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OFFICIAL CALENDAR

— OF THE —

EDUCATION DEPARTMENT

June:

- Public and Separate School Boards to appoint representatives on the High School Entrance Examination Board of Examiners. [H. S. Act, sec. 38 (a).]
- Notice by certificates for Kindergarten Examinations to Department, due.
- Examinations at Normal Schools begin.
- University commencement.
- Normal Schools close (First Session).
- Examinations in Oral Reading, Drawing and the Commercial Course in High, Public, and Separate Schools, begin.
- High School Entrance Examinations begin. Public School Leaving Examinations begin.
- Kindergarten Examinations at Hamilton, Ottawa, and Toronto, begin.
- High Schools close, third term. [H. S. Act, sec. 42].
- Public and Separate Schools close. [P. S. Act, sec. 173 (1); sec. 173 (2); S. S. Act, sec. 79 (1).]
- Semi-Annual Reports of High Schools to Department, due.
- Semi-Annual Reports by Public School Trustees to Inspector, due. [P. S. Act, sec. 40 (13).]
- Rural Public School Trustees to report average attendance of pupils to Inspector. [P. S. Act, sec. 207].
- Protestant Separate Schools to transmit to County Inspector, names and attendance during the last preceding six months. [S. S. Act, sec. 12].
- Semi-Annual Reports of Separate Schools to Department, due. [S. S. Act, sec. 28 (18); sec. 62].
- Trustees' Report to Truant Officer, due. Truancy Act, sec. 12.
- Assessors to settle basis of taxation in Union School Sections. [P. S. Act, sec. 95 (1)].

As the drawing books authorized by the Department were not issued in time to be used conveniently in every case for the July Entrance Examinations, the Examiners are hereby instructed to accept the work of candidates this year either in old or new series. The acceptance of the work in any blank exercise book is already provided for by the regulations.

As the course of the School of Pedagogy is to be extended to one year—probably from September to May—a special examination will be held in December for those who failed at the last examination and for candidates eligible for examination without attendance at the School of Pedagogy.

EXAMINATIONS 1892.

June:

- Notice by candidates for Kindergarten Examinations, due.
- Applications for examination for Commercial Specialists' certificates to department, due.
- High School Entrance and Public School Leaving Examinations begin.

July:

- Kindergarten Examinations at Hamilton, Ottawa, and Toronto begin.
- Examination for Commercial Specialists' certificates at Education Department begin.
- Departmental Primary, and High School Leaving and University Matriculation Examinations begin.

By the interpretation clauses of the Public Schools Act passed at the last session of the Legislature, section 109 of the statute, is shown not to apply to any portion of township which forms a union school section with a town or incorporated village.

One hour each week must now be employed in teaching Temperance and Hygiene in every Public School, and the inspectors are required to see that this regulation is carried out.

The revised regulations regarding Teachers' Institutes provide for only one meeting each year.

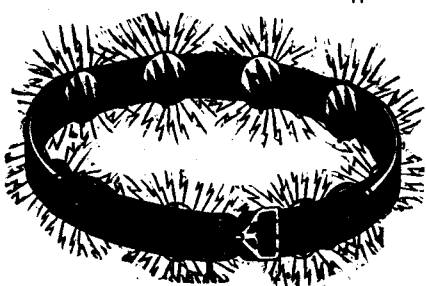
The new regulations regarding the Entrance Examination provide that the names of candidates passed or recommended shall not be published until after the decision of the Minister has been received. Of those who fail, only the following should be recommended: (a) Those who fail to reach the standard prescribed in some subject but who make considerable more than the aggregate marks required; (b) Those who in the opinion of the examiners, on account of age or for some special reason, should be recommended. There appears a general opinion in favor of advancing the standard for admission to High Schools. It may be seen, however, that examiners by closely following the regulations have it in their power to keep up a fair standard for admission.

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| Lumbago          | Kidney Diseases   |
| Nervous Diseases | Urinary Diseases  |
| Dyspepsia        | Lame Back         |
| Sexual Weakness  | Varicocele        |

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In advance.

TORONTO, JUNE 1, 1892.

Vol. VI.  
No. 4.

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to break and gather for themselves, instead of lazily digesting what is put into their mouths.

THE School Committee of Boston, U. S., has resolved on making a new departure in the fitting up of school-rooms by placing works of art where they will be constantly before the eyes of the pupils. The purpose is to place in every room in the schools engravings, etchings, photographs of noble buildings, paintings, casts, and other works of art. The design is to cultivate the artistic tastes of the children, by cultivating in them, in their impressible years, the perception of the beautiful in form and color, thus making ugliness hateful and a thing of beauty a joy to them through all their future lives. The idea is an excellent one. If well carried out, there can be no doubt that without any formal instruction or expenditure of time, these mute educators will have a powerful influence in elevating the thoughts, refining the tastes, and enriching the whole natures and lives of the children to whom they will thus be continually speaking.

MR. J. G. SCHURMAN, who has just been unanimously elected President of Cornell University,—a position which, in addition to the honors, carries with it, we believe, the snug little salary of \$16,000 a year,—is a Canadian. He was born in Prince Edward Island, received a part of his education at Acadia College, Nova Scotia, and after a successful career as a student in England and Germany, was for a time a Professor in Acadia University, Wolfville, and afterwards in Dalhousie University, Halifax. He has been in Ithaca, the seat of Cornell, only six years. Very rarely, indeed, has any one risen so rapidly to so high a position in the educational sphere. The case is one of many which show that Canadians know how to give a good account of themselves when brought into competition with the natives of other lands. We may as well, however, to guard against future disappointment, remind any of our readers who may be tempted by the incident to pull up stakes and migrate across the border, that there is but one Cornell, and that, as Mr. Schurman is comparatively a young man, and so far as we know in good health, the chair may not be again vacant for many years.

CONVENTIONS have been held, during the last two or three weeks, by the South York, South Hastings, Elgin, South Wellington and other Teachers' Associations. From some of these we have received no special reports. In the case of others these have been kindly furnished us. In previous years we have attempted to publish tolerably full notes of the proceedings of the various conventions, but with only partial success. In the first place, we could never succeed in securing reports of all the meetings, it being out of our power to have a special representative of the JOURNAL present at each. In the second place, we found it impossible to publish all the reports, often excellent, which were kindly sent us by the secretaries and other friends, within a reasonable time, without encroaching too largely on space which the greater number of our subscribers would, as we believe, prefer to have devoted to other matters of practical importance to all. Seeing therefore, that at best we could hope to record but very imperfectly the full history of these yearly or half-yearly meetings, and believing that, in order to be of practical use to our readers generally, it was desirable that we should give not merely a bare outline of proceedings, but somewhat full analyses of the valuable papers, addresses, and model lessons which usually constitute the most interesting part of the programmes, we have of late contented ourselves with endeavoring to secure the most useful of these exercises for publication, so far as our space will admit. As we have had no complaints or remonstrances, we assume that our patrons are satisfied with this course. Should we be mistaken in this conclusion, we shall be glad to be advised of the fact, as we can have no other interests than those of our subscribers in the matter, and our sole aim is to fill our space with the kind of material which will be of the greatest interest and usefulness to the largest number. Meanwhile those secretaries and others who have sent us reports will please accept our very sincere thanks for their kindness. We must not forget to add that we shall always esteem it a favor to have our attention called to articles of special practical merit presented at any of these meetings, and shall do our best to give our whole constituency the benefit of them.

## \* Editorial Notes. \*

IN connection with the question of reports of teachers' meetings, touched upon in another paragraph, we should like to say that we propose to recommence the publication in each number of the column of Educational News Notes, which has been crowded out for some time past. We shall therefore be thankful for very brief news items of general interest, relating not only to teachers' meetings, but to educational affairs all over the country. Please let us have a good supply of such items by postal card.

"THERE is no doubt," says *The Lady*, an English journal, "that oral teaching—that is, roughly speaking, the power to break a given subject up into suitable divisions, to analyze its more important parts, and to present the whole in an intelligible and conveniently to-be-remembered form to a certain number of scholars—is far better understood and practised by our elementary teachers than by any other class who gain their living by tuition." It is very likely that *The Lady* is correct in the high estimate it places upon the teaching ability of elementary teachers. What strikes us as note-worthy is the definition given of "oral teaching." English educators, in common with many in America, are slow in freeing themselves from the notion that teaching is a process of feeding, and that the work of the teacher is to break up certain chunks of knowledge into crumbs, to be transferred, in bird fashion, to the beaks and crops of the hungry learners. Some day the principle will be fully understood that the teacher's duty is rather to train the young

## \* Hints and Helps. \*

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(Continued).

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BY JAMES P. TAYLOR, LINDSAY.

#### CHAPTER IV.—COPY, PROOF-READING, ETC.

It may not be out of place, in a little treatise of this kind, to outline some of the mechanical work in the production of a book. And, in doing so, we will begin with the "copy," or the author's manuscript.

The author should, for the compositor's convenience, use paper of a small size; because, as the compositor has to have the copy on the upper case, a large sheet proves a check to his progress. *And the author must write on only one side of his sheet.* Some time ago a newspaper said: "Notwithstanding hundreds of requests and notifications, the intelligent newspaper correspondent who writes on both sides of his foolscap is with us yet. There is one thing to be said in his favor, however,—there is never any editorial labor wasted in the perusal of his manuscript. A single glance suffices to assign it to limbo."

In the manuscript the matter should be arranged as it is expected to appear in publication: the chapters must be plainly indicated by their underscored headings; and every paragraph made plain, by commencing a new line and putting the first word of the paragraph at a greater distance (an *em*) from the left hand edge of the paper than the first words of the other lines. The author will see that the capital letters, especially the *P's* and *J's*, are plainly made; that the words to be put in italics (if any) are underlined; that the *t's* are crossed, and the *r's* dotted; that his own sense is clearly shown by the punctuation; that the corrections (there must not be too many) are made so plain that they will be understood by anyone; in short, that the whole copy is plain and perfect.

By some writers it seems to be supposed that the compositor would be shamefully deprived of his privileges unless the paragraphing and the pointing fall to his lot. But why should he be expected to do any work for which he will receive no extra pay? or why, if he be asked to paragraph and punctuate, should he not also be requested to set the matter off into sentences? If any part of preparing the copy be his duty, why is it not his work to produce it all? The author should remember, then, that an exact transcript of what he expects in print must be, in the form of copy, prepared by himself.

Before beginning to put the matter into type, there are two things to be determined,—the size of the type to be used and the form of the page. In book-work, foot-notes included, the types range from Great Primer to Agate. Their sizes and names are as follows:

Great Primer,	or	18	point
English	"	14	"
Pica	"	12	"
Small Pica	"	11	"
Long Primer	"	10	"
Bourgeois	"	9	"
Brevier	"	8	"
Minion	"	7	"
Nonpareil	"	6	"
Agate	"	5½	"
Pearl	"	5	"

When foot-notes are used, they should be put in type three sizes smaller than the body type; for instance, if a book be set in Bourgeois, the foot-notes should be in Nonpareil.

In the form of the page, good taste demands a proper proportion between the length and the width. Bigelow says, "The diagonal measure of a page from the *folio* in the upper corner to the opposite lower corner should be just twice the width of the page." It may be sometimes the case that economy will suggest that the dimensions of the page be determined by the paper in stock. The names and dimensions of some papers are:

Flat Letter.....	10 x 16	inches
Flat Foolscap.....	13 x 16	"
Flat Cap.....	14 x 17	"
Crown.....	15 x 19	"
Demy.....	16 x 21	"
Folio Post.....	17 x 22	"
Medium.....	18 x 23	"
Royal.....	19 x 24	"
Super Royal.....	20 x 28	"
Imperial.....	23 x 31	"

But paper makers can supply any size whatever. A sheet folded once makes a *folio*; twice, a *quarto*, or *4to*; thrice, an *octavo*, or *8vo*, etc.

A folio then has two leaves and four pages; a quarto, four leaves and eight pages; an octavo, eight leaves and sixteen pages; a duodecimo, or 12mo, twelve leaves and twenty-four pages; a 16mo, sixteen leaves and thirty-two pages, etc. *Imperial 8vo* means that a book is in size one-eighth of an imperial sheet; *Medium 12mo*, one-twelfth of a medium sheet, etc.

Supposing now that the type and size of the page have been determined upon, we will turn to the compositor, into whose hands the copy must now be put. He turns with it to his *stand*, on which are his *cases*. There are two,—one for Capitals, and one for the small letters. They are divided into compartments; and every letter has a compartment of its own, as follows:

UPPER CASE.

* † ‡ § ¶ · ¸ ¹ º » ¼ ½ ¾	1 2 3 4 5 6 7 8	9 10 11 12 13 14 15 16
À Á Â Ã Ä Å Æ Ç È É	17 18 19 20 21 22 23 24	25 26 27 28 29 30 31 32
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Speaking of type, it may be observed, that a type is eleven-twelfths of an inch in length; but, of course, it may be of any breadth and thickness. Type is measured by the letter *m*. This letter in every kind of type has for its base a square plane, and it is the largest single-letter type in the lower case. The dimensions of a Long Primer *m* (*em*) is eleven-twelfths of an inch in length, one-eighth in width, and one-eighth the other way. The *em* quad, the space that is put between complete sentences, has the same dimensions, except that it is only three-quarters of an inch in length. Printers are usually paid for the work they actually do: they get for setting type so much "a thousand," that is, for setting up enough type to fill the space that would exactly hold a thousand *ems* of the size type they use.

