I have a great many classes to attend to, and find that in order to get through the work I have very frequently to take class answers. F. McG.

There is always danger in simultaneous answering that a very few will do the work, and the rest will either listen or endeavor to imitate. There is another objection, too, where the class is accustomed to answer in unison, and that is the unnatural and very objectionable "concert tone" that creeps into the voice. Where there can be but one answer, or when drill is given that is not a test, simultaneous answering may be used with advantage.

KITTY.

Key A: Suitable for marching. *A. S. Kieffer*

| m. d : d. s, | l, . d : d . d | s, . d : t, . d | r :— }
There was once a little kit-ty, white as the snow,

{ m. d : d. t, | l, . t, : d . l, | s. . d : t, . p | d :— }
In a barn she used to fro-lic, long time a-go;

{ d. l, : l, . d | d. s, : s, . d | t. . d : t, . d | r :— }
In the barn a lit-tle mousie, ran to and fro,

{ m. d : d . s, | l, . d : d . l, | s. . d : t, . r | d :— ‖
For she heard the lit-tle kit-ty long time a-go.

Two black eyes had little kitty,
Black as a crow;
And they spied the little mousie,
Not long ago.
Four soft paws has little kitty,
Paws soft as dough;
And they caught the little mousie,
Not long ago.

Nine sharp teeth has little kitty,
All in a row;
And they bit the little mousie,
Not long ago.
When the teeth bit little mousie,
Mousie cried out, Oh!
But she got away from kitty,
Not long ago.

RECITATION—WINTER.

Old winter is a sturdy one,
And lasting stuff he's made of;
His flesh is firm as iron stone,
There's nothing he's afraid of.

He spreads his coat upon the heath,
Nor yet to warm it lingers;
He scouts the thought of aching teeth,
Or chilblains on the fingers.

Of flowers that bloom or birds that sing
Full little cares or knows he;
He hates the fire, he hates the spring,
And all that's warm and cozy.

But when the foxes bark aloud
On frozen lake or river,
When 'round the fire the people crowd
And rub their hands and shiver.

When frost is splitting stone and wall,
And trees come crashing after,
That hates he not, he loves it all,
Then bursts he out in laughter.

His home is by the north pole's strand,
Where earth and sea are frozen;
His summer house we understand,
In Switzerland he's chosen.

Now from the North he's hitherhied,
To show his strength and power;
And when he comes we stand aside,
And look at him and cower.

FEEDING THE HUNGRY.

Whirr-rr-rr! went a flock of sparrows down to the sidewalk. Chirp was one of these. I mention him because he was a particularly bright little fellow, and was always willing to share his crumbs with his neighbors.

"Twit! twit!" they all cried, nodding their heads in their quick way, and hopping anxiously about. "There is no breakfast for us here, either, and we have scoured the city over! What shall we do?"

A shop-keeper came out and threw something on the sidewalk, but it proved to be nothing but sawdust, and all the little feathered folks looked very much disappointed. Suddenly they flew up to a neighboring house-top—all except Chirp. A little maid was coming, swinging her books and slate by their strap in such away as frightened the birds very much indeed. But Chirp boldly lingered a moment, and turned one bright eye up at her as much as to say, "I don't believe you will hurt me."

"O you poor little sparrow!" cried Katie. "You are hungry, I know, for the new snow has covered all the crumbs. You shall have some of my lunch."

Chirp only hopped a little to one side as the precious morsels eame flying down to him. He would have thanked Katie from the bottom of his tiny heart if he could, but she thought the delight he showed as he seized a bit of cracker and called joyfully to his brothers and sisters were thanks enough.

What a merry feast they had of it! and when they could possibly hold no more and went away to a sunny spot to dress their feathers, there was still enough left for two hungry doves which came afterward.

Katie found feeding these little folks so pleasant that she takes a bag of crumbs from the table, every day, to school with her, and scatters them along the way.

HE FORGOT.

