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The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

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J. E. WELLS, M.A. Editor.
H. HOUGH, M.A. Manager Educational Dept.

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Editorial Notes.

THE Questions on drawing to which we alluded two weeks ago will be found in this issue. They were crowded out of last number.

TEACHERS will, we doubt not, appreciate and profit by our "Mathematical Column." We hope soon to complete arrangements for an "English Column," under the management of a practical educator, equally competent in that department.

WE call the attention of our subscribers to the dates on their address labels. By reference to these every one may know just where he stands. These dates have been arranged according to the rules laid down in the Italic notice at the head of editorial column. Will each one kindly see for himself if he has received the correct credit? Those who find themselves in arrears will confer a favor by remitting without delay.

THE New Brunswick *Journal of Education* has completed its first volume, and is now to be merged into the *Educational Review*, to be published monthly in the interests of the teachers of the Maritime Provinces. The *Journal*, though small, has been conducted with judgment and ability, and has, we doubt not, done a good pioneer work. Its more ambitious successor has our best wishes.

THE London *Advertiser* says that the report of the two representatives of the London Board of Education at the preliminary meeting of trustees, found fault with the way in which the school laws of the province were framed, on the ground that "the Teachers' Association had too much to say about their substance." Well! well! This is indeed an original and startling view of the situation.

WE have received a copy of the report of the Superintendent of Public Instruction for the Province of Quebec. It is a volume of some 350 pages, and affords full information on all points relating to the public school system of the sister province. We shall collect some of the statistics for future use. We note that the Hon. Gédéon Ouimet, the superintendent, strongly recommends the formation of Teachers' Institutes. He also favors yearly meetings of the inspector for mutual conference and comparison of notes.

"A SCHOOL teacher in the neighborhood of Sarnia has been bound over to appear at the June Assizes for giving a refractory boy five strokes with a pointer and forty-two lashes with the taws."

WE clip the above from one of the dailies. We have no knowledge of parties or particulars, and can say nothing as to the facts of the case. But is it not this everlasting use of the cane and the taws which has done, and is doing, more than almost anything else, to degrade the work of the public school teacher below its proper professional rank? Surely there is a more excellent way. Have not hundreds of our readers found it?

WE confess ourselves at a loss to understand on what principle the association of school trustees just organized acted in excluding the members of separate school boards from membership. We can conceive of no possible harm that could have resulted to the organization from their presence, while we can easily conceive of material advantage to the cause of public education, which all trustees are supposed to have alike at heart, from their taking a part in the deliberations. It is unfortunate that one of the first acts of the assembled trustees should seem to savor of prejudice, or intolerance. We hope it is not a bad omen.

THE Cincinnati school board have made a bold innovation, by abolishing the yearly written examinations as a test of the scholarship of pupils in the public schools. This action was taken upon the recommendation of the city superintendent, Dr. E. E. White. The main feature of the plan adopted as a substitute consists of monthly estimates made by the teacher of the pupil's work for the month "without the daily marking of pupils and without the use of monthly or other stated examinations for this special purpose." Written and oral tests are used from time to time to aid the teacher in forming this monthly estimate. At a meeting of the principals of the schools of Louisville a resolution was adopted heartily approving of the action of the Cincinnati board, and requesting that of Louisville to follow suit.

THE extract in another column from Prof. Huxley's after-dinner speech calls attention to a real difficulty and danger in modern education. The tendency of minute sub-division of work in scientific as in mechanical spheres must inevitably be towards narrowness. The sole condition of success—concentration of power upon a single point within the ever-widening circle of investigation—must be fatal to breadth, and to

culture in the best and truest sense of the word. We wonder if Mr. Huxley does not see that his admission is but the application on a smaller scale of the objection which many educators and thinkers have all along urged against a too exclusive devotion to the physical sciences as a whole, that it contracts the mental vision, and unfits the ardent scientist for exploring and generalizing in other fields of the wide world of philosophical research.

WE omitted in our last number to note a very important educational event—the opening of the industrial school at Mimico. This institution was formally opened by the Governor-General during his recent visit to Toronto, in the presence of a large number of interested visitors invited for the occasion. If properly managed this school will, we have no doubt, prove one of the most beneficent educational institutions in the Province. It is based on the sound, common-sense, maxim that “an ounce of prevention is worth a pound of cure,” and recognizes a simple fact of the utmost significance, which the world is very slow to learn, that hand training and mind-training naturally supplement each other, and should go together in any attempt to save the waifs of our streets from lives of idleness and vice, and mould them into industrious and intelligent citizens. We hope the day is not far distant when every city and town shall have its industrial school.

THE *Schoolmaster* says that the stipendiary magistrate at Pontypridd police-court has decided the vexed question, “Have teachers the right to punish pupils for offences committed out of school,” in the affirmative, and the editor seems disposed to congratulate the English schoolmasters on the fact. This is, of course, but a local decision, and metropolitan magistrates have expressed the contrary opinion. It might be well for teachers both in Great Britain and Canada to have the legal question definitely settled, but an affirmative decision would be, to say the least, a doubtful blessing to members of the profession. The responsibility for enforcing discipline during the five or six hours of the school day is sufficiently grave, and it could hardly be in the interests of either pupil or teacher that the latter should be loaded with the odium pretty sure to be incurred by stretching his pedagogic authority over the whole twenty-four. Teachers may well pray to be delivered from the friends who would thus extend their prerogatives.