#### TROUBLE WITH THE GRAMMARIANS.

A WRITER in *The Christian World* sends up this little rocket to shed light upon the confusion existing in the minds of many very well educated people in regard to the use of the two words "sit" and "set"—a confusion similar to that which seems to attend upon the choice of saying "will" or "shall": "A man, or woman either, can set a hen, although they cannot sit her; neither can they set on her, although the old hen might sit on them by the hour if they would allow. A man cannot set on the wash-bench, but he could set the basin on it, and neither the basin nor the grammarians would object. He could sit on the dog's tail if the dog were willing, or he might set his foot on it. But if he should set on the aforesaid tail, or sit his foot there, the grammarians, as well as the dog, would howl. And yet, strange as it may seem, the man might set the tail aside and then sit down, and neither be assailed by the dog nor the grammarians."—*North Carolina Teacher.*

## For Friday Afternoon.

### LOVELINESS.

"Beautiful thoughts make a beautiful soul, and a beautiful soul makes a beautiful face."

ONCE I knew a little girl,  
Very plain;  
You might try her hair to curl,  
All in vain;  
On her cheek no tints of rose  
Paled and blushed, or sought repose:  
She was plain.

But the thoughts that through her brain  
Came and went,  
As a recompense for pain,  
Angels sent:  
So full many a beautiful thing,  
In her young soul blossoming  
Gave consent.

Every thought was full of grace,  
Pure and true;  
And in time the homely face  
Lovelier grew;  
With a heavenly radiance bright,  
From the soul's reflected light  
Shining through.

So I tell you, little child,  
Plain or poor,  
If your thoughts are undefiled,  
You are sure  
Of the loveliness of worth;  
And this beauty not of earth  
Will endure.

—*Maria Locey, in St. Nicholas.*

### THE STORY OF GRUMBLE TONE.

ELLA WHEELER WILCOX.

THERE was a boy named Grumble Tone, who ran away to sea. "I'm sick of things on land," he said, "as sick as I can be! A life upon the bounding wave will suit a lad like me!"

The seething ocean billows failed to stimulate his mirth, For he did not like the vessel, nor the dizzy, rolling berth, And he thought the sea was almost as unpleasant as the earth.

He wandered into foreign lands, he saw each wondrous sight, But nothing that he heard or saw seemed just exactly right, And so he journeyed on and on, still seeking for delight.

He talked with kings and ladies fair, he dined in courts, they say, But always found the people dull, and longed to get away To search for that mysterious land where he should like to stay.

He wandered over all the world, his hair grew white as snow, He reached that final bourne at last, where all of us must go, But never found the land he sought. The reason would you know?

The reason was that, north or south, where'er his steps were bent, On land or sea, in court or hall, he found but discontent; For he took his disposition with him everywhere he went.

—*Exchange.*

It is a fine thing for a teacher to keep a home, personal record of every pupil he has. He will never look at the names of one in fifty, perhaps, but he will get solid comfort out of his memories of the few, and sometimes one of the least promising pupils becomes the most interesting.—*American Teacher.*



## Examination Papers.

### EAST SIMCOE PROMOTION EXAMINATION.

COMPOSITION—SECOND CLASS.

APRIL 13 AND 14, 1892.

JUNIORS will take 1, 2, 3, 4, 5 and 7. Seniors 1, 2, 4, 6, 7 and 8.

- Fill in the blanks with these words :—  
two, to. — boys went — town.  
a, an. He has — apple and — pear.  
see, sea. I — a ship on the —.  
wood, would. He — like to buy a cord of —  
no, know. We — a man with — hair.
- Write these sentences so as to speak of more than one :—The boy broke his sleigh. The box is on the table. He brought the man the oar. The leaf was on the tree. He likes me.
- Make sentences by telling what these objects do :—  
The steam—. Horses—. A hen—.  
The clock—. Stars—.
- Add words to each sentence telling when :—  
Grain is sown. I am going away. We skate. The plums ripened. The train ran off the track.
- Write what you know about the black bear by telling :—Where it is found. Its size. What it eats. Where it lives during winter. What we get from it.
- Write each of these in the form of a question :—Nell shook her head. They have decided to go. Will made his reply. The dog chased the cow. Our teacher sang a song.
- Correct :—1. I knowed I seen them before.  
2. How many is there? 3. Lay down, dear!  
4. John and me picked them peas. 5. There is five deer in the park.
- Write an invitation to a friend asking him to spend Easter vacation with you, telling the fun you intend to have.

Values—10, 10, 10, 10, 10, 10, 10.

### THIRD CLASS.

JUNIORS will take 1, 3, 4, 5, 6 and 8. Seniors 2, 3, 4, 6, 7, 8.

- Use these words correctly in sentences :—  
Air, ere, night, knight, strait, straight, right, write, fir, fur.
- Write these sentences so as to speak of but one :—“These green spots are called oases ;”  
“Boys imitate men ;” “Camels have soft pads at the bottom of their feet ;” “We saw them before they came to the gate ;” “In Africa there are vast plains of sand.”
- Re-write each of the following in two ways :—  
“He saw within the moonlight, in his room, an angel ;” “The next night it came again ;” “O'er rough and smooth she trips along ;” “In the same instant the ship went down ;” “Weary and faint she laid herself down.”
- Write what you know about “camels,” attending to : Where they are found? The different kinds of camels? What they live upon? For what they are used? How they are adapted for their work?
- Combine each group into one sentence :—  
(a) I found a box. It was made of wood. It was small. It had no lid.  
(b) A bird sang. It was a small bird. It sang at sunset. It had red wings. It sang in a tree. It had a black body. It sang sweetly.
- Correct :—  
I seen him and he told me he done it.  
Don't tell nobody it was me.  
Me and Flora goes to church.  
Give me them apples, and Susan and me will go.  
Her's is a nicer piece of print than Mary's.
- Use the following words twice in a sentence with different meanings :—March, mine, snow, swallow, pen.
- Insert commas, periods, and capital letters. In : rev. jas mcgreggor m a is to deliver a temper-

ance lecture in the music hall at two oclock p m on monday aug 1st

Values—10, 10, 10, 10, 10, 10, 10.

### JUNIOR FOURTH CLASS.

- WRITE sentences containing the following words used correctly : Slight, sleight ; vane, vain, vein ; place, plaice ; pair, pear, pare.
- Expand the italicised phrases into clauses :  
*Without a telescope* we can see about three thousand stars.  
*With a large telescope* hundreds of clusters can be seen.  
The young Prince, *lately made a Knight*, was the hero of the day.  
Daulac came to the colony *at the age of twenty-two*.  
Canoes *bearing five Iriquois*, approached.
- Combine No. 1 into a Simple sentence, No. 2 into a Compound sentence, and No. 3 into a Complex sentence :  
(1) Little Daffy ran away from school. Mr. Toil was his teacher. He ran away to escape the lessons. The lessons were very tiresome. Mr. Toil gave them to him to learn.  
(2) He descends the slope. He enters the thicket. He pauses for a moment. He is within a yard or two of the trap. He peers through the bushes.  
(3) They had crossed the yard. They had still to work their way through the wall. It was nearly four feet thick.
- Arrange in as many ways as possible without destroying the sense : I will follow thee alone, thou animated torrid zone. Heaped in the hollows of the grove, the autumn leaves lie dead. With farmer Allen at the farm abode William and Dora. Then Dora went to Mary. In the plains the bison feeds no more.
- Write a description of the burial of little Nell from :  
The people who came to the funeral.  
The place where she was laid.  
The memories of her brief sojourn in that place.  
Impressions on the mourning friends and relatives.
- Correct : He is seldom or ever here. There ain't no use of saying that. Many people never learns to speak correct. I heard the man and woman's voice. Why don't your teacher learn you better manners?

Values—10, 10, 15, 10, 20, 10.

### EDUCATION DEPARTMENT, ONTARIO— JUNE, 1891.

#### SECOND CLASS PROFESSIONAL EXAMINATION.

NORMAL SCHOOLS.

#### SCHOOL ORGANIZATION AND MANAGEMENT.

Examiner—ARCHIBALD SMIRLE.

NOTE.—Candidates will take questions 1, 2, 3, and 4 and 5, or 6 and 7.

- You visit a rural school, and find it as near perfection as one can hope to reach ; describe it with a view to show that you fully understand what is meant by proper School Organization and Management.
- Make a rough draft of time-table for the above school, of four forms, distinguishing recitations from seat-work.
- A new school-house is being built in your section to accommodate about fifty pupils ; make suggestions on the following points :  
(a) Arrangement of desks and seats ;  
(b) Blackboard area, and how to be distributed ;  
(c) Maps, charts and apparatus required.
- State concisely your views as to the disciplinary effects of (a) “Honor Rolls,” (b) “Honor Cards,” (c) “Pupils' Monthly Report to Parents,” and sketon the headings of a “Class Register,” showing the bases upon which you would make out such.
- The School Act provides for a public examination at the close of each term ; discuss the value of these, and sketch a programme for the December examination in a rural school.

6. How would you deal with the following :

- Continued neglect of “home-work” ;
- Irregular attendance ;
- Whispering persisted in ;
- Destruction of school property ?

7. Many teachers devote Friday afternoons to what may be termed educational amusements ; outline a suitable course for months of May and January.

## School-Room Methods.

### WATER IN THE AIR.

THE following questions, discussed by the school, will encourage pupils to think :

- Why do ponds “dry up” ?
- Where does the water go ?
- Why does the tea-kettle boil dry ?
- When can we see our breath ?
- Do clothes dry faster on a windy or still day ?
- In the sunshine or in the shade ?
- On a cold or on a warm day ?
- Where does the dew come from ?
- Where does it go ?
- What makes the cold pitcher “sweat” ?
- What is the meaning of “the sun is drawing water” ?
- Why do our hands chap on a windy day ?
- Why should we never sit in a draught when heated ?
- Where does the cloud from a locomotive go ?
- Why does it disappear ?
- What moves clouds ?
- In what direction will a cloud travel ?
- How fast will it move ?
- How can clouds above us be moving in two or three directions at the same time ?
- When do we see most clouds—at noon or in the evening ?
- What is rain ?
- What forms it ?
- Where do the clouds come from ?
- Where do they go ?
- When will they give up their water ?
- Are all rain drops of the same size ?
- Does it rain harder before or after a heavy clap of thunder ? Why ?
- What are the signs of rainy and fair weather ?
- Has every cloud a “silver lining” ?
- Where is the sun on a cloudy day ?
- How high are the clouds ?
- Do you know the story of Franklin and his kite ?
- Were you ever above the clouds ?
- Why is rain water fresh when it comes from the ocean ?
- What are the uses of water in the air ?—*Oregon School Journal*.

### TEACHING THE MULTIPLICATION TABLE.

Do not imagine that the child will learn the table by putting a book in his hands and a rod on his back. It must be mastered—but how? (1) Have the child make the table for himself. This will enable him to see the nature and use of it. (2) Have him write it frequently on the board and on his slate. The eye and the hand will thus assist the memory. (3) Let him repeat the table alone, and in concert, over and over again. The dull pupils will learn much from the bright ones.

Let the pupil get a clear idea of times. Ask questions like these : How many times do you recite in a day? How many times do you recite in two days? In three days? How many times do you have recess? How many times does the clock strike at noon? Let the child build up the multiplication table by addition. Let him make the table of “two times” and commit it. Then apply the table of two times to simple operations ; as, “If one cow has two horns two cows will have how many horns? Three cows? If one horse has four feet, how many feet have two horses? How many eyes have six birds? How many ears have nine cats?”

Proceed in the same way with three times, and so on.

Drill the pupils in writing and reciting the table until they have committed it.—*Southern Educator*.

## The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A.

Editor.

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PUBLISHED BY

The Grip Printing and Publishing Co.

TORONTO, CANADA.

T. G. WILSON,

Manager.

## TEACHERS' CONVENTIONS FOR JUNE.

South Grey, at Markdale, June 2nd and 3rd.  
Lincoln, at St. Catharines, June 2nd and 3rd.  
Ontario, at Whitby, June 2nd and 3rd.  
West Huron, at Goderich, June 3rd and 4th.  
South Simcoe, at Alliston, June 9th and 10th.

## \* Editorials. \*

TORONTO, JUNE 1, 1892.

THE TEACHER'S RELATION TO  
SOCIETY AND THE STATE.

WE hope that every teacher among our readers will read carefully the admirable address given by Mrs. Hartley before the South Wellington Teachers' Association, which we publish in this number. In the case of many of them, the views and motives presented will no doubt be in direct line with their own thinking and practice from day to day in the school-room. To many others it may be a somewhat novel and perhaps startling idea, that they are to be held morally responsible for the use they make of the mighty force of personal influence which is placed within their reach, and which may be so used, and hence ought to be so used, as to affect the child's moral and social well-being, and his future position and influence in society and the State.

It is no new thought, but we wish that it were in our power to bring it home with

the freshness and force of novelty to every teacher, that with the members of his high and honorable profession, more than with the members of any other calling—we think we need make no exception—it rests to determine what kind of men and women the next generation of Canadians shall be. In a nation in which education is universal and compulsory, and in which elementary education is obtained almost exclusively in the Public school, the school-master is, in a large and important sense, the moulder of society and of the nation.

Mrs. Hartley has shown well what might be done by the teachers to relieve the people of the next generation from the blight and curse of intemperance. To save the children is to save the State. To mould the opinions and morals of the boys and girls of to-day is to mould the men and women of the next generation. The question of intemperance takes naturally and rightfully a foremost place, for it is an ever-present evil of appalling dimensions and awful consequences. But the responsibility of the teacher is really unlimited. If this thought seems oppressive let it be offset by another. His opportunities for doing good are equally unlimited.