A MAN who spent nearly all of his time hunting was one day called away upon urgent business. Off he rushed, thoughtlessly, leaving his two fine dogs locked in the room where game was kept. What could they do? They scratched at the door, whined, listened and whined again and again, but all to no purpose. Night came on, another day passed and still no master:—for he had been obliged to travel to a distant part of the country. Days passed on, and the poor dogs grew so weak with hunger and thirst they could only lie helplessly upon the floor, casting a wistful glance now and then at the game upon the wall which they were too honest to touch. Coming home after an absence of two weeks the man missed the welcoming bark of his faithful dogs. Remembering, all at once, where he had left them, he rushed in and with trembling haste, for he loved his dogs—unlocked their prison door. All around the walls hung the game untouched, and on the floor lay the two noble dogs dead.—*Exchange.*

RECENT SCIENCE.

ORIGIN of the Word "Trolley."—Most persons who use the word "trolley" probably do not know the origin of the term, or why this name was given to that apparatus by which the electricity is conveyed from an aerial wire. Twenty years ago, the word was used to designate "a form of truck which can be tilted, for carrying railroad materials or the like." This is the only definition of the word in Webster's Dictionary of the edition of 1848. In the edition of 1892 of the same work, three other definitions are added. 1. "A narrow cart that is pushed by hand or drawn by an animal." It is noted that this meaning of the word is in use in England, not in the United States. 2 "A truck from which the load is suspended on some kinds of cranes." This meaning is technical, according to Webster, and employed only in speaking of machinery. 3. "(Electric Railway.) A truck which travels along the fixed conductors, and forms a means of connection between them and a railway car." It is easy to see how the primitive form of the electric trolley, which travels upon the wires, came to receive its name from its resemblance to other types of trolley; and the name, having been immediately given to this primitive form, was naturally retained when the method of connection was changed from a little truck moving on a wire, to a mast having at its end a wheel pressing on the lower surface of the wire.—*E'Electricien, Paris.*

Literary Notes.

The Book of the Fair, which cost the Bancroft Company such a heavy outlay, is an assured success, subscriptions having already exceeded 100,000, and still coming in as fast as ever. What has given this work such great popularity has been not only the plan, but the execution. Nothing could have better fitted popular requirements than a work which covered the whole ground, historical and descriptive, and executed in the highest style of art.

LATE issues of *Littell's Living Age* contain papers of marked value: timely, entertaining and instructive. Take the single weekly issue now before us and note: "The City of York," an able paper about a city around which cling some of the richest memories and most romantic incidents of English history; "The Comte de Paris"; "An English Woman in Thibet," a more than interesting bit of travel. "The Poetry of John Donne" by Edmund Gosse, gives us a view of one of the later Elizabethan poets, or rather, perhaps, of her immediate successor; "Dwellers in Acadia," by Anne Ritchie, is a sketch which all will enjoy. "A Siamese Pageant," by David Ker; "The birth of the mechanical powers"; "Lines by Tom Sheridan"; with the usual fiction, always good, and poetry, always readable, complete but one of fifty-two numbers which go to make up a year's subscription,—and this for only $8.00 a year. Littell & Co., Boston, are the publishers.

THE *Cosmopolitan* presents for November no less than five unusually strong features. William Dean Howells gives the first of the letters of the traveller, who has been visiting this country from Alturia. The second feature of the *Cosmopolitan* is the portion of the magazine given up to color work, no less than ten superb color illustrations being presented for the first time in magazine history, accompanying an article by Mrs. Roger A. Pryor, on "Changes in Women's Costumes." The third feature is "American Notes" by Walter Besant, who was recently in America and is doing the United States for the *Cosmopolitan* a la Dickens. The fourth feature is an article by General Badeau on "The Forms of Invitation Used by the English Nobility." The article is illustrated by the facsimile of cards to the Queen's drawing-room, to dinner at the Princess of Wales, and to many leading houses of England. Finally, we have a new and very curious story by Mark Twain, called "The Esquimau Maiden's Romance." It is in his happiest vein and is illustrated by Dan Beard.