At a recent Session of the Senate of the University of Toronto, Dr. O'Sullivan gave notice that at the next meeting of the Senate he would move that there be established in the University of Toronto a teaching Faculty in Law, and that at the next meeting he would introduce a statute to regulate all matters pertaining to the establishment and management of such faculty, and Mr. Falconbridge gave notice

of a corresponding motion respecting the creation and conduct of a Faculty of Medicine. This action is of course the logical outcome of recent legislation, and is quite in line with the immemorial custom of great universities, especially those supported by the State. But, dismissing for the moment all questions of custom and precedent, can any one give us any sound reason why lawyers and doctors should be educated or partially educated at public expense, in preference to the members of any other business or profession, e.g., bankers, or grocers, or plumbers, or stone-masons, or even journalists?

THE organization of school trustees makes a new departure from which good results may be hoped for. Under our present system the well-being of the schools depends very largely upon the local boards. This is as it should be, and, unless we greatly mistake, the tendency in the future will be to enlarge, rather than curtail, the powers of these boards. It is of the first importance that both the responsibility and the honor attached to the office of school trustees should be appreciated by the parents and the community generally, and by the trustees themselves, as they have never yet been appreciated. How rapidly this desirable change shall be brought about depends mainly upon the trustees themselves, and the spirit in which they discharge their trust. As we all know, the boards are at present constituted of very diverse materials, ranging all the way down from men of high intelligence and culture, to those whose one great anxiety is to secure cheap teachers and keep down expenses generally. It will do many of these narrow minds a vast deal of good to be brought into yearly contact with others of larger views and aims, and we shall look for a gradual advance in the character and methods of the school boards, all along the line.

THE following explains itself. It is to be hoped that a large number of Canadian teachers may be able to accept the invitation so courteously and cordially given.

LAWRENCE, KANSAS, *May 16th, 1887.*

TO THE MINISTER OF EDUCATION :

DEAR SIR,—In accordance with instructions received from the Executive Committee, I take great pleasure in extending to you, and through you to all teachers under your supervision, a most cordial invitation to be present at the next annual meeting of the National Educational Association, to be held at Chicago, Illinois, July 12th to the 16th.

We shall be glad to have you participate freely with us in all our sessions, as most welcome guests; hoping that you will derive both benefit and pleasure from this exceedingly informal and fraternal commingling of those engaged in the same high calling. Our common interest in an exalted profession should form a common bond that will enable you to feel that you are not among strangers, but meeting with friends.

It is confidently expected that not less than ten thousand teachers will attend this gathering, and we trust your delegation will be a large one.

Very cordially yours,
(Signed) JAMES H. CANFIELD,
Secretary.

Current Thought.

ULYSSES, sailing by the siren's isle,
Sealed first his comrades' ears, then bade them fast
Bind him with many a fetter to the mast,
Lest those sweet voices should their souls beguile,
And to their ruin flatter them, the while
Their homely bark was sailing swiftly past;
And thus the peril they behind them cast,
Though chased by those weird voices many a mile.
But yet a noble cunning Orpheus used:
No fetter he put on, nor stopped his ear,
But ever as he passed sang high and clear
The *blisses of the gods*, their holy joys,
And with *diviner melody* confused
And marred earth's sweetest music to a noise.
—*Poems from Eastern Sources, Trench.*

THE loving eye and working hand of genius can be acquired in some degree by all. There is no more stupidity in the common acceptance of the term, no more incapacity to do well, no contempt on the one side, and despair on the other: all can be taught to observe, some more quickly some more slowly, but all can do it. Learning is but walking, putting one foot before another, and all have serviceable legs. There are no cripples, far rather the greater majority are active-minded enough by nature. On the other hand there are no wings. The excuse of the idle pupil, and the incompetent teacher, does not exist. Work; simple, straightforward, intelligent, work is everything. The strong and the weak alike, the genius as well as the slowest mind, must go through the same work, till they part company, as perseverance, strength, and love carry the best minds farther. There can be no thought till there has been observation. There can be no observation without work. The highest form of human existence is the power of working unweariedly and prevailingly, lovingly wooing and winning power by love. One word, rightly understood, contains it all—WORK.—*Thring.*

THERE is a disinclination to study literature for its own sake, or to study anything which does not seem to have a visible and direct influence upon the daily work of life. The nearest approach to a taste for literature is a certain demand for instruction in history with a little flavour of contemporary politics. Well, I confess I cannot profess to be very much surprised at this. Mr. Goschen when he spoke—I think in Manchester—some years ago, said that there were three motives which might induce people to seek the higher education and the higher life. First, to obtain greater knowledge for bread-winning purposes. From that point of view science would be most likely to feed the classes. Secondly, the improvement of one's knowledge of political economy and history and facts bearing upon the actual political work and life of the day. And thirdly—and I am quite content to take Mr. Goschen's enumeration—was the desire of knowledge as a luxury to brighten life and kindle thought. I am very much afraid that, in the ordinary temper of our people and the ordinary mode of looking at life, the last of these motives savors a little of self-indulgence and sentimentality and other objectionable qualities. There is a great stir in the region of physical science at this moment, and it is, in my judgment, likely to take a chief and most important place in the field of intellectual activity. I only have to say on the relative claims of science and literature what the great Dr. Arnold said:—“If I had to choose, I would rather that a son of mine believed that the sun went round the earth, than that he should be entirely deficient in knowledge of beauty, of poetry, and of moral truth.” I am glad to think that one may know something of these things and yet not believe that the sun goes round the earth. Next to this we know that there is a great stir on behalf of technical and commercial education. Here knowledge is business, and we shall never hold our industrial pre-eminence, with all that hangs upon it, unless we push on scientific, technical, and commercial education with all our might. But there is—and now I come to my subject—a third kind of knowledge which, too, in its way is business. There is the cultivation of the sympathies and imagination, the quickening of the moral sensibilities and the enlargement of the moral vision.—*From an address by John Morley.*

Special Papers.