Take an example. To-day political corruption is rampant in Canada. Thoughtful and high-minded Canadians stand shocked, appalled, disgraced and humiliated in presence of the revelations of the last year. Transactions which, when their real character and effects are understood, are enough to make one almost despair of finding truth and honor in public life, are daily being revealed, and yet the effect upon public opinion is scarcely perceptible. The national conscience seems to have been drugged into a state of semi-insensibility. It is not keenly alive, either to the degradation or to the danger of a system under which the bribery both of individuals and of constituencies is carried on almost openly. How important, then, that the teacher should do his utmost to mould the coming citizen for higher things, to inspire him with a horror for everything that is mean and sordid, to teach him the value of the franchise as a sacred trust, to fill his mind with lofty conceptions of truth and honor in all the relations of life; in a word, to make him a high-minded citizen and a true patriot.

Take, again, the vice of gambling, which is a close competitor with drunkenness for the position of the master-evil of the day. It is a vice which strikes at the root of all that is manly in individual and national character. The vice has so strong a hold upon the public that legislation touches it with gingerly fingers. Even as we write we have before us the announcement that the Government and Parliament at Ottawa, while

forbidding gambling with cards for money on railroads and steamboats, and adopting measures to enforce the prohibition of lotteries, have actually legalized betting at horse-races, which is, as everyone knows, one of the most prevalent and most dangerous forms of this great evil. There is, perhaps, no wrong or dangerous practice to which the maxim "Oppose the beginning" applies with more force than to gambling. The mania seizes even little children in the schools, and unless carefully guarded against may be fostered there by such pernicious practices as playing marbles "for keeps," etc. The wise and conscientious teacher will lose no time in pointing out the essential wrong and danger in all such practices, and he can do much, very much, not only to create a moral atmosphere in the school in which nothing of the kind can live, but to so mould the public opinion and habits of those who will be the citizens and rulers of twenty-five years hence, that the vice can no longer find a foothold in society or the State.

These are but a few instances out of many which might be made use of to show that the position of the school-master is a most responsible, and at the same time a most exalted one. And this work of training boys and girls to be the men and women, the citizens and legislators of the future, is incomparably the most important work that the teacher has to do. Yet it is to be feared that too many of our teachers hardly get a conception of it, so filled are they with the notion, which there is much in our State systems to foster, that their great work is to see to it that the largest possible number of their pupils shall come well through the ordeal of some imminent examination. Verily this ought they to do, but not to leave the greater work of their high calling undone.

## MAKING THINGS PLEASANT.

TO what extent should it be an aim of the teacher to please and interest the pupils? An exchange thinks that many teachers make mistakes in giving too much time and effort with a view simply to making the school a pleasant place for the children. "They have heard or read that the power to do this is the criterion of a teacher's success. Not wishing to be adjudged dismal failures, they straightway set about finding means to amuse and entertain their pupils. Stories are read to the children and exercises given for the express and sole purpose of interesting the little ones and making things pleasant." This, the writer maintains, is a mistake, and we are half inclined to agree with him. The primary object of the school is, of course, not to amuse, but to educate. Whatever is permitted to

take the place which should be given to the work of educating, i. e., of exercising and developing the mental and moral faculties of the children, usurps a position which does not belong to it and hinders the true work of the school.

On the other hand, we are very strongly disposed to believe that the power of a teacher to interest the pupils, and to cause them to delight in the school, instead of, as was the almost universal rule in days which many of us can remember but too well without proving ourselves octogenarians, hating the very sight of the building in which its work was carried on, is one very good criterion of its success. But this delight must belong to the school itself, as an educational workshop, and not to mere adjuncts and interludes. That is to say, the children must love the school as a school, and not tolerate the school for the sake of some pleasure or sport attached to it as a bribe. The enjoyment must be akin to that which nature has attached to the partaking of good food by a boy with a healthy appetite, rather than of the kind which is produced by the sugar-coating of a bitter but necessary pill.

The simple fact is, that there can be no real gain in brain power, such as it is the business of school training to develop, apart from hard, serious, brain work. Every healthy child delights to play and loves to be amused. It is therefore no great achievement to be able to make school interesting to him, by transforming it into a play-room, or a place for fun and amusement. We are not saying, by any means, that play and fun and amusement may not all find a legitimate sphere in the school-room. But it must be in their proper time, and within their proper limits, and in their proper subordination to the work which is the real business of the school. Every teacher knows that the child whose thoughts are constantly running forward to the coming recess, or to some expected episode by way of amusement, cannot do good work, or make real progress. In order to have a genuine liking for the school, the child must enjoy the work of the school itself.

But is such an achievement possible? Is there any enchantment by which a child, formed apparently for running and jumping and climbing and playing tricks upon his fellow, can be made to delight in puzzling over knotty problems in Arithmetic, or ferreting out nice distinctions in Grammar, or conning hard lessons in History or Geography? Undoubtedly there is. We say it advisedly, for it is being put to the proof every day in thousands of cases, even in Canada. The fact is, and it is a fact which every teacher should first test and verify for himself, if possible, and then hold fast as a great, fundamental educational discovery,

that the child is formed by nature to take just as keen a delight in mental as in physical gymnastics. Prove it? Give us half-a-dozen children of average brightness, and of any age from eight to eighteen, who have not been made to hate the very thought of study, or whose intellects have never been dulled by harsh and mechanical methods, and we will undertake, with the aid of a skilful teacher who understands the nature and workings of the young mind, to have them within fifteen minutes as deeply interested in any one of the subjects above mentioned, as they ever were in the most attractive game. Who that is a teacher indeed has not proved this a thousand times, does not prove it in every-day experience? And what a joy it is to watch the play of thought thus judiciously stimulated, as it reveals itself in the lightning flash of the eye, the tell-tale flush of the cheek, and the clearing of the brow, shaded for an instant until the gleam of intelligence, like a ray of sunlight, irradiates it with the light of comprehension and the joy of conscious triumph.

We have, we repeat, the utmost faith in the capacity of the young mind for the delights of study. When genuine school work is irksome to it, the fault generally is, we make bold to say, in the methods of the teacher, or of some previous teacher, or in some other untoward influence, which has clogged rather than helped the spontaneous play of thought and intellect. We believe that the law which we are trying to make clear applies in the case of the youngest "tot" in the kindergarten, equally as well as with the boy or girl in the teens. Hence we are always disposed to regard with some suspicion many of the devices which are becoming so popular, the aim of which is to convert every effort of the little mind into a semblance of play or amusement, by clothing the operation in the fictitious garb of some simple, we are tempted to say silly, "story" or "game," which is supposed either to serve as the sugar-coating of the pill, or to make the thing itself more intelligible to the infant mind; we are not sure which is the orthodox theory. Our own observation has taught us to believe that the intelligence of the child is very often much greater than the teacher allows himself or herself to suppose, and that there can be no doubt that the larger the demand made upon it, so long as that demand is within the compass of the child's powers, the keener will be the legitimate pleasure felt in the consciousness of power and the sense of triumph which are nature's rewards of successful mental effort. Try the theory, whether you believe it or not, teacher. There can be no harm in making the experiment, only do it patiently and thoroughly, and skilfully if you can.

## \* Literary Notes. \*

THE June number of *Our Little Men and Women* contains stories, poems and pictures as sunny as the month itself. "A Boy and a Girl," "Joker and his Relations," "Talks by Queer Folks," and the "Studio Dolls," regular features of this little magazine, are especially clever, while the shorter stories, poems and jingles, sparkle with real life and hint at such fun and merriment as is the true boy and girl diversion and sport. The pictures are in themselves a work of art. Price \$1.00 a year; 10 cents a number. D. Lothrop Company, Publishers, Boston.

THE complete novel in *Lippincott's Magazine* for June, "John Gray; a Kentucky Tale of the Olden Time," is by James Lane Allen, who gives his readers a tender historical picture of the region named, singularly apart from anything written against a Kentucky background heretofore, yet brimming with local knowledge, and rivaling in its exquisite sympathy and touch all that the author has before produced. The peaceful theme of the tale, under Mr. Allen's own marked originality of handling, only serves to enhance the interest of the story.

THE *Atlantic Monthly* for June has in it a paper of great value to teachers and to all persons who are interested in one of the greatest problems of our day—the Negro Question. This is the article by William T. Harris, LL.D., U.S. Commissioner of Education entitled "The Education of the Negro." All sides of this subject are most thoughtfully and ably treated by the author, who has made his paper of still greater value by adding to it notes, opinions and criticisms written by some of the leading men of the South, to whom it was sent before publication.

MANY acrimonious things have been said by the London correspondents of American newspapers in reference to Dean Bradley's decision that it would be impossible to find space for a memorial to James Russell Lowell within the precincts of Westminster Abbey. In an article in the June number of the *North American Review*, Archdeacon Farrar points out that there is really no room for any more monuments in the famous church except two, which are reserved for the two foremost Englishmen of the time—Gladstone and Tennyson. The title of Archdeacon Farrar's article is "The Future of Westminster Abbey." Sir J. William Dawson, Principal of McGill University, Montreal, has in the same number the first of two articles dealing with the results of recent researches in Bible lands.

IN connection with the formal opening of the new Collegiate Institute on Harbord Street, in this city, which took place a week or two since, it was stated that this is the first instance in the Province in which a school has taken rank as a collegiate institute from the first. We wish Principal Spotton and his colleagues every success.



## \* English. \*

### \*AMERICAN SPEECH AND STANDARD ENGLISH.

BY FRED H. STOKES, M.A.

To any one at all familiar with the study of language, the speech of a new country—especially if that country be one with such varied nationalities and physical conditions as America—offers an endless field for linguistic research, endless problems of absorbing interest in all departments of philology. What the botanist finds in the study of changes in plant life under different conditions resulting from transplantation, let us say, from sea to land, or from the temperate zone to the torrid; what the ethnologist finds in the study of the life of a race of men affected by the soil, climate and other features of a new country to which they have emigrated: this in a large measure is the nature of the interest that the student of language feels in studying the character and development of the speech of England transplanted into America, acclimatizing itself, so to speak, extending with the extension of settlement to the remotest parts of the North American continent.

In this paper, in the brief half-hour which your Secretary assigns for the presentation of each topic, I desire to show the nature of the linguistic field that is before us in America and to indicate in a hasty and imperfect way the main characteristics of American speech as distinguished from the average speech of educated Englishmen, generally known as Standard English.

From the nature of the colonization of America, the existence of dialects, or at any rate, provincialisms of speech could be pre-supposed. The colony of forty-one families that the *Mayflower* landed at Plymouth was the nucleus about which gathered the great Puritan emigration of the time of the first Charles; "some of them," to quote Green, "men of large landed estate, some zealous clergymen like Cotton, Hooker and Roger Williams; some shrewd London lawyers or young scholars from Oxford. The bulk were God-fearing farmers from Lincolnshire and the eastern counties." Nothing did these God-fearing farmers of the eastern counties carry to their new home more securely than their own spoken language, the dialects of their English homes. The other day, in looking over Halliwell's "Dictionary of Archaic and Provincial Words," I came upon a poem called "A Lincolnshire Tale," which affords the best immediate illustration I can give, of the close relation of the speech of the old shires and the new colony. I quote a few characteristic lines merely.

"And git thee sen (soon) made smart and pretty,  
We' yaller ribbons round the waist,  
And I'll ga fetch my saister Bess,  
I'm sartin sure she's up and ready."

\* \* \*

"And brother Joss,  
A'shoutin' to the folks as passes."

The pronunciation of "git" for "get," "yaller" for "yellow," "sartin" for "certain," the syntax in "I m sartin sure she is up and ready," and "A-shoutin' to the folks as passes," come to our ears with the familiar ring of the "Bigelow Papers" or of "Sam Slick." This point is fundamental in the consideration of American dialects, so that I may be pardoned for adding additional illustrations. A cursory examination of the late Mr. Lowell's inimitable work reveals a list of words which to most of us have a decidedly Yankee flavor, but which are well-known words in one or more dialects of England.

*Spry*, as in "The old gentleman is quite spry this morning," for "lively," etc.

*Dander*, as in "He lets his dander rise," for "anger."

*Swop*, as in "He swops horses," for "exchanges," "trades."

*Lick*, as in "We can lick creation," for "beat," "thrash."

*To set by*, as in "Folks ain't sot by," for "treated with consideration."

*Guess*, as in "I guess I'll go," for "suppose," "think," etc.—once, as Chaucer shows, standard English.

*Gump*, as in "He's a gump," for "foolish fellow."

*Gumption*, as in "You have no gumption," for "talent, strength of character."

*Cute*, as in "He was too cute for you," for "shrewd," "clever."

*Bail*, as in "The bail of the pail is broken," for "the handle."

*Barm*, for "yeast," is a well-known word in the Elizabethan drama

*Cade*, as in "a cade lamb," for "a pet lamb"—one raised by hand.

But to say nothing of grammatical peculiarities, such as the use of the double for the single negative, constructions such as "I had ought," or the possessive form "of hisn," "of yourn," "of hern," etc., and the frequency of constructions with the verbal noun, as "a-getherin," "a-turnin," the vocabulary of the Yankee dialect is not only marked by provincialisms and archaisms, it has had a vigorous linguistic growth. In its old words took on new senses:

*Cry*, as "They were cried next Sunday," means "to have the bans published."