Scribner's Magazine for November opens with a picturesque and amusing travel sketch by Colonel H. E. Colvile, C. B. of the Grenadier Guards, in which he describes his experiences while "In Camp with the Katchins"—a tribe of cattle-raiding mountaineers, living near the Chinese frontier of Upper Burma. This issue contains a number of articles which have to do with subjects of great contemporary interest. Augustine Birrell (the author of "Obiter Dicta"), who is a member of the present Parliament, gives an intimate inside view of "The House of Commons." A paper of most pertinent interest to every one interested in the education of women is Miss Katharine de Forest's account of the present conditions governing "Education for Girls in France. In "Mr. Freeman at Home" Mrs. Dela Lyman Porter, who was for some time a member of the household of the great historian, has given a new impression of his personality, which shows that behind his brusque manner was a most kindly and generous man. The article contains a portrait of Freeman by J. Carroll Beckwith. These are but samples from the table of contents.

THE November *Arena* closes the eighth volume of this popular Review. This issue contains, among other good papers, a noteworthy article written by the late Richard A. Proctor, in which the eminent astronomer reviews the claims of Bacon and Shakespeare at length. The Bacon-Shakespeare case closes in this issue. It contains verdicts from Henry Irving, Governor W. E. Russell and others. In this notable verdict twenty of the most eminent writers and critics in America and England are for Shakespeare, one votes for Bacon, and four are undecided. Rabbi Solomon Schindler contributes a very thoughtful, though rather Socialistic paper, entitled "Thoughts in an Orphan Asylum." E. P. Powell's contribution is a strikingly interesting "Study of Thomas Paine." Louis Frechette, the poet-laureate of Canada, appears in an interesting historic story entitled "La Corriveau."

Among other papers of special interest discussed by eminent thinkers are the following: "The Slave Power and the Money Power," "Is Liquor Selling a Sin?" "Medical Slavery Through Legislation," "Knowledge the Preserver of Purity," "Gerald Massey: The Man and the Poet."

SYMPOSIUM ON THE SELF-REPORTING SYSTEM.

Everything we do in the schoolroom should tend towards the development of character in our pupils. To this end the system of self-reporting, under proper vigilance, is an excellent factor. I employ this method to some extent, and find that it trains to a habit of honesty in my pupils. A dishonest pupil may report himself incorrectly, but if found out—as he soon will be by the vigilant teacher—he will bethink himself about mending his ways, as no pupil wants to be known to be dishonest by his teacher and fellow pupils. This method may be the means of establishing a habit of honesty in many a dishonestly-inclined pupil from the fact that he thinks you are trusting him. Let such a pupil know that you do not trust him and you soon ruin him. On the other hand if you place the fullest confidence in him, he will seldom take undue advantage of it. These remarks are based on observations and are offered with a warm desire to see your symposium proposal taken advantage of by many.

Conestow, Nov. 8th. J. G. HURST.

Have taught for 15 years; have been in four schools; have always had a system of "marking" pupils, have varied it at times to avoid *motony*, and must say it works "like a charm" After having three months in a school to get rightly to work, nine out of ten pupils do not *talk* during school hours. Many attend for months without missing a day. From forty-four on roll I expect an average attendance of forty. Hardly ever any *lates*, and nearly everything "to match." I believe an energetic teacher with "lots of snap," but never *snappy*, who loves his boys and girls and profession enough to be *on hand* mornings at say 8.30 o'clock, and who is original—in *marking* at least—will be highly successful.

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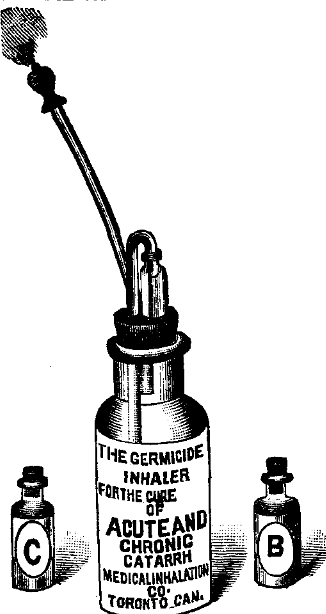

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