THE SOCRATIC METHOD.

FROM a very interesting and suggestive lecture before the English College of Preceptors on "Socrates and His Method of Teaching," by J. G. Fitch, Esq., M.A., LL.D., we clip the following extracts from the excellent practical hints they contain:—

"Occasionally, I have no doubt, it is useful to take a lesson on a single word—I will say, *constitutions, virtue, experience, proof, law, influence*—trace it through all the stages of its development, and the shades of its meaning; and then ask the scholar himself, after this inductive exercise, to define the word, and to take care that the definition shall cover all its legitimate applications. We want, of course, that our scholars shall know the meaning of the words they use. But the meaning of a word as learned by heart from a dictionary or a spelling-book is of no value. It is, indeed, owing to its necessary brevity, often worse than useless. The true way to teach to young learners the significance of a word is, after a brief explanation, to tell them to take the work and use it. 'Write four or five sentences containing the word.' 'Give me a short narrative in which this word shall be used three times in different senses.' Or, 'Take these two words, which are apparently synonymous, and employ them in such a way as to show that you see the less obvious distinction in their meaning.' I think that the same object that was aimed at by the Socratic *elenchus* among grown-up controversialists may be attained, among young scholars, by this simpler and less irritating process.

"You will see that, on one point much discussed among the educational reformers of our time—the educative virtue of mere handicraft—Socrates would probably not have agreed with the current opinion. He would not have regarded manual training as a good substitute for intellectual discipline. He had seen that certain mechanical dexterities might easily co-exist with complete stagnation of mind, with great poverty of ideas, and with a curious conceit as to the proportion and relative worth of the sort of knowledge the artizan did not happen to possess. I think, if he were to be consulted in our day by the advocates of technical education, he would say, 'Train people's hands and eyes by all means, but train the understanding at the same time. Let your pupil know well the properties of the materials he is using, and the nature and limits of the forces he employs. Let your handiwork be made subservient to careful measurement, to the cultivation of taste and intelligence, to the perception of artistic beauty, and then it will play a real part in the development of what is best in the human being; but, unless you do this, you will get little or no true culture out of carpentering, modelling, or needlework.'

"The well-known story of the sophist Meno and the slave-boy illustrates one conspicuous feature in the Socratic teaching as it is expounded in Plato. You will remember Meno has been complaining that Socrates's conversations had the effect of benumbing the hearer both in mind and mouth, and preventing him from feeling any confidence in himself. So he calls the slave-boy to him, draws on a line two feet long a square on the ground with a stick, and asks him first whether it is possible to have a square double the size, and next what should be the length of the line on which such a square should be drawn. The boy answers promptly, that for the double square the line should be of double the length, or four feet. Socrates turns to Meno, and says, 'You see that this boy thinks he knows, but does not really know.' He then goes on to draw another square on the double line, and teacher and pupil observe together that this is not twice but four times the size. The boy is puzzled and suggests a line three feet long; but further trial shows that the square thus formed contains nine square feet instead of eight. Whereupon Socrates enquires of the boy, since neither a line of three feet, nor a line of four feet, will serve as the base of the required double square, 'What is the true length?' and the answer is, of course, 'I do not know.' Here the master again turns to Meno, and says, 'Observe, this boy at first knew

not the right length of the desired line, neither does he yet know; but he then fancied he knew, and answered boldly, as a knowing person would. But he is now at a loss, and, as he knows not, does not even think he knows.' 'True,' says Meno. 'But then,' replies Socrates, 'is he not in a better condition now than at first, in regard to the matter of which he was, and is still, ignorant?' 'Certainly.' 'So in benumbing him, and making him speechless for a time, have we done him any harm?' 'Then by a series of experimental drawings, which Socrates makes, with questions of his own, and by help of suggestions on the part of the boy, he comes at last to draw the diagonal of the first square, and to erect a second square on that, and so to discover the true method of solving the problem proposed.

"You will notice one important point in connection with this dialogue with Meno. Socrates had a notion that all teaching should not come in the shape of teaching. 'You see,' said he, 'that I teach this boy nothing. I only help him to find and express what is already in his mind. The truth is there. It is discoverable if we only put him on the right track. It is better that he should find it for himself than that we should give him any information about it in an explicit or didactic form.' How much more impressive a truth is when, in this way, we have had a share in discovering it for ourselves, than when it is simply forced upon our acceptance by authority, every teacher knows. At any rate, the belief that learning consisted rather in searching and finding knowledge, than in passively receiving it, was a prominent item in Socrates's creed. He thought that a great part of what men wanted to know they might find out by self-interrogation, by meditation, and by purely internal mental processes.

A DANGEROUS TENDENCY.

THE following passage from Prof. Huxley's speech at the annual dinner of the Royal Academy, contains some weighty suggestions from a high authority, which all educators will do well to ponder. As the *Schoolmaster* well observes:—"In these days of apparent desire to curtail the education of the poor man's child to the means of getting a living, it is impossible to attach too much importance to the demand of the eminent scientist for a general training as the basis of true education, before the narrowing influence of special work is allowed to make itself felt. This is as necessary for the child of the poor man as for the offspring of his social superiors. The same principles should underlie the education of both."