*Curious* came to mean "excellent."

*I calculate* came to mean "I think."

*Up* became a verb, as in "He ups and says."

*Shuffy* came to mean "sulky."

*Train*, as in "He's on a train," for "frolic."

*Sound*, as in "the child's sound," for "sound asleep."

*Soldier*, in the form "sojer," as a verb, may mean to "loiter," "loungue."

In addition new-coined words and phrases abound:

*Croaky*, as in "The child is croaky," for "hoarse."

*Chipper*, as in "You feel quite chipper this morning," for "active," "lively."

*On the mending hand*, for "convalescent"

"Citified," "skoot" (to make off quickly), "all-fired" (exceedingly), "tough it out" (endure it to the end), "no great shakes," and many more.

The phonology of the Yankee dialect presents peculiarities even more marked than the peculiarities of vocabulary.

i for oi: bile, boil; jine, join; pizen, poison.

u for ju: dooty, duty; institootion, institution.

e for u: sech, such; tetch, touch; reah, rush.

i for e: kittle, kettle; git, get; yit, yet.

ee for i: leetle, little; ef, if.

e for o: fer, for.

u for o: hull, whole; hum, home; stun, stone.

e for a: hev, have; ketch, catch; hendy, handy.

a for e: narves, nerves; larn, learn; etarual, eternal.

ee for a: keer, care; skeercely, scarcely; sheer, share; dreem, drain.

And, among the most peculiar, the breaking and nasalization of the diphthong ow into 'eeow'—neeow, feeund, heeow, for now, found, and how.

[I never meet with this pronunciation, heeow, without thinking of Dr. Holmes' quiet thrust at provincialisms in the "Autocrat of the Breakfast Table." "A movement or a phrase," says the exclusive doctor, "often tells you all you want to know about a person. Thus: How's your health (Heow's yo haalth) instead of How do you do? or calling your little dark entry a 'hall,' and your old rickety one-horse wagon a 'kerridge'—or saying 'you remember of' such a thing, or that you have been 'stoppin' at Deacon Somebody's—and other like expressions. One of my friends had a little marble statuette of Cupid in the parlor of his country-house—bow, arrows, wings and all complete. A visitor indigenous to the regions, looking pensively at the figure, asked the lady of the house 'if that was a statoo of her deceased infant.' What a delicious," adds the doctor, "though somewhat voluminous biography, social, educational and æsthetic, in that brief question."]

The exact nature of the phonetic laws that operated on New England speech has not yet been determined, but judging merely from the examples before us, we can recognize in some dialective peculiarities of English, in others an arrested development, in others a marked palatal influence.

This brief reference to the Yankee dialect might, if we had time, be supplemented by references to the peculiarities of central New York, following the admirable paper of Mr. Oliver Emerson in the *Dialect Notes*\* of the American Dialect Society, or to the more marked dialect of the Tennessee mountain, of which Miss Murfree has made such artistic use in her various novelst, to the provincialisms

of the Southern Atlantic States, following the scholarly papers of Professor Sylvester Primer\* and Prof. C. F. Smith,† to the language of the West, as represented especially in the works of Bret Harte, to Negro-English, which has been treated with scientific accuracy by Mr. J. A. Harrison in *Anglia*.

What these various dialects teach us, with the sole exception, perhaps, of Negro-English, is that the point of view from which we must look at the making of American speech is not primarily as a Standard English speech brought to America and corrupted to a greater or less extent in various quarters, but rather in its early stages as a speech marked by various dialectic peculiarities, which in the course of time have lost prestige through the growth of a new standard speech in America. "When we hear a common countryman or a mountaineer," writes Prof. Smith, "use a word that is not familiar to us, we may be sure that in most cases it is not a new word, but belongs to the dialect of one or two hundred years ago." Someone, writing recently of a trip to some Southern mountains, said the dialect impressed him as if he had been suddenly transferred to Chaucer's time. Even the negroisms are rarely anything but survivals, or oftener corruptions, of old usage; and indeed they are responsible for comparatively few of these corruptions, having simply preserved, not made them."

Now the question arises, why, with these strongly marked local dialects, do we have what we may call our American speech? The answer is plain. The language of Bird o' Freedom Sawin, although once the speech of the mass of New Englanders, was never spoken by any New Englander of birth and education—or rather the well-educated New Englander had few traces of the local speech of the mass of his neighbors. We are all aware, moreover, that the stream of literature when once set flowing in America, was fed by the purest springs of classical English,—a crystalline stream—as Longfellow and Hawthorne show us—worthy of its source.

The Virginian of birth might be forced to spend most of his life amongst negroes, yet he had a gentleman's instinct for books. "You will find," writes W. H. Page, in the *Atlantic* for May, 1881, "old gentlemen who know Shakespear and Milton, but not one in a thousand knows anything of Lungfellow and Tennyson. Not unfrequently, much to your surprise, you may learn that one of these has read Byron and Burns annually for the last ten years, and he is perfectly familiar with every character in Scott. When he writes or makes a speech, he leaves his inert conversational tone entirely, and employs a diction and manner that have an antique Addisonian dignity and profusion." The growth of an educated class, the increase in wealth, the extension of a system of common schools, well-furnished with spelling books and dictionaries, aided by the influence of English literature among people who were insatiable readers, the social advantages of cultured speech, all these were potent factors in suppressing, except in the remotest districts, the vestiges of provincialism, and in establishing a more or less uniform English speech throughout America—a speech which has its ear-marks, it is true, but which in foundation and in detail is practically one with Standard English.

This last statement, I fear, needs some modification. It is only in a loose sense that we may be said to have a standard speech in America. Let me explain my meaning by illustration. Most educated Canadians utter such words as "port," "farther," "door," with a strong consonantal; most educated people of the Eastern and Southern States partially, or wholly vocalize these, *r's, po't, fa'the, do.* In Georgia and Virginia it disappears entirely; "close the door," becomes "close the dō (pronounce as in "dough"). Again, Canadians and Standard English in such words as *now, how, town*. Yet every Southerner from Baltimore to Austin, turns it into a diphthong *æow* (æ as in man) *æow, hæow, teowm*. Again, a Canadian recognizes—as a characteristic—though fortunately not a universal characteristic—of United States speech the nasalization of its vowels, from which his own speech is tolerably free. A Bostonian, again, winces when he hears the broad *aa* of his dance,

\*American Journal of Philology, Vol. viii.

†Translations of the American Philologic. Association, vol. xiv., 1883. Vol. vii., 1884.

†I cite in illustration the word "banjo," which is currently regarded as a negroism. It is merely a corruption and retention of the old word "bandore," which the Elizabethan dramatist, Middleton, for instance, employs.

\*Read before the Modern Language Section of the Ontario Educational Association, Toronto, April 19, 1892.

\*Vol. III.

†Down the Ravine, In the Tennessee Mountains, Prophet of the Great Smoky Mountain, etc.

palm, calm, turned almost wherever he visits into the flat æ—dænce, pæm, cæm. The Virginian is inclined to look upon the pure vowel in card, garden, etc., as a wretched northern affectation, as compared with his kja'd, gja'dea.\* In the Gulf States you may "carry" a young lady to church, with perfect propriety and mutual pleasure, though neither she nor *les convenances* would permit you to "tote" her there. In the North we may greet a friend with "good afternoon," in the South we come into a land when it is never afternoon, but "good evening." In the West we know the usual nominative of address is "stranger." In Kentucky "Colonel" is a synonym of "Mister." In the South we cross a "branch" or a "fresh" rather than a stream or brook; for making bread we use "east" rather than "yeast." The day is "pretty" or "shabby" according as the weather is "fine" or "disagreeable." Even a well-educated Georgian may be heard speaking of "teering a cheer to pieces" (tearing a chair to pieces) and is proverbially described as going "with his yeers (yeaahs) in the yeæ (yeeah), with his ears in the air. In the West, you "allow" that Mr. Smith has a fine horse; you "hang out" rather than live; ("hang out" would seem a better Western synonym for "to die suddenly"); you are "clever" when you are "good-natured"; Westerners use "drive," "beef," "broncho," "fandango," "corral," and many other words in a way that perplexes the Easterner. Even Canada is peculiar with its "concessions," "habitants," "drams [sections of raft], "slide" [lumber-slide], "carrying places," or "portages." In the little town of Gananoque, I noted in a chance visit at least two words that no dictionary records, "slinker" or "a slinky pike" [young pike], and "snappers" [the ripples on the surface of a stream as it passes over rocks in shallow water]. In short, American speech is not a unit either in pronunciation or vocabulary. A group of English students gathered at Oxford would have,—allowing for the personal factor,—a practical identity of speech; a group of American students gathered at Johns Hopkins have differences that warrant one in asking of such and such a member if he ever speaks English.

Yet while this is true, it is also true that the speech of the mass of Americans is more nearly a unit than that of the mass of the inhabitants of the British Isles; we may suffer in comparison with the large class of Englishmen who speak Standard English, but we gain infinitely compared with the average Englishman, to say nothing of yeomen of Cumberland or Yorkshire, of Aberdeen or Tipperary. For the dialects of Great Britain, America has been a great purifying furnace. "One county in England," writes Froude, "differs from another county. Devon has one voice and manner, and Yorkshire another voice and manner. The Devonshire man and the Yorkshire man can scarcely understand each other when they are eager and fall into dialect.† Now in America we have instances before our eyes every day, where the sons of these men of Devon or Yorkshire emigrated hither speak a language that is precisely alike, and precisely that of men of American parentage, and not only the sons of Englishmen, but of Germans, Swedes, Italians and the scores of other nationalities that have sought homes on these shores. America is a crucible in which the speech of Europeans undergoes rapid transformation and improvement.

Life in America was under conditions widely different from those in the mother-land. Physical conditions were different, indigenous animal and vegetable life were different. The colonists and their successors had to create forms of government, methods of administration, of industrial activity, of social life, of which the older land was ignorant. Rapidly they adjusted and extended their speech to meet these new conditions. They invested old words with new meanings, they made new combinations of old words to express new ideas, they seized the dialect words from the remote corners of the land and spread them across the continent, and with amazing fecundity of phrase they created a host of new words which tax the energy of the dictionary-makers to enumerate and account for.

They found a land of woods—or bush—and we have "clearing," "bushwhacker," "backwoods,"

"corduroy roads," "dug-outs"; with the allotment of land, came the "land-office," "land-patent," "quarter section," "squatter," "claim-jumper." They took their pleasures industriously in "raising-bees," "spelling-bees," "paring-bees." They grew maize, which they called "corn," and "corn-shucking," "corn-husking," were carried on with the aid of "corn-cake," "corn-dodgers," and even "corn-juice." They got themselves a government—a "congress," to which went "senators," and "congressmen"; political "campaigns" were accompanied by "stump" speeches, "caucuses," "bolting," "bull-dozing," "ballot-stuffing," and "gerrymandering." They built railways, calling them "railroads," had "conductors" rather than "guards," "cars" rather than "carriages," "freight-trains" rather than "goods-trains," "baggage-cars" rather than "luggage-vans," "depots" instead of "stations."

From the Spaniards to the South and West, they appropriated the words "corral," "canon," "broncho," "adobie" (sun-dried brick), "barbecue," and "bagasse" (remains of pressed sugar cane.)

They were willing to use the "voyageurs" of their French neighbors to the North and South, to smoke their "calumet," to "charivari" disagreeable neighbors or "Winter married unto May," or to walk on the "banquettes" of New Orleans, or to watch the "crevasse" in the "levee" of the Father of Waters.\* They were willing to eat the "cold-slaw" (kool slaw) and "crullers" of their Dutch and German neighbors and to adopt their "stoop," "bake-oven," "boss," and "spook."

To enumerate the words that the tremendous industrial activity and political and military struggles have called into existence, it would be folly to attempt here. Bartlett's "Dictionary of Americanisms," is a volume of over eight hundred pages, admirable though often unreliable—yet new volumes are constantly issuing from the press to keep pace with the tide of new words. Within the last few months we have a Dictionary of American Slang,† and a volume of "Political Americanisms,"‡ while the American Dialect Society is founded primarily for the cause of research in the field of unrecorded words and special phases of pronunciation.

In politics especially, the study of vocabulary is interesting. Let us pause a moment at a few words.

The word "boodle" is an important word in politics—a sort of watch-word. The New England Dictionary quotes from Markham, 1625, "Men curiously and carefully chosen out from all the Buddle and mass of great ones." This word "buddle," "crowd," "lot," is without doubt connected with the New England "boodle," as in "He would like to have the whole boodle of them," (O. W. Holmes, 1857, "Autocrat," p. 139). Then from the frequent collocation, "the whole kit and boodle," I think we may account for the rise of "the whole caboodle." But "boodle" in its political sense is not as the N. E. D. defines it, "stock in trade," "capital." It is therefore scarcely possible to connect it in meaning with the Dutch *boedel* (pronounced boodel), (estate, inheritance, household goods, stuff, lumber). The first step towards the solution of its origin seems to be afforded by a line from Macaulay's "Political Georgics," (1828), where an illusion is made to "boodle's patriot band," the context showing the reference to be to "plunder," (Norton). But no English dictionary remarks this use of the word. Apparently it is rare and dialective or even slang, but whether from the Dutch *boedel*, or Markham's *buddle*, or Macaulay's *boodle*, the fact is that some five years ago it became among the aldermen of New York a word of transcendent importance, and from New York has spread, with its relatives *boodling* and *boodlers*, even to the legislators of Canada.

Gerrymander. There is another word that Canadian politics has had evil occasion to use—the word "gerrymander." Most of you are familiar with the origin of this word, yet because it illustrates the rapidity with which American speakers act on a hint, and the immediate currency given to a new word, I venture to recall to your memory the incidents of its origin. The story goes that in 1811 Governor Gerry, of Massachusetts, having rearranged the constituencies in favor of the Demo-

crats, Stuart, the painter, talking with Russell, of the Boston *Sentinel*, said of the map of the new districts: "That will do for a Salamander." "A Salamander!" exclaimed Russell, "call it a Gerry-mander!" And a "gerrymander" the reptile has remained.

Tammany. Tammany Hall, or Tammany influence is another potent phrase from New York. Tammany, strange to say, was a Maryland chief of Delaware Indians, whose name was used as the designation of a patriot society (1789) with "wigwams" in different towns. The society became political in character, but the branches in Philadelphia and elsewhere died out, and only Tammany Hall—the New York "wigwam"—remains to support Hill and control the Democrat vote of New York.

So, had we time, we might see the origin of "ballot-box stuffing," "waving the bloody shirt," "bolters," "boom," "boss-rule," "bull-doze," (better bull-dose, a dose of cow-hiding), "bummer," "buncome," "campaign," "carpet-bagger," "caucus," "electors," "F. F. U's," "filibuster" (not yet Canadian in the United States sense of delaying proceedings in Congress by calling for yeas and nays, so as to gain time to defeat a bill), "in the soup," "green-backs," "hoodlums," "kickers," "lobbyists," "log-rolling," "machine politics," "wire-pulling," "to have a pull," "mugwumps," "O. K.," "pair off," "ring," "ringsters," "roor-back," "salt river," or, as we say, "salt creek," down to "Yankee," "Uncle Sam," and "Brother Jonathan."

As to the pronunciation of English in America, there is, as I have tried to show, no absolute uniformity, only an approximate uniformity. What relation does this approximately uniform pronunciation hold with respect to standard English? Richard Grant White, in his "Mr. Washington Adams in England," notes, *à propos* of his writing, an Englishman's remark, "Give you some good shootin'," that it is only by the use of a superfluous *o* that I can indicate the prolonged vowel sound in this word which is one of the very few and very slight differences, he says, in pronunciation between England and New England or New York men of similar breeding. The dropping of *g* from the syllable *ing* is not universal among men of this class in England, but it is very common; much more common than in the class just below them. Careful observers, however, go further than Mr. White went, and wider differences must be noted, especially if we discuss the average speech of educated Americans.

Recently Professor Jebb, of Cambridge University, delivered a series of lectures in the University of Johns Hopkins. When President Gilman had ended his address of welcome and of introduction, and Professor Jebb began to speak, a smile, not ill-natured or unkindly, ran over the faces of a cultured and representative Baltimore audience.

Every ear marked a distinctive English accent and acknowledged its strangeness. To analyze the differences between American and English pronunciations is not easy, yet some of the chief differences can be pointed out.

The accentuation of secondary syllables is more distinct in America than in England, and the secondary vowels have consequently more nearly their etymological value.

Compare:

Gladstoné	with	Gladst'n
M'il-it'ary	"	M'il'it'ry
Yesterday	"	Yestedi*
Látin (New England)		Latn
Fo'rhead	with	Fo'rid*

In a nation of readers, in schools where the spelling book and dictionary are fetishes as in America, the influence of the printed word will constantly tend to a distinct enunciation of every part of the word in conformity with the printed letters.

Another marked difference is the far greater modulation of the voice. To an American who is accustomed to a dead level of pitch as he speaks, the wide range of inflections in an Englishman's discourse savors of sing-song. Froude notes, though not accurately, a part of this difference in his *Oceana*, when he speaks of the tendency of the American to raise his voice at the close of a sentence, as if to ask a question.

Again, in English, medial *r* before a consonant, and generally final *r*, are entirely vocalized.

\* Sweet, "History of English Sounds."

\*It may be said *en passant* that this breaking of *a* after a palatal was once fashionable in England as Sheridan's Dictionary shows us. It is likewise interesting as an illustration of the first step by which we explain in Romance Philology the change of the Latin *carum* into the French *charite*.

\*New Orleans. "This charming town would require a special dictionary of its own for its picturesque Creolisms of every species—cookery, customs, locality."—*Critic*, April 2, 1892.

†American Slang Dictionary, James Maitland, Chicago; R. J. Kittredge & Co.

‡Political Americanisms, Charles Ledyard Norton; Longmans, Green & Co, 1890.

† "Oceana," p. 168.

Warm	Wom [w ɔ m*]
Sharp	Shaap [Saap*]
Dirt	Düt-t [d e e t*]
Saturday	Satü-di*
Far	Faa
Waiter	Wait e [weite*]

Farther or father are equally fa'the.

In America usage is divided, Canada deviating most and Boston, I think, least.

Standard English uniformly drops h when used with w, *wi\**, *were*, *wen*, *wat\**, for "why," "where," "when," while in America the feeling of standard speech is tending to the articulation of h.

The nasality of the majority of speakers in the United States is in marked contrast with the oral vowels of English speech. The various theories put forward to account for its origin are proofs sufficient of its existence. Whether it is a remnant of the Puritan custom of singing psalms through their nose, or a result of the chronic catarrh that afflicts every other person in New England, or, as a writer in the *Southern Review* suggests, because the Yankee narrows "the volume of his mouth, in order to keep out the east wind or make his pork and molasses go further,"† we cannot determine. But undoubtedly the nasal twang of the New Englander is affecting the speech of the mass of speakers of the United States.

In conclusion, I have endeavored to show that the point of view for American speech in its first stage is the provincial speech of England; that the literary language of America was derived from the literary language of England; that American literature, with the aid of the school house and pulpit, fought back the dialects and established a more or less uniform standard of speech which retains, however, abundant dialectical phrases; that the new conditions of social and industrial life in a new country have brought into existence hosts of expressions that defy the lexicographer to keep pace with.

What the future will bring forth it is not easy to foresee. The reaction of American upon English speech has been long operative and powerful, adding to the flexibility and expressiveness of the mother tongue. He is a wise man who looks to the establishment of a standard of speech in America, which, while agreeing as it must, in the main, with standard English, will allow room for natural growth and development, and will not endeavor on the basis of distant usage to root out words or pronunciations that have become part and parcel of the language of this continent. We, in America, are not so far from British speech that we cannot thrill at the words of Charles MacKay in a recent number of the *Nineteenth Century*. "Our noble speech," writes the Englishman, "promises to become the predominant, though not perhaps the only language of the civilization of the coming centuries, and is already heard like the morning drum-beat of British power in every part of the globe. It floats upon the wings of a widely pervading literature, and a still more widely pervading commerce, to the uttermost ends of the earth, and will inevitably be the speech, more or less preserved in its purity [let us hope not], corrupted by ignorance, carelessness, or the imitative perversity of the young and mighty nations which are arising or have arisen in North America, South Africa, Australia, New Zealand, and in every country, where seed can grow or man can thrive."

#### NO LIFE STANDS ALONE.

For he who thinks to stand alone  
Alone shall surely fall;  
Our very woes are not our own,  
But held in trust for all.  
The bitter tears that secret flow  
In solitary pain,  
May freshen other lives, although  
Our barren hopes can never know  
Their fertilizing rain;  
And we who work, and we who weep,  
Nor weep, nor work, in vain,  
If other hands our harvest reap,  
And other hearts with joy shall leap  
To garner up our grain.

—Whyte-Melville.

Sweet, "History of English Sounds."  
Sweet, "Primer of Phonetics."

† "Southern Review," vol. ix. p. 301, 1883.

## \* Special Papers. \*

### THE TEACHER'S RELATION TO THE LIQUOR PROBLEM.\*

BY MRS. HARTLEY.

AMONG the great problems which confront every earnest thinker, every friend of humanity, there is none more weighty, more pressing in its claims, than the liquor problem.

It claims to have invested in the United States and Canada one thousand millions of dollars. Its revenues are larger than the revenue of our 150,000 miles of railroad. It aims at political power, and in some places boldly proclaims its aim to wield supreme political dominion. It is estimated that this tyrant costs one thousand three hundred millions of dollars in the United States and Canada, and vast numbers of poor, deluded camp-followers stand ready to do its bidding. Pestilence and war combined do not equal its destructive energy. It is cruel, and has proclaimed war to the knife against the best interests of society. Dishonored homes, broken hearts, wan and voiceless misery, the debauchery and ruin of youth, utter degradation and ignorance, poverty and misery, everywhere and always accompany this hideous traffic. To cope with it and destroy it is no child's play, and many earnest workers are coming to believe that our chief hope is in the rising generation, and in the teaching and training of the boys and girls.

We rejoice, therefore, and regard it as a good omen, that this subject finds a place on your programme to-day.

To you, as teachers of the Public Schools, is given a splendid opportunity to influence and mould the coming generation. You are to live by your profession, and it is a shame that your work is so often undervalued from the standpoint of dollars and cents; but if you take high ground, recognizing a grand opportunity to serve God and humanity, you will have the higher compensation of a conscience void of offence toward God. This responsibility is not one you may assume or not as you please; it is inseparable from your work, and, failing to recognize and discharge duty in this matter, you may one day hear, "Inasmuch as ye did it not to the least of these, ye did it not to me."

Any education that does not include in its scope the whole being, mind, soul and body, is defective. To the teacher is open the grandest calling in life. Who shall limit the generation or measure the fruitage of principles implanted in the minds of childhood and youth? To the teacher is given the opportunity to mould the mind at its most plastic period, and it is no exaggeration to say that he may, if he will, so influence the life of the child as to settle the destiny of the soul for eternity. A failure to realize and improve these opportunities may result in tragedies that might well make angels weep.

"Man, perchance, may bind

The flower his step hath bruised; or light anew  
The torch he quenches; or to music wind

Again the lyre-string from his touch that flew;  
But for the soul, oh tremble and beware  
To lay rude hands upon God's mysteries there."

The true teacher will devote, consecrate all his energies, and bestow with lavish hand not only such instruction as is required to prepare his pupils to pass a creditable examination, but he will also improve his fine opportunity to instil principles of sound morals, of allegiance to God, fidelity to home and native land, of loyalty to truth in every form; and thus set in motion forces far-reaching as eternity in their beneficent effect. Though such teachers may receive but meagre pecuniary compensation, yet verily they shall reap rich reward in the consciousness of having started a human soul on the right track. So much depends upon the start. It is so much easier to start right than to correct a wrong beginning. This has been, and still is, a weakness in most temperance organizations. They have not struck at the root of the trouble by teaching and training the children. Had the first temperance movements but adopted this method, the drink curse

\* A paper read before the South Wellington Teachers' Association.

would have been removed long ago. During a temperance convention in Chicago, a burly, red-faced follower of Bacchus accosted one of the delegates with, "What are you fellows trying to do down at the Battery? You are hot on temperance, I see by the papers. Do you think you can make a temperance man of me?" "No," said the delegate, "we evidently could not do much with you, but we are after your boy." At this unexpected retort, the man said seriously, "Well, I guess you are right. If somebody had been after me when I was a boy, I should have been a better man to-day." The man voiced the truth of the matter, and when, through the influence of some clear-headed, far-sighted workers, the subject of temperance was introduced into the curriculum of the Public Schools, the idea was hailed with delight and regarded as the harbinger of better days, even the casting out of the rum demon.

Bishop Foss says, "I oppose the drink traffic because it opposes me. The work I try to do, it undoes. My charge against it is single and simple; it is a great obstacle to the spread of the Gospel." The teacher may take equally strong ground against this evil; the work he tries to do, it undoes. The drink traffic neutralizes educational agencies. The poverty of their homes, the drunkenness of their parents, and the consequent starvation and ill-treatment which the children have to endure will effectually undo the work the teacher is endeavoring to do. In a western town where local option had closed the saloons, the principal of the Public Schools said, "Nowhere is the beneficent effects of this law more clearly seen than in our schools. Children are more regular in attendance; they come cleaner, better fed, and better clothed, and the results in school work are vastly better every way."

How many children, born into the world with the blemish of hereditary liquor taint, are still further defrauded of their birthright by being deprived of Public School advantages, being compelled to work or beg to support idleness and drunkenness at home. Think, I pray you, of the horrors of such homes, and it will breath anew into your souls the resolve to do all in your power to crush the destroyer of homes, the murderer of little children.

While we are considering this phase of the subject, we would not forget the large number of men of culture, of genius, of refinement, many of them Nature's noblemen, whose "sun goes down at mid-day," all their splendid natural and acquired ability ravished, destroyed and lost to their generation, because the drink habit has been formed, and has slowly, but surely, bound their hand and foot, despite the protest of their fine sensibilities and superior mental endowments and culture. In view of this and other considerations that might be urged, it is clear that this traffic is a serious menace to educational advance.