Prof. Huxley said:—"I do not know if you will think it permissible in a man devoted to one subject if I say that in my belief this Victorian epoch will be distinguished in history as the age of science. That is no mere expression of scientific fanaticism, but I am convinced it will be the judgment of posterity; for that which has changed the world, changed the face of nations, changed the possibilities of political arrangements, has been the development of physical science during the last fifty years in a manner which is perfectly unexampled in the whole previous history of the world. It is not unnatural that we men of science should be somewhat proud, however little each and everyone of us may have contributed towards the vast consummation. But, as in all human affairs, this has its Nemesis. For the accumulation of scientific work in consequence of the well-organized scientific activity of the present time is so prodigious that we individual workers are becoming swamped under it, and more and more hopeless of being able to master anything but a small and fractional portion of the whole. We labor under this disadvantageous alternative—that if we endeavor to grasp too much we become superficial, and if we are very thorough over a little we become narrow. And I think one of the greatest dangers which besets the scientific world at the present time is the danger which arises from the necessities of the case, of men becoming specialists occupied with a comparatively small field. The remedy for this evil—and a very great evil I think it must be—lies in the recognition which this Academy, at any rate, has always accorded to the great truth that art, and literature, and science are

one, and that the foundation of every sound education and preparation for active life in which a special education is necessary should be some efficient training in all three. At the present time, those who look at our present systems of education, so far as they are within the reach of any but the wealthiest and most leisured class of the community, will see that we ignore art altogether, that we substitute less profitable subjects for literature, and that the observation of inductive science is utterly ignored. I sincerely trust, sir, that, pondering upon these matters, understanding that which you so freely recognize here, that the three branches of art and science and literature are essential to the making of a man, to the development of something better than the mere specialist in any one of these departments—I sincerely trust that that spirit may in course of time permeate the mass of the people, that we may at length have for our young people an education which will train them in all three branches, which will enable them to understand the beauties of art, to comprehend the literature at any rate of their own country, and to take such interest not in the mere acquisition of science, but in the methods of inductive logic and scientific inquiry, as will make them equally fit, whatever specialised pursuit they may afterwards take up. I see great changes; I see science acquiring a position which it was almost hopeless to think she could acquire. I am perfectly easy as to the future fate of scientific knowledge and scientific training; what I do fear is that it may be possible that we should neglect these other sides of the human mind, and that the tendency to inroads which is already marked may become increased by the lack of the general training of early youth to which I have referred.

THE *Toronto School Bell*, a spicy little paper, edited and published by the boys of the Wellesley street school, Toronto, has reached its third number. The following extracts from its report of the visit of Lord and Lady Lansdowne to the Wellesley and Ryerson schools will be interesting as samples of the genuine boys' style, and as showing their way of seeing things. After describing the exterior decorations of the Wellesley school, the *Bell* proceeds: "Finding that the Vice-Regal party would not arrive for some time, the *School Bell* reporters determined to make an excursion to Yonge street for refreshments and lead pencils. When the Vice-Regal party arrived, Lord Lansdowne took off his stove-pipe hat very gracefully and smiled. Two girls came forward and presented the cause of all the demonstration with a basket of exquisite flowers. All the girls then began to march into the school-room, and the reporters of the *School Bell* had to leave their place, but through the great kindness of Miss Sturrock they were allowed to go to another window where they were in no danger of being walked over. At the Ryerson school Lady Lansdowne occupied an easy chair while His Excellency stood, and with a benign look addressed the assemblage. . . . Having said a few more words he sat down, apparently relieved at having finished, for all through his speech he evinced considerable nervousness, while his lady sitting beside him was a great deal cooler and more self-possessed than he (as is generally the case). They then shook hands with every teacher, and the pleased caretaker also received this mark of gracious condescension. Finally her ladyship was presented with a basket of the most exquisite flowers by pretty Mabel Charlton. These she passed on to the aide-de-camp in attendance, who smelt them. This greatly pleased Mabel."

In the Donalda Special Course for Women, in connection with the McGill University, now endowed with the sum of \$120,000 by the munificence of Sir Donald A. Smith, the work of the third year in Arts is making satisfactory progress. The number of regular undergraduates has increased to 20, and the total number of students to 78. This affords encouraging evidence of public approval, and shows that these classes are meeting a real educational want. Next session, when the fourth year will be in operation, it is expected that there will be 30 regular students, and a total attendance of perhaps 100. At the close of next session, a graduating class of eight students are coming up for the degree of B.A.—*Educational Record*.

Notes on Third Class Literature.

THE ISLES OF GREECE—BY BYRON.

BY WILLIAM BURNS, B.A., FIRST PROV. (ENG.),
ST. CATHARINES COLLEGIATE INSTITUTE.