Again, let us call to mind the claims of Patriotism. I do not think we put it too strongly when we say that love of country demands that the teacher be specially diligent and faithful in developing the temperance sentiment. Possibly it may be urged that this work lies more in the province of home or Sunday school instruction. The Christian home, the Sunday school, and all church agencies are supplemental, but you can do what we cannot. The good system of compulsory education brings all the children in the community under your influence; they cannot all be brought under the influence of the Sunday school. They are under your influence twenty-five hours of each week; they are in the Sunday school but one. Other reasons might be added for considering the Public School instruction the most effective agency. Our country needs the coming men and women now under your care twenty-five hours of each week. Many of these children have fine natural ability, their lives are full of promise; but the Tempter is vigilant, and unless we who oppose him are vigilant, also, these fair young lives will be blasted, and the good they might do for God and humanity and for native land will be turned into evil agencies and influences instead. Educate the boys, who are the future voters and law-makers of our country, so that they shall have penetration to see the monstrous inconsistency of men who undertake to legislate for the country and license the sale of intoxicants. Perhaps some of us who are ardent temperance reformers think we cannot wait until the boys of to-day can vote; we would devise a quicker method for abolishing the



✱ Question Drawer. ✱

liquor nuisance. Let us call to mind this very old promise and prophecy, "And a little child shall lead them." Perhaps if teachers realized what a company of reporters they have around them every day, and knew how much of what teacher does and says is repeated at home, they would see in this their opportunity to very materially influence the ballot of the present day.

A little boy in Rhode Island, the son of a saloon-keeper, became so much interested in the subject of temperance as taught him in the Public Schools, that he besought his father to stop the sale of liquor, and when the Constitutional Amendment was submitted to the voters of Rhode Island, this little fellow pleaded with his father to vote for the Amendment. The man would not, of course, consent to vote contrary to business interests, but to get rid of the child, told him that if he would give him six dollars, he would vote for the Amendment. Nothing daunted, the brave little fellow asked the neighbors to allow him to clean cellars and do other work, and in this way he earned the required sum and carried it to his father. The man was as good as his word, voted for the Amendment, and found a more honorable business. So much of present result was secured by one conscientious teacher of temperance in the Public Schools.

It is not within the province of this paper to suggest methods of instruction. Fault has been found, and perhaps justly, with the text-books used; but vastly more important than any text-book, however perfect, is the living, sympathetic, enthusiastic teacher. Not less attention should be given to the evil effects of alcohol upon the human body, but much more attention should be given to other phases of this great subject: The wrong of the license system, the wreck and ruin wrought in the home, and especially the awful truth that no drunkard shall inherit the kingdom of heaven.

Some may say, "I am not paid to teach morals and religion. I shall never be called to account if I pass this by." Perhaps not at the bar of human justice, but there is a higher tribunal where we shall be held responsible for failure in duty. Think for a moment of the old meaning of the word duty, something due. Think of the debt you owe to God, to childhood, to native land. If you, as teachers, will do your duty in this thing, many of us may live to see the day when this dark stain upon our social and national life shall be forever wiped out. And you will not fail in your reward. Some one has said that "If a more glorious crown is held in reserve for one rather than another, it is for him who, uncheered by worldly applause, and without the prospect of adequate reward from his fellowmen, cheerfully spends his strength, and does with diligence and patience whatsoever his hand findeth to do towards raising his fellow beings to happiness and prosperity."

You have heard of the warrior monks of Africa. One of their principal objects is to break up the slave trade. They have established stations along the line traversed by the slave caravans, and any slave escaping finds a refuge with them. A dramatic feature of the consecration of these monks appeared when the cardinal led to the altar a little brown girl, barely nine years old, who had succeeded in escaping from a slave caravan passing through the desert. A sudden movement of the child caused her to drop something that she was holding concealed by the folds of her garment. The venerable prelate went and raised the object from the ground. It was a small dusky hand, the hand of the child, which in sheer wanton cruelty had been cut off by her captors. Holding it aloft, and pointing southward towards the Great Sahara, while with his other hand he raised the child's arm so that all could see the mangled stump, he said in clarion tones: "I would to God that all Europe could see this little hand. May it serve to guide your line of march for God, for France, for humanity."

From ten thousand desolate homes little hands are stretched out to you to-day to save them from an awful fate. Let them guide your line of march, while you inscribe upon your banners: "For God, for Home and Native Land."

CORRECTION of mistakes or faults should not degrade or discourage, but stimulate.

The sandal tree perfumes, when riven,  
The axe that laid it low:  
Let man, who hopes to be forgiven,  
Forgive and bless his foe.

—Sadi.

A SUBSCRIBER.—(a) In the examination in English Composition for entrance the candidate, it is announced, will be asked simply to write a letter and a narrative, or description, each being of about thirty lines in length. This seems sufficiently clear. It is not said that the examiners will prescribe the subjects, but it is to be presumed they will do so. No boy or girl who has passed through the forms of the Public school should find it very difficult to write a letter of thirty lines in passable style, or to write an account of some simple incident or a description of some familiar object.

(b) Agriculture is optional for Entrance Examination, as distinctly stated in the "Regulations." You ask: "What, then, is the meaning of those cards from the Education Department which have so surprised some of the teachers. They state that the Department requires Agriculture to be taught, and that teachers will have no difficulty between now and Examination, in preparing their pupils for it." We learn, on enquiry, that no such cards have been issued by the Department.

M. B. B.—High School Entrance and Public School Leaving Examinations begin June 28th.

TIME-TABLE.

First Day.

A. M. 8.45..... Reading Regulations.  
9.09-11.00..... English Grammar.  
11.10-12.40..... Geography.  
P. M. 2.00- 4.00..... Composition.  
4.10- 4.45..... Dictation.

Second Day.

A. M. 9.00-11.00..... Arithmetic.  
11.10-12.20..... Drawing.  
P. M. 1.30- 3.00..... History.

Third Day.

A. M. 9.00-11.00..... English Literature.  
11.10-11.40..... Writing.  
P. M. 1.30- 3.00..... Temperance and Hygiene (optional).  
3.10- 4.40..... Agricultural (optional).

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners. Junior Leaving Examinations commence July 11th. We have not received a copy of the time-table.

A SUBSCRIBER.—(1) We suppose the post office, court house and jail, would come under the head of "public buildings." But the question is indefinite. Do you mean Provincial or Dominion public buildings? (2) S. Blackburn, Glencoe, is Registrar of the County of Middlesex. (3) We cannot at the moment name a Canadian History which contains a good account of "How We Are Governed," but see answer to "M. J. K."

A SUBSCRIBER sends us the following, for which he will please accept our thanks:—

I notice in your issue of April 15, correspondence column, in reply to J. N. H., (3) you stated that the Brantford, Norfolk and Port B. R. R. merges into the Canada Southern at Tilsonburg. Your impression is incorrect, although your map might seem to justify the error. The Norfolk, Brantford and P. B. merges into the Air Line at Tilsonburg Junction, one and a half miles west of Tilsonburg. It is, like the Air Line, a part of the system of the Grand Trunk. In the same issue J. N. H. wishes to hear from teachers who have joined the Home Knowledge Association. I have been a member of the above Association three years, and have found them obliging and prompt.

W. J. K.—(1) By "The Netherlands" is meant the Kingdom of Holland. (2 and 3) These questions belong to English Department and have been referred to Editor of that Department. (4) Whether the "people of Upper Canada were justified in rebelling in 1837," is a matter of opinion. The answer depends upon the point of view. Was "responsible government" worth fighting for, and, if so, could it have been had without the rebellion? There can be no doubt, we think, that the attempted rebellion, at least greatly hastened the deliverance, by compelling the attention of the British Government to the maladministration from

which the country was suffering. (5) We shall try to have a paper on "How We Are Governed," in next number.

B. M. C.—The regulations prescribe that when temperance or any other optional subject is taken, "the minimum of one-third shall be required in each, as in the case of any other subject, and the total aggregate shall be correspondingly increased." That is, the number of marks assigned to the optional subject are added to the total of those assigned for compulsory subjects, and in order to pass the pupil must take one-third of the marks assigned for the compulsory subject and one-half of the total number of marks assigned for all subjects, the optional subject included.

H. S. A.—(1 and 2) We do not know that frosted or corrugated glass is injurious to the eyes. We fancy that more depends upon the position of the student in reference to the window, than upon the medium through which the light passes. We should be glad, however, if some one who has given special attention to the question and to the latest conclusions of science in regard to it, would give his views upon the subject. (3) The "Pacific Scandal" was the accusation brought by the late Mr. Huntingdon, M. P., against Sir John Macdonald and his colleagues, in connection with the early negotiations for building the Canadian Pacific Railway. It would require too much space to give a history of the transaction, but the substance of the charge, which was afterwards proved before a Royal Commission, was that on the eve of the general election of the date mentioned, Sir John Macdonald and Sir George Cartier, leaders of the Government, asked and received from Sir Hugh Allan, with whom, as the representative of a company, they were negotiating for the building of the road—very large sums of money to aid them in the elections. The Conservative Government was overthrown in consequence.

Other questions deferred till next number.

TIME TABLES.

In a paper on Time Tables, read before the Primary Section of the Hamilton Teachers' Association, Miss Elliott said:—"The standard of a school depends on the regularity and punctuality of every person in it, but especially on the regularity and punctuality of the teacher, otherwise she cannot expect these qualities in her pupils. Without these there can be no system or order, and without system and order no progress. Children naturally love order, and practise it if made agreeable to them, but they are very active, and if their activity is not directed along the line of useful pursuits they will use it on their own pleasure. In making out the plan, the first thing to be considered is what is to be taught. We have, e.g., Reading, Number, Writing, Drawing, Music, Natural Science and Language. The first three seem most important, and in order to get over one session's limit we do not care to crowd them. Then the place for each subject must be considered. What would make a good lesson if taken first in the morning would make a very poor one taken just before four o'clock. Half-an-hour distributed over the school day is little enough for exercise, gymnastics, and changes of position, for the teacher must consider the physical as well as the mental development of the child. The lessons should be short and full of interest. Not how much but how well."

THE INEVITABLE.

I LIKE the man who faces what he must  
With step triumphant, and a heart of cheer:  
Who fights the daily battle without fear;  
Sees his hopes fail, yet keeps unflinching trust  
That God is God; that somehow, true and just  
His plans work out for mortals; not a tear  
Is shed when fortune, which the world holds dear,  
Falls from his grasp; better, with love, a crust  
Than living in dishonor; envies not,  
Nor loses faith in man; but does his best,  
Nor ever murmurs at his humbler lot,  
But with a smile and words of hope, gives zest  
To every toiler; he alone is great,  
Who by a life heroic conquers fate.

—Sarah K. Bolton.

## Contributors' Department.

NOTES ON MR. SEATH'S PAPER ON  
UNIVERSITY MATRICULATION  
IN ONTARIO.

BY REV. G. M. GRANT, M.A., D.D.

Principal Queen's University, Kingston.

THIS paper in the EDUCATIONAL JOURNAL of May 1st, deserves to be read carefully. It goes without saying, that Mr. Seath is well qualified to write on the subject and to show its relations to the High School Examinations that are wholly controlled by the Education Department. The importance of correlating these is very great. With his general aims, which may be said to be the raising of the Matriculation standard, and the harmonizing of Matriculation with the Primary and Leaving examinations of the High Schools, I am in hearty sympathy, and it will give me much pleasure to discuss, at a meeting of our University Council, his scheme for accomplishing them. In the meantime, I offer a few notes on other points that he has incidentally raised.

1. "What our Ontario Universities need is not pretentious post-graduate courses, but thoroughly efficient under-graduate courses." Why should pretentious post-graduate be set over against efficient under-graduate courses? The pretentious is bad everywhere and the efficient is good everywhere. Are the Universities that have no post-graduate courses necessarily efficient in their under-graduate work? Doubtless, the point of view of the writer is so limited that its whole energy is needed for the under-graduates. But may it not be the case that an efficient post-graduate course would tell for good on the spirit, conduct and work of the whole University? In any educational institution, whether it be school or college, the student must do the greater part of his own education. The higher we rise, the more is this the case and in post-graduate courses, the Professor does not instruct. Honor graduates (and only such are allowed to enter on the course) need not instruction but guidance in their reading, brotherly criticism, sympathetic co-operation in research, and—on the science side—opportunities, in museums, laboratories and wherever they may be, to do independent work. Most graduates would prefer to get the needed guidance from the Professors to whom they owe their intellectual birth. Instead of the Professors finding this a drudgery, the best of them welcome it as a stimulus, and on the under-graduates the effect we find to be excellent. Nothing shows them more clearly that the attainment of a B.A. is not the end-all of a university. If Professors in Canadian Universities are inferior men, who are fit for nothing better than hack-work, or if Canadian students ought to be forced to pursue their studies in other countries, irrespective of whether they can afford to go or not, then nothing but the under-graduate course should be thought of; but Mr. Seath would take neither of those positions.

It may also be hinted here that Canada is not given to the bestowing of post-graduate degrees, but of a hundred Canadians who sport them, it is safe to say that ninety-nine got them from other countries, where pretentious post-graduate courses are thick as blackberries.

2. "The bad effects on the Universities of Supplementals are made still worse by the vicious system of, in some cases, an apparently unlimited admission of non-matriculated students." Dealing with the second point here referred to, is it meant that none but matriculants should be admitted to University classes? If so, a very restricted view of the functions of a University is taken, especially in a country where it is our duty to "work out the solution of our educational problems in the spirit and with the aims of a democratic people."

No one denies that the distinction must be maintained between under-graduate and general students, that the great work of the University is for the former and that to them only its hall-mark is to be given. But every class in a University ought to be open to all qualified to profit by that class. To take any other position is to prefer form to substance and to be a slave to form. The analogy of the High School, where the Entrance Examination guards the door, does not apply to the

University. In fact, I would go farther and say that classes should be open to all who believe that they can profit by the instruction, on the sole condition that they submit to the discipline of the class. There is not the slightest likelihood of an ugly rush. Our experience at any rate is quite the contrary. There is too little public desire for the education that the University affords. We have had, however, general students who have signally profited by their attendance at particular classes, and I shall never be a party to closing the door against the elect souls, who even late in life desire to avail themselves of the best opportunity of developing themselves.