In order to enter into the spirit of this piece, the reader must remember that Byron supposes himself to be a modern Greek, well versed in the ancient history of his country, and imbued with a large share of patriotic fervor, comparing the feelings and actions of the modern race with those of their ancestors, to the manifest disadvantage of the former. The energy and spirit of the writer are visible in every line of this poem, and the changes of thought are most vivid. Let us endeavor to trace the course of thought. The writer contemplates first the ancient literary glories of Greece, in the persons of Sappho, Homer, Anacreon; then its military and naval honors as typified by Marathon and Salamis; turning his thoughts he asks where have all these glories now vanished, and expresses his shame at modern degeneracy. He feels, however, that there is yet one thing in which the modern Greek can compete with the ancient, that is fondness for wine and dancing, thus giving a very satirical kind of praise to his own times. Then supposing himself answered by one of his hearers, that Anacreon drank and wrote divine songs, but was yet a subject of a tyrant, he replies that even then, the tyrant was a Greek, implying that however submissive or tyrannical a Greek might be, yet he would never submit to a foreign despot. He sees one ray of light in the dark picture of degradation, namely, that the Suliotes were striving to imitate the patriotic deeds of their forefathers. The other Greeks were trusting to foreign aid; this latter he considers as a false hope, and pities the future of his country dependent on such expectations. He desires at last to go to the furthest extremity of the land, to Sunium, and there to end his days. We may put two constructions on this last stanza; either it may imply that the speaker would rather die than live a slave to tyranny and pleasure, or that he had resolved his native land should no more be a land of slaves, and this aim was only to be attained by casting aside all luxury or pleasure until liberty was gained.

The chief literary merits of this poem consist in—

1. Accuracy of allusion; as in—

"Of the three hundred grant but three,
To make a new Thermopylæ."

2. Energy of expression; as in—

"You have the letters Cadmus gave,
Think ye he meant them for a slave?"

3. Use of vision; as in—

"Hark! rising to the ignoble call,
How answers each bold Bacchanal."

4. Use of interrogation and apostrophe; as in—

"What, silent still? and silent all?"

"Earth! render back from out thy breast
A remnant of our Spartan dead!"

thus rendering the picture much more vivid than could be done by any other means.

No teacher or student, in going over this eloquent poem, will omit to look carefully at the classical words and names used, as without a careful attention to them the sense will be very indistinct. He will notice also the forcible ideas in "Where grew the arts of war and peace," as true of their gradual rise, as it is poetical in imagination, and historically correct, of the gradual progress and ultimate excellence of the Greeks in all things relating to war and the fine arts of sculpture, painting, architecture, etc. "Echo," very expressive of the knowledge we now have of their arts and skill—not a perfect conception, but in many cases only a mere echo of the reality. "Could," notional force of verb can; *i. e.*, I was quite unable, I knew not how, etc. "Degenerate," partly the root-idea of come down by inheritance; partly of the secondary idea of weakened force. "Ignoble call," forcible contrast with the "noble call" to the Spartans to die for their country at Thermopylæ. "Tyrant," giving the exact primary idea of the word, namely, a usurper of absolute power, without any allusion to the abuse of such power. "Might own," in reference to the Spartan mothers disowning a son who had shown cowardice on the field of battle, and to the common advice given by the Doric women in handing the shield to the warrior on his start for war—"On it, or with it." "Marbled," possibly in reference to the general geological formation of Greece, or to the "marbled" pillars; the remains of a temple upon it. "Save," from *N. F. sauf*, became confused with *A. S. verb save* of somewhat similar signification.

This piece finally furnishes us with a noble picture of patriotic thought and feeling; although in it Byron did not apparently fully appreciate the Greek character of his days, nor the results of centuries of oppression on national character.

Notes on Entrance Literature.

NATIONAL MORALITY—JOHN BRIGHT.

ONE scarcely knows which to admire most in this extract, the nervous force and simple grace of the style, or the nobility of the sentiments. The former qualities are sure to make themselves felt, but it will also be for the teacher to guide the pupils in their efforts to analyze the more striking passages, and find out the secret of their power. Help them to observe, for instance, the happy alternation of long and short sentences, which charms the ear, challenges constant attention, and relieves the style from the dullness of monotony. The first three sentences in the extract are terse, vigorous, and purely declarative. The fourth is lengthy, complex, has modifying clauses of varying lengths, yet is perfectly clear, even to a child. The same contrast may be observed between the fifth and sixth sentences, and so on throughout. It must not be supposed, of course, that in this way we discover a part of a plan upon which the speech is artfully constructed. It is rather a natural order into which the good taste and oratorical skill of the speaker led him almost without conscious premeditation. And yet, no doubt, the best speakers and writers often find it possible to improve their productions by the semi-mechanical device of breaking up a sentence here, and combining two or three there, to save them from the monotonous effect produced by a

succession of sentences of nearly uniform length. Another quality which contributes much to the pleasing effectiveness of Bright's speeches, is the occurrence of chaste and appropriate tropes and other figures of speech. Study, for example, "The nation in every country dwells in the cottage," "Unless the light of your constitution can shine there," "The wealth we expend in sacrifices to the old scimitar," "We have beacons, we have landmarks enough," etc. Note also the hyperbolic, but forcible, enumeration of particulars in such sentences as, "the expenditure of every shilling, the engagement of every man, the employment of every ship."

But here, as everywhere,—and this is a truth that cannot be too emphatically insisted on—the main source of eloquence and power is to be found in the *thoughts* and *sentiments* expressed. Apart from striking thoughts and noble sentiments there can be no true eloquence. By means of these the roughest style may be made powerful and thrilling. In all speaking and writing, the first, the paramount, the indispensable pre-requisite, is to have something to say worth saying. We do not hold that a pupil should make no attempt at writing until he has first learned to think. That would be equivalent to saying that he should not enter the water until he has learned to swim. Every boy and girl has thoughts and feelings which are more or less worthy of expression, and in the act and effort of expression is usually found the very best means of quickening and enlarging the thinking power.

It does not seem necessary to occupy space here with explanations of difficult words, historical and mythological allusions, etc., those being dealt with in the notes at the end of the Reader, and in the "Companion." Two or three somewhat obscure sentences in the extract before seem, however, to claim attention. For remarks upon one or two of these the reader is referred to "Queries and Notes," on another page. It may be suggested, in passing, that the competent teacher will do well in connection with such passages as those on page 296, commencing, "What are our contributions?" and "Two nights ago," to point out, in regard to the first, the tremendous present force of the comparison there instituted, in view of the enormous expenditures of European nations of the present day in military equipments—an expenditure which is on a scale that would have seemed almost incredible at the date of Mr. Bright's address, thirty years ago; and, in regard to the second, the great change wrought since that date, by the extension of the franchise to millions who had then no political power.

Page 297. *I am speaking, too.* Whose are the "finer instincts" and "purer minds" referred to? What does Mr. Bright mean by saying these have not suffered, etc.? Are there any tendencies in the direction of a change?

The next sentence is made obscure by bad punctuation. The construction and meaning would be made clear, and the whole would be more in Mr. Bright's style, were it re-cast in sentences, and punctuated as follows:—

"You can mould opinion. You can create political power. You cannot think a good thought on this subject and communicate it to your neighbors, you cannot make these points topics of discussion in your social circles and more general meetings—without affecting sensibly and speedily, etc." Perhaps the dash is unnecessary, and should be replaced with a comma. Many minor points in punctuation are matters of taste, yet there are general principles in regard to it, whose observance is of great importance in the expression of thought.

School-Room Methods.

POINTS IN PENMANSHIP.

PENMANSHIP is the art of expressing ideas by means of characters executed with pen and ink.

Writing is the art of expressing ideas by means of script characters executed with pen, pencil or crayon, or their substitutes.

All business writing should be plain. The student should be taught the correct position of the pen, arm, body, etc.

The height of the desk should be such as to allow the pupil to sit erect.

The paper must be square in front of the student, and held with the left hand. Keep the right arm well out from the side, and do not allow any weight to be thrown on it. The muscular movement is now conceded to be the best, and is taught in nearly all the leading colleges.

"Practice makes perfect," is an old saying, yet if you have a natural liking for the art, it will be all the better for you.

Not enough attention is paid to this important subject in our public schools. Every teacher, who has to teach the subject of writing, should be able to write a plain and rapid style of handwriting.

A great many students in our schools write far better than their teachers.

Teach your pupils to examine carefully all the copies given, with reference to slant, shade, &c. The speed must be regulated by the teacher.

Unless the pupil thoroughly understands the movement, there is no necessity for a copy being placed before him. Some students readily learn the movement, but it may take them quite a while before they have it properly under control.

The degree of excellence of a pupil depends on his love for his work.

If you see a fine specimen of penmanship, observe carefully all the points of excellence, as well as defects; remember the good points and try to put them on paper.

If pupils seem disgusted with the exercise and also discouraged, the teacher should be able to show the student where he is wrong. Most likely the fault is in the movement.

Do not allow them to get discouraged. Keep them practising faithfully all the exercises, and then if you find they are improving, still keep them practising.

W. J. ELLIOTT,
Central Business College.

STRATFORD, Ont.

MODEL LESSON.

Subject.—A HAT.

THE teacher holds the hat before the class and asks the name of it. The name is then spelled and written on the blackboard. He then points to a particular part of the hat and asks the name. The answer is probably *body*. The word *Parts* is written on the board, and under this the word *body*. Pupils are asked to name other parts as each part is touched in succession by the teacher, and all the names given are written in the column under the word *Parts*. The column will probably consist of the following: *body, brim, crown, band, binding, lining, trimming*.

The teacher then asks the pupils to touch particular parts of the hat as he names them. He also asks them to point to the word on the blackboard while some other pupil points to the part and another names it.

After having learned the parts, the teacher may ask for the use of the hat; then the use of each individual part, and as these uses are mentioned they may be written on the board opposite the parts named. The table will stand somewhat as follows:—

HAT.	
Parts.	Uses.
Body :	To cover the sides of the head and give shape to the hat.
Brim :	To protect the neck and the face from sunlight and rain.
Crown :	To cover and protect the top of the head.
Band :	To keep the hat from getting too large; to make it look well.
Binding :	To keep the edge of the brim from wearing out.

Lining : To keep the sweat of the head from soiling the material of the hat.

Trimming : To make the hat pretty and attractive.

As far as possible, the shape and the color of the various parts may also be the topics for questions, and before the lesson closes the pupils may be called on individually to name each a part of the hat and tell its use, thus, pointing to the brim of the hat: "This is the *brim* of the hat; its use is to protect the head and the neck from sunlight and rain."

Similar lessons may be given on any of the following objects: table, chair, stool, bench, box, desk, pencil, bell, clock, etc.

The following list of objects, with the parts named, is given with the hope that it may prove valuable to inexperienced teachers:

1. Pin....	Point, Head, Shaft, Back, Seat, Legs, Rounds, Panels, Hinges, Stiles, Rails, Latch, Lock.	7. Bell....	Handle, Cup, Tongue, Mouth.
2. Chair....	Blade, Bows, Limbs, Rivet, Edges, Back, Point, Shaft.	8. Cup....	Bowl, Handle, Upper rim, Lower rim, Bottom, Inside, Outside, Edges.
3. Door....	Ring, Shaft, Barrel, Lip, Wards, Grooves.	9. Cent....	Surface, Edges, Faces, Milling, Impression, Image, Date, Superscrip'n
4. Scissors....	Stem, Peel, Pulp, Juice, Veins, Eye, Dimples, Core, Seeds, Seed-case.	10. Shoe....	Upper, Sole, Heel, Tip, Eyelets, Binding, Seams, Tongue, Lining, Insole, Counter, Shank, Welt, Strings, Buttons, Vamps.
5. Key....			
6. Apple....			