3. It is stated, and with truth, that to raise the percentage required of matriculants would be a blessing in disguise to Toronto University and would not be opposed to other universities. My own record on this point is referred to and then it is added,—"Such a change assumes, of course, the abolition or re-organization of Matriculation Supplementals; for no honorable man or body of men would advocate a high standard for July and surreptitiously maintain a lower one in September." I do not admit the first assumption in this sentence, and to imply that the man or body that believes a Supplemental examination to be necessary is influenced by an intention to surreptitiously maintain a lower standard in September than in July, makes it difficult to argue the question. In the former part of the paper, the question is indeed argued on its merits. The argument, however, is based chiefly on the fact that forty-seven per cent. of last year's matriculants in the Ontario universities other than Toronto, "entered through the easily revolving doors of a September Supplemental." But it should be unnecessary for me to point out that last session's figures prove nothing. With us, it was necessarily an exceptional year, and that not in the slightest degree through our fault. When a body was constituted to appoint common examiners, we accepted them as ours and abolished our July matriculation. But no arrangement was made for examining candidates for Honors and Scholarships and it was stated publicly that Toronto would hold its examination for these in September. We of course, then took similar action, we could take no other. Subsequently, an arrangement was made with Toronto, and its examination for Honors and Scholarships was held in July. No notice was given to us and our best men came up in September. Naturally, more freshmen passed with us in September than in July, but that never happened before and will not happen again. It could be proved from last session's figures that the men who take the Supplemental stand higher at the end of the session than the men who pass in July. But that of course, would be an argument in favor of the Supplemental as unfair as the argument drawn against it from the same figures. Elsewhere an argument against Supplementals is based on the fact that there is "an increase in the number of Supplementals themselves." I am sorry to hear it, and can only plead that we are not guilty. A Supplemental, in my opinion, necessary, and we assume that university examinations are conducted honestly, but one Supplemental each year is enough. There were indeed temptations to hold more than one this session. Last summer the Medical Council passed a resolution that University Matriculation would be accepted up till July 1, 1892. The men who failed in September urged that they should have another chance some time between October and May, but every application was refused by our Senate.

I may state briefly why we must continue to hold the September Supplemental. No true University can be merely Provincial. It opens its doors to the world. We have students from other Provinces than Ontario. These must be examined in September prior to the opening of the classes. That is a good time for others also, even for men in Ontario who may find it impossible to take the July examination. If we examine those, we must examine all who come,—even though some of them, for one reason or another, failed to pass another Board two or three months previously. Our Professors who examine have no temptation to increase the number in their junior classes, for every increase gives them more of the work that is most distasteful to them without the slightest addition to their salaries. Mr. Seath's wide knowledge of cases and good sense make him admit that, were there no Supplementals, the Board of Examiners should take age and all extenuating circum-

stances into consideration and pass some men who fail in one or two subjects. Is not that admission fatal to his contention? It means that the University must take in men who failed, but must not give them a chance to pass. Nothing but a conviction that a Central Board is the only body that can do right would make him take up such a position. Consider for a moment how it applies to us. We are expected to accept the judgment of a Board of Examiners appointed by a body on which we are not represented, but we must not accept the judgment of our own Senate, that is of the very men who will have to teach the successful candidates and who must be the best judges as to whether the candidates are sufficiently prepared to profit by their instructions. Further argument seems to me to be unnecessary. It is enough to state the case.

Mr. Seath is evidently convinced that a Supplemental is a very bad thing. I have suggested another point of view. Possibly, a solution may be found in his word "the re-organization of matriculation supplementals." At any rate, neither this nor either of the two other questions on which I have touched is of such immediate importance as the main question of his paper. It is quite true that no satisfactory matriculation scheme "can be devised which ignores the predominating influence of the Primary and Leaving High School Examinations," and seeing that the Universities have gone so far to meet the Department in the matter of matriculation, it is only right that the Department should now try to meet the Universities in the other matter. Mr. Seath's paper, though doubtless he alone is responsible for it, may be taken as a sign that the Department is actuated by this feeling, and if it is we shall reach the Promised Land before very long.

## HOW AN INDIAN THINKS.

IOTA NORTH.

IN a plea for the papoose that I have somewhere read, it is noted that he is carried on his mother's back, and hence travels backward, never sees a tree limb till it has switched him and always sees everything wrong side first. That, of course, was not written by an Indian, for to him the Englishman seems to do and to think backward. It is merely a question of point of view. But it is worth a good deal to know how a man looks at things, and the following extract from a letter written by a highly intelligent Indian boy, gives us an insight not only to his mind, but also to the minds of the men and women of his race. He is describing a small flood that invaded a hen-house from which he valiantly rescued the inmates, and also telling of his work. He writes:

"I am well. How you think that flood coming now. Last night about three feet high that hen's house the water coming inside; so I took from there about thirty-five hens and put them in that old house not very big. I am well very much, but do like it to see water coming now. I do it my work very well. I am trying to be carpenter. I making washroom table so that girl again can clean wash. Have to make good fire in kitchen room six clock in the morning for two weeks every morning. That river just a lake, that river his little bridge the water run over. I making my little box. I maded it myself about two feet long for a lesson. Our teacher, lets see what he says. He says, very well done. Our teacher, he is the one that teach us our carpenter's work, it his name is Mr. Boxer. My! he fine hand to play cornet."

The writing and spelling are very good, showing that the boy has not wasted his school time, but the struggle with the English idiom has only just begun and the sight of the things of civilization has given him more ideas than he can express, but promising well for the future.

THERE is no greater enjoyment in the world than to take a real part in its work, and to feel one's self a finger in its hundred-handed frame.—*Cornhill Magazine.*

We must prepare to do the best work in the first years. If there is unusual care or large expense, it must be there. The greatest expertness must be put where it reaches the greatest number and performs the more lasting and consequential work. We must proceed as though each year may be the last one the child will have the benefit of the school. We must touch him on all sides of his many-sided nature.—*Pennsylvania School Journal.*



## Primary Department.

### AN HOUR AND WHAT I SAW IN IT.

ARNOLD ALCOTT.

"WHEN did you start school?" This question was asked of a little four-year-old, who has been in the Kindergarten about two months.

"You know that wet day in the winter, well, I started then."

I assented to my remembrance of that day, and was gladdened by the forcible way in which my little friend recalled her first morning at school. Surely the teacher must have welcomed her with the spirit of a true Kindergartener—a love for children, and the heart of a little child.

It was a beautiful morning in the spring-time of the year. The trailing arbutus had been out three weeks, the violets and the trillium were blooming again, and all nature spoke of a glorious resurrection to life and work. On such a morning, and it was memorable also, Miss A—spent an hour in the room of a primary friend, of high merit as a teacher, and she saw—Well, let her speak for herself.

The pupils had just come in from recess, bright, happy, and glowing with youthful enthusiasm. The programme for the hour was Reading in its broadest sense, including Word-Recognition, Voice Culture, Articulation, Language-Work, Emphasis, Word-Making, Emotional Exercises and Tone Exercises. The Language work took in story-writing, also the writing of biographies and dialogues.

It was an inspiration to hear that class repeat their gems. And what a number these little ones of nine and ten knew—and knew by thought as well as by word. For their inflection was the result of a knowledge of a meaning, and was not in the slightest a mechanical imitation of the teacher.

Perhaps a cursory view of the different headings is the best way in which I can relate the work to you.

#### WORD-RECOGNITION.

Of course, the pupils had been taught to read by means of the Phonic system, and, therefore, they were thoroughly familiar with the powers of the letters, and were intimately acquainted with the sounds of the combination, such as, sh, ch, ing, ou, ow, oo, oi, oy, etc. Some of the words taken that morning were, everlasting, democratic, republican, biographical, educational, together with many more.

"How was this exercise conducted?" I hear someone say. The teacher wrote the word "democratic" on the blackboard thus,

*Democratic.*

Instantly many hands were raised, no sounding being audible. The teacher allowed these pupils to come up to her, and to whisper the word, one by one. Sometimes I noticed she let one or two pupils hear the others. Now, a word or two about those who did not get the word, for they are the most important pupils from the teacher's standpoint. The teacher suggested the word to them by writing it thus, de-mō-cra-tic, marking the "o"

long. Now, most of the remaining scholars answered, and were correct in their pronunciation. The few stragglers then left were not allowed to take up the time of the class then, for "the greatest good to the greatest number" must be observed. The laggards were, I believe, attended to at a later stage in the day's proceedings.

#### VOICE-CULTURE.

This consisted of Breathing exercises, and of Vocalizing exercises. In the former the pupils stood with the chest well raised, the waist drawn in, but not forcibly, and the weight on the forepart of the feet. The hands were placed at the sides, and the pupils were told to expand their sides, so that they could feel the motion with their hands. This is a splendid exercise to induce proper breathing.

Again, the pupils inhaled slowly through the nostrils, and exhaled slowly; this was followed by a sudden exhalation. Next the vocalizing of the sound "ah" was taken. And, perhaps, one of the best was the vocalizing of the syllables, noo, naw, ney, nee, to the different tones of the scale. Thus, firmly, on *doh*; then, higher and calmly on *me*, and so on. The quick review of all the sub-divisions in one hour for my benefit, cannot, however, be adequately represented in one article. We close this one, hoping that you will assimilate the thoughts which are new to you, and remind you of Lytton's words, when he says:

"Never think it enough to have solved the problem started by another mind, till you have deduced from it a corollary of your own."

#### WRITING.

RHODA LEE.

"FREEHAND writing" is a term that is of necessity used now-a-days to distinguish writing proper from the cramped, crippled drawing or tracing of elements and letters on slates and in copy-books. Teaching writing by the "freehand" method we aim at securing correct forms and ease and freedom in execution. This we obtain by proper position and the right use of the muscle, together with a thorough knowledge of the different parts of the letters.

The best kind of book for primary writing is a blank one, in which to practise the various freehand gymnastics, and copies given and explained on the blackboard. Books for tracing are of little or no value. I would go further than that, and say that I would not tolerate them in my school-room.

At one time in the history of schools, pen and ink were not put into the hands of the pupils until they had entered upon their third year, and that, to my mind, was an extremely wise arrangement. Slate and lead pencils are quite sufficient for the first two years. Long slate pencils of the ordinary make are without doubt too heavy, but wooden-casing pencils can be obtained at little extra expense, and will last a long time. These will suit the little fingers admirably, the only trouble being to keep them pointed. As soon as possible lead pencils and paper should take the place of these in the regular writing lesson. In preference to books of any sort, we use small writing pads, each page as it is filled

being torn off. When a certain stage in the work has been reached, the best papers are filed and kept to show progress.

Children delight in writing. There is nothing to which they give more undivided and concentrated attention, and there is nothing which habit gets a firmer hold. Constant vigilance is necessary at all times.

It is said that the art of penmanship has more pupils and fewer masters than any other, and there is truth in the statement. Not infrequently we hear teachers bemoaning the fact that they are poor writers themselves. Therefore, how can they teach the subject well? It is deplorable, certainly, that we are not all good writers, but while a "master of the art" will in all probability be eminently successful, a humble "pupil" may also obtain very excellent results. Given a knowledge of the science of writing, and a moderate amount of the power of inspiration; the "pupil" may accomplish good work.

It is no easy matter to watch the pencils of fifty or sixty children at a lesson. Position and pencil-holding are really the most trying parts in teaching writing, for to induce that number of children, all with different physical organizations to sit in the same position, and hold pens in the same way, is a most difficult matter, requiring the greatest care, patience and tact on the part of the teacher. But it is while the children are young, and the muscles elastic and pliant, that correct habits can most easily be formed.

An excellent teacher of writing said to me only a day or two ago, "I would rather have a line of the poorest scrawling done with the pencil held correctly, and the proper muscular movement, than a page of perfect (?) writing done otherwise." When the correct position and free movement become automatic, attention may be directed especially to general neatness and style.

The exercises in "freehand writing" are numerous and of great variety. Writing manuals and educational magazines give us any quantity of them. Heretofore they have been given to senior classes only, but they are now taking an important place in the work of the primary grades. Exercises must be made and selected suitable for the little ones. Begin, of course, with the elements, and explain these well, that the class may be able to criticize and divide into parts any letter taken up in the subsequent lessons. Let every lesson begin with a series of finger movements, to give freedom and suppleness in the joints, and whenever a wrong movement or a bad habit is observed, plan new exercises to overcome this fault whatever it may be.

If teaching writing by this method in the primary grades, the progress seem very slight, do not be discouraged. It is progress in the right direction, however gradual it may be. The foundation there being laid is a sound one, upon which a goodly edifice may arise. Upon good habits of youth depends the good writing of after years—something for which perhaps our boys will thank us ten years hence.

A CHEERFUL temper, joined with innocence, will make beauty attractive, knowledge delightful, and wit good-natured.—Addison.

## \* Mathematics. \*

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

## CORRESPONDENCE.

S.F., Petrolia.—The whole of McLellan's Elementary Algebra is required for Second Class—Elementary rules; factoring; H.C.M.; L.C.M.; square root; fractions; ratio; simple equations of one, two and three unknown quantities; indices and surds; quadratic equations.

F.E.F.—You have not given the problems and references to the text-books, as our rule requires. Attend to this next time.