11. Knife..	1. Handle,	Rivets, Frame, Heel, Sides, Back, Spring, Grooves, Plate.
	2. Pivot,	Edge, Point, Back, Notch, Sides, Maker's name.
	3. Blade....	

The teacher will be able to outline a number of other topics with sufficient accuracy to make them both interesting and instructive.

Lessons similar to the foregoing, but more extended in character, may be given after the children learn to distinguish the respective parts readily; thus, not only the parts of objects and the uses of the parts may be taught, but also the material of which the parts consist, where this material is obtained, and by what persons the various parts are prepared.—*Raub*.

LANGUAGE EXERCISES.

1. DISTINGUISH the meanings of
He likes you better than me, and He likes you better than I.

The horse and buggy is at the door, and The horse and buggy are at the door.
He was going home, He went home, and He had gone home.

2. Substitute other words or phrases of equivalent meaning for those italicized :

Pitt wanted to *prosecute hostilities*.

The period *was prolific* of great writers.

In India English *pro prowess* decided the *question of supremacy*.

The *obnoxious* measure was withdrawn at Pitt's *urgent solicitation*.

The most of them *preferred voluntary expatriation*.

The terms of peace though *lauded* by the king were bitterly *inveighed against*, as they *inadequately compensated* England for her *outlay*.

3. Supply the ellipses in each of the following :

I love thee more than life.

Never did I feel the benefit of it more than then.

It isn't so dark as when we started.

I remember the day he arrived.

It is better to do that than to be idle.

It would have been difficult, though not impossible, to prove it.

I shall not use it unless forced to do so.

I scarcely ever see him except on Sunday.

4. Correct, where necessary, the following, giving the reason in each case :

I and my sister felt vexed because we came late to dinner.

Between you and I, he is not so clever as he thinks.

The man was very different then to what he is now.

Distribute those apples among James and his three brothers.

Our climate is quite as healthy as those of France and Italy.

His boss tried that little game when he donated the money.

I was not aware that you had been absent till yesterday.

He is only quarrelsome when he is drunk.

You have given me no easy question to answer.

Do you mind what I told you yesterday.

He agreed to return inside ten days.—*Wisconsin Journal of Education*.

A TEACHER'S TALK.

"CHILDREN choose it, don't refuse it

'Tis a precious diadem ;

Highly prize it, ne'er despise it

You will need it when you're men."

Some time on a Friday afternoon when there do not seem to be as many declamations as usual to fill up the time, I take the opportunity of making a few remarks, being careful to get the pupils interested in the subject under discussion, which I do by selecting an instructive paragraph of prose or poetry, not so intricate but that the youngest minds can grasp its entire meaning. The school repeat it in concert until the words become familiarly fixed in the mind of each. Then each takes his slate and in a few words as possible writes what he thinks is the meaning of the author. Sometimes the queer ideas they put forth are very amusing and as they rise and read one after another, there can not be found an idle or disinterested pupil in the room. After the reading, I explain to the fully aroused and eager little band any thought in the selection which they have not found, and try to plant deep in their awakening minds some seeds of wisdom and truth which may spring up and grow at some future time, before the rank weeds of evil can crowd them out.

One Friday afternoon we had the above stanza for our selection, and it was surprising to see the droll humor and skill with which some of my youthful writers pictured out the characters of their father's friends and neighbors who had not chosen the precious diadem and the eulogies which were profusely bestowed on those who had, by an honest, upright life, obtained the lasting honor of a good name.—*Earnest Pedagogue*.

EVERY grammar-school teacher, principal as well as assistant, in Cleveland is a lady, and the city has some of the wildest citizens, with some wards almost solidly Bohemian, Polish, or Italian, giving the police as much trouble as any city in the country. Yet the school discipline is nowhere more satisfactory, with less than one case of corporal punishment per thousand pupils a month, without any official advice or regulation against it.—*American Teacher*.

Examination Papers.

PRIMARY SCHOOLS.

TERM EXAMINATION, JAN. 20th, 1887.

FIRST GRADE—DRAWING.

THE ruler is not to be used in any of these exercises. The teacher should give one exercise at a time, and allow the pupil sufficient time to finish it before proceeding with the next.

Use the large models.

1. Have the pupils draw four straight lines entirely across the slate, leaving some space between them.

Directions—This exercise is to be done by the class simultaneously; the teacher saying *one* for the first line, *two* for the second, *three* for the third, and *four* for the fourth. But one trial is to be allowed, and no erasures.

2. Show the pupils the face of a cube, and ask them to draw what they see of the same size as the figure presented.

3. Show the pupils the base of the triangular prism, and ask them to draw what they see of the same size as the figure presented.

4. Show the pupils the base of a cylinder, and ask them to draw what they see of the same size as the figure presented.

5. Show the inclosed figure (a red oblong on white paper), to the pupils, and require them to draw it of the same size as the figure.

SECOND GRADE—DRAWING.

Directions—as above.

1. Have the pupils draw four straight lines entirely across the slate, leaving some space between them.

Directions—same as for No. 1 above.