47. "The dividend is 2547346; the remainder is 2654 less than the divisor; find the divisor." The data appear to be insufficient.

48. Pub. Sch. Arith., p. 112, question 40. The number is the least multiple of 120, which is less by 15 than a multiple of 25. Taking 120, 240, 360, etc., we see that 375 is the least.

49. "Counting the eggs by 2's, 3's, 4's, 5's or 6's there is always a remainder of 1; but counting by 7's there is no remainder. Find the least number of eggs possible." L.C.M. of 2, 3, 4, 5, 6=60. No. required is a multiple of 60 that is less by 1 than some multiple of 7. Ans.—301.

50. "A boy spent 20 cts. for 20 pencils, some at 4c., some at 3c. and some at 1/2c. each. How many of each kind did he buy?" The average is 1c. each, so we have 3, + 1/2, + 1/2, i.e., 12, + 2, + 3 as the differences from the average. Make the losses cancel the gains. Take 3 at 4c., 15 @ 1/2c., and 2 @ 1/2c.; 20 for 20 cts.

51. H. Smith's Arith., p. 199, IV. 5. Take B's flour as the standard of quality; then the quality of A's, B's, C's flour are as 55 : 50 : 58; and taking into account the quantities the money must be divided as 55 × 125 : 50 × 150 : 58 × 225. And the money to be divided is 500 × 672. The proportions reduce to 275 : 300 : 522; hence A's share = 5 × 672 ÷ 1097 = \$842.301, etc., for B and C.

S.F.P.—52. "A person buys 6% bonds, the interest on which is payable yearly and which are to be paid off at par 3 years after the time of purchase. If he invests his interest when received at 4% compound interest, what should he pay for the bonds to realize 7% compound interest on his money?"

Supposing the bond is for \$100, its amount at the end of three years = 100 + 6(1.04<sup>2</sup> + 1.04 + 1). Let x = price to be paid, then at 7% compound interest, this will amount to x(1.07)<sup>3</sup> at the end of the third year. Hence the equation,

$$x(1.07)^3 = 100 + 6(1.04^2 + 1.04 + 1);$$

$$\text{and } x = \left\{ 106 + 6(1.04^2 + 1.04) \right\} \div 1.07^3 = \text{etc.}$$

$$52. \frac{5x^2 + x - 3}{5x - 4} - \frac{7x^2 - 3x - 9}{7x - 10} = \frac{x - 3}{35x^2 - 78x + 40}$$

Take the fractions on the left together; sum = 0, and the denominator is the same as the denominator on the right.

$$\therefore x - 3 = 0, x = 3.$$

$$53. \frac{5}{x-1} + \frac{4}{x+2} + \frac{21}{x-3} = \frac{5}{x+1} + \frac{4}{x-2} + \frac{21}{x+3}$$

Combine in this way:

$$5\left(\frac{1}{x-1} - \frac{1}{x+1}\right) + 4\left(\frac{1}{x+2} - \frac{1}{x-2}\right)$$

$$+ 21\left(\frac{1}{x-3} - \frac{1}{x+3}\right) = 0$$

$$\text{or, } 5\left(\frac{2}{x^2-1}\right) - 4\left(\frac{4}{x^2-4}\right) + 21\left(\frac{6}{x^2-9}\right) = 0$$

$$\text{i.e., } \frac{5}{x^2-1} - \frac{8}{x^2-4} + \frac{63}{x^2-9} = 0$$

$$\therefore x^4 - 5x^2 + 6 = 0, x = \pm \sqrt{2} \text{ or } \pm \sqrt{3}.$$

$$54. x^4 - 4\frac{1}{3}x^3 + 5\frac{1}{3}x^2 - 4\frac{1}{3}x + 1 = 0$$

$$\therefore x^2 - 4\frac{1}{3}x + 5\frac{1}{3} - 4\frac{1}{3}x^{-1} + x^{-2} = 0$$

$$\therefore (x^2 + x^{-2}) - 4\frac{1}{3}(x + x^{-1}) + 5\frac{1}{3} = 0$$

$$\therefore (x + x^{-1})^2 - 4\frac{1}{3}(x + x^{-1}) + 2\frac{1}{3} = 0, \text{ a quadratic.}$$

J.H.F., Wiarton, solves No. 33 as follows:

Given  $(x+y)z = a$ ;  $(z+x)y = b$ ;  $(y+z)x = c$ . Add the three and we get  $xy + yz + zx = \frac{1}{2}(a+b+c)$ ; take the first from this and  $xy = \frac{1}{2}(b+c-a)$ , and  $yz$  and  $zx$  are symmetrical with this result. Hence  $yz \times zx \div xy = z^2 = \frac{1}{2}(c+a-b)(a+b-c) \div (b+c-a)$ .  $\therefore x^2$  and  $y^2$  by symmetry. He wishes a solution of this question:

55. "If  $\alpha_1\beta$  are the roots of  $x^2 + px + q = 0$ , and  $\alpha_1, \beta_1$  are the roots of  $x^2 - p_1x + q_1 = 0$ , then  $\alpha_1\beta + \beta_1\alpha$  and  $\alpha\beta + \alpha_1\beta_1$  are the roots of the equation  $x^2 - pp_1x + p^2q_1 + p^2q - 4qq_1 = 0$ ."

We must show that  $pp_1 = (\alpha_1\beta + \beta_1\alpha) + (\alpha\beta + \alpha_1\beta_1)$  and that

$$p^2q + p^2q_1 - 4qq_1 = (\alpha_1\beta + \beta_1\alpha)(\alpha\beta + \alpha_1\beta_1); \quad (A)$$

or,  $pp_1 = \alpha + \alpha_1)(\beta + \beta_1)$ . But  $\alpha + \beta = -p$ ;  $\alpha_1 + \beta_1 = -p_1$

$\therefore -pp_1 = (\alpha - \beta)(\alpha_1 + \beta_1)$  and this is manifestly not identical with the required result unless  $\alpha_1 = \beta$ , and the second equation is made  $x^2 - p_1x + q_1$ , or else the last equation  $x^2 + pp_1 + \text{etc.}$  In the second part we see that  $4qq_1 = \alpha\beta\alpha_1\beta_1$ , and

$$p^2q_1 + p^2q \text{ gives } \alpha_1\beta_1(\alpha^2 + \beta^2) + \alpha\beta(\alpha_1^2 + \beta_1^2) + 4\alpha\beta\alpha_1\beta_1$$

$$\text{or } p^2q_1 + p^2q - 4qq_1 = \alpha_1\beta_1(\alpha^2 + \beta^2) + \alpha\beta(\alpha_1^2 + \beta_1^2)$$

which does not agree with the product (A) unless  $\alpha_1 = \beta$ . It seems that in some way the question is imperfectly stated.

S.I.—Your problem seems to involve one of the higher curves and to lie beyond the ordinary limits of this column. Perhaps some reader may find a suitable solution; we give the problem:

56. A pole 100 feet high and 1 foot in diameter at the base, and 1 inch in diameter at the top, has a vine twined around it. The circles made by the vine are 1 foot apart. What is the length of the vine?

57. By Zeno, Shelburne.—We strongly suspect that your problem is of the same class as No. 56. If any ingenious reader can calculate the length of the carpet, here is the problem:—"A carpet 3 feet wide is laid diagonally in a room 40 × 13 feet so that each corner of the carpet touches a side of the room. The carpet is cut off square, find its length." Practically the problem can be solved most easily by drawing the figure to scale and reading off the length; we do not perceive any elementary solution by calculation, but we invite our friends to search for one.

G.W.D., Marsh Hill.—1. "Is a teacher justified in saying that there are at least twenty incorrect answers in the Public School Arithmetic?" Very likely; it requires extraordinary care and labor to get mathematical copy set up accurately. Probably the second edition will be revised and corrected. You ought to point out the errors to the publishers. 2. "Is it necessary for pupils to show full work on Entrance Examination, or will the shortest way possible be accepted?" We think that every pupil ought to put down his work articulately and in good, clear order, not crowded together. The method of doing the question should certainly be indicated, so that in case of any slight mistake the examiner may be able to give the candidate full credit for knowing how to do the question, although he may have made a small slip in the execution of it. 3. "In papering walls, why is not the height of the room taken into account?" Probably you refer to p. 78 of the P. S. Arith. The height is there taken into account—"a room of ordinary height." The page is rather obscure, however, and might easily have been made more precise.

58. See P. S. Arith., p. 146, No. 28. The average time of arrival is the average of 10 " 15" " 0"; 10 " 10" " 30" etc. This is 10 " 12" " 40", from which take 3" " 15" to get the schedule time.

59. See P. Sch. Arith. p. 151, No. 102. HINT.—Keep separate accounts for the water and the vinegar in each vessel, thus, at the end of the first stage A<sub>1</sub> 0; B 1, 1; C 4, 1. At the end of second stage A<sub>1</sub> 0; B 1 $\frac{1}{2}$ , 1 $\frac{1}{2}$ ; C 2 $\frac{1}{2}$ , 1 $\frac{1}{2}$ ; and at the end of the first stage

A<sub>1</sub> 0; B 2 $\frac{1}{2}$ , 2 $\frac{1}{2}$ ; C 3 $\frac{1}{2}$ , 3 $\frac{1}{2}$  where 3 $\frac{1}{2}$  is the vinegar and 3 $\frac{1}{2}$  the number of gallons.

60. By A SUBSCRIBER, Simcoe.

A market woman has an exact number of dozens of eggs. She finds that she can count them by 8 or by 10 or by 20, always having 4 eggs over. Find the least number of dozens she can have?

SOLUTION.—L.C.M. of 8, 10, 20=40, hence we must find the least multiple of 40 that with 4 added becomes a multiple of 12; but of 44, 84, 124, 164, etc., 84 is the least will contain 12. Ans.—Seven dozen.

61. By the same. See No. 48 above.

REMARK.—The mass of correspondence to be handled this month has prevented the appearance of the solutions originally intended for this issue. We are glad to find out the needs of our patrons and to supply them as far as possible. What is easy and plain to one may seem difficult to another; the Editor of this Department wishes to be useful to working teachers in the first place, and secondly to those who are going up for examinations, and thirdly, to lovers of mathematics generally. Will all our friends make an effort to bring the claims of THE JOURNAL impressively before the minds of non-subscribers?

## Book Notices, etc.

Any book here reviewed sent post-paid on receipt of price. Address The Grip Printing & Publishing Co., Toronto.

*Euripides, Medea.* M. A. Bayfield, M.A. Macmillan's series of Elementary Classics.

Admirable as most of the books of this series. The scenic explanations add a great deal of interest. Mr. Bayfield's name renders further comment needless.

*Papers read before the Mathematical and Physical Society of Toronto University during the year 1890-91.* Toronto: Rowell & Hutchison.

This booklet contains five papers of very great interest to every one at all conversant with the leading problems of physical science. Prof. Baker's paper on "Poetic Interpretation in Mathematics," and Mr. Chant's on "The Structure of Matter," will appeal to the taste of all educated people, even those who do not burn incense at the shrine of mathematics.

*Promissory Notes, Drafts and Cheques. What a Business Man Should Know Regarding Them.* By J. W. Johnson, F. C. A., Principal Ontario Business College, Belleville. Published by Ontario Business College, Belleville.

This is the third edition of this useful and popular manual, the substance of which first appeared in the EDUCATIONAL JOURNAL in 1888. The subject, as indicated by the title, commends itself as one of much interest both to teachers and to business men. The fact that the author has been for fourteen years lecturing upon this and kindred topics in Ontario Business College, and that the little book has stood the test of publication and has now reached a third edition, are sufficient guarantee of the merits and value of the work.

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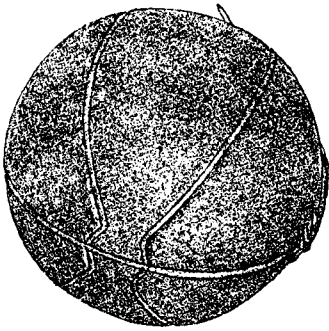
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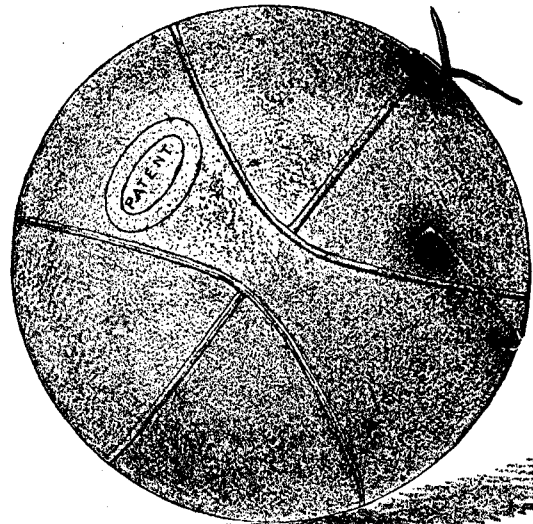
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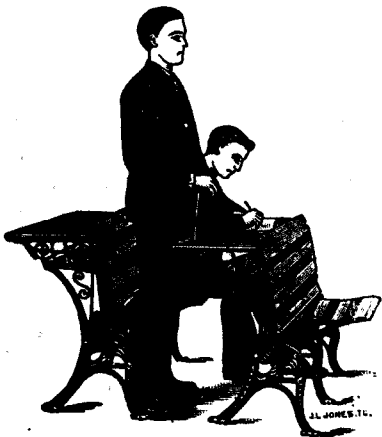
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