2. Show the pupils, on the solids, a right angle, an acute angle, and an obtuse angle, and ask them to draw these angles.

3. Have the pupils draw a square whose side is three inches, and then ask them to draw a line across, so as to make two equal oblongs of the square.

4. Require the pupils to draw an object they have drawn during the term.

5. Show the inclosed figure (an isosceles triangle in red on white paper) to the pupils, and ask them to draw it of the same size as the figure.

THIRD GRADE—DRAWING.

Directions—as above.

1. Require the pupils to draw four straight lines from the top to the bottom of the slate or paper, leaving some space between them.

Directions—as above.

2. Cover one-half of the base of the cone, and require the pupils to draw the part not covered.

3. Ask the pupils to draw a square whose side is four inches, to place a point in the centre, and to draw a line from this point to each corner of the square.

4. Have the pupils draw an object they have drawn during the term.

5. Show the enclosed figure (an equilateral triangle) to the pupils, and ask them to draw it of the same size as the figure.

FOURTH GRADE—DRAWING.

Directions—as above.

1. Have the pupils draw four straight lines from the top to the bottom of the paper, one inch apart.

Directions—as above.

2. Have the pupils draw a circle whose diameter is four inches; then ask them to divide the circle into four equal parts.

3. Dictation (a) Draw a square whose side is three inches. (b) Place a point one-half an inch

above the middle of the top of the square. (c) Draw a line from this point to each of the upper corners of the square. (d) Draw a curve on the upper half of one of the sides of the square bending outwards.

4. Require the pupils to draw an object they have drawn during the term.

5. Show the enclosed figure (a red scalene triangle on white paper) to the pupils, and require them to draw it of the same size as the figure.

SECONDARY SCHOOLS.

FIFTH GRADE—DRAWING.

1. On the left hand side of the paper draw vertically four lines the entire length of the paper, half an inch apart.

Directions—as above.

Dictation (a) Draw an isosceles triangle, whose base is three inches, with the vertex downwards. (b) Use one of the equal sides of this triangle as one side of a square, and complete the square.

This exercise is to be drawn entirely free-hand. No measurements are to be allowed. The dictation is not to be written on the board. The pupil will draw the figure but once.

Give one step at a time, and wait a reasonable time before proceeding with the next.

3. Place the cone and the square prism one inch apart. Require the pupils to draw outlines of these forms.

Use the large models.

This exercise is to be drawn entirely free-hand. No measurements are to be allowed. The dimensions of the solids are not to be mentioned or suggested in any way.

4. Place the demijohn in view with the handle towards the right of the pupils, and require them to draw an outline of it, making the base two inches.

This exercise is to be drawn entirely freehand, and measurements are not to be allowed.

5. In an equilateral triangle whose side is four inches, arrange straight and curved lines to form a simple design.

The triangle may be drawn with a ruler. The curves and the straight lines forming the design must be drawn entirely free-hand.

SIXTH GRADE—DRAWING.

1. On the left hand side of the paper draw vertically four lines the entire length of the paper, half an inch apart.

Directions—as above.

2. Dictation (a) Draw a vertical line three inches long. (b) On this line, as a diagonal, draw a square without drawing the other diagonal. (c) Use one of the sides of this square as a diameter of a circle, and draw the circle.

Directions—as above.

3. Place the cylinder in an upright position, between the cone and the square prism. Require the pupils to draw outlines of these objects.

Directions—as above.

4. Place the demijohn in view, with the handle towards the left of the pupils, and require them to draw an outline of it, making the base two inches.

This exercise is to be drawn entirely free-hand, and measurements are not to be allowed.

5. In a circle whose diameter is four inches, arrange straight and curved lines to form a simple design.

The circle may be drawn with compasses. The curves and the straight lines forming the designs must be drawn entirely free-hand.

SEVENTH GRADE—DRAWING.

1. On the left hand side of the paper draw vertically two lines three inches apart. From the left line to the right draw five oblique lines one inch apart.

Directions—as above.

2. Dictation (a) Draw an ellipse whose vertical diameter is four inches. (b) Use the vertical diameter of the ellipse as the diagonal of a square. Draw the square without drawing the other diagonal.

Directions—as above.

Give one step at a time, and wait a reasonable time before proceeding with the next.

3. Place the sphere between the triangular pyramid and the triangular prism. Require the pupils to draw outlines of these objects.

Use the large models.

This exercise is to be drawn entirely free-hand, and measurements are not to be allowed. The dimensions are not to be mentioned or suggested in any way.

4. Place the demijohn in view with the handle towards the right of the pupils, and require them to draw an outline of it on a base of three inches.

This exercise is to be drawn entirely free-hand, and no measurements are to be allowed.

5. Draw an oblong one and a half by four and a half inches, standing on its shorter side. Divide it into three equal parts, and in the upper part draw a repeating pattern.

The oblong may be drawn with instruments. The curves and the straight lines forming the design must be drawn entirely free-hand.

EIGHTH GRADE—DRAWING.

1. On the left hand side of the paper draw vertically two parallel lines three inches apart. From the left to the right, draw six parallel curved lines one inch apart.

Directions—as above.

2. Dictation (a) Draw an ellipse whose horizontal diameter is four inches. (b) Divide this diameter into six equal parts. (c) Through each of these points of division draw a reversed curve, with each end touching the circumference of the ellipse.

Directions—as above.

Give one step at a time, and wait a reasonable time before proceeding with the next.

3. Place the sphere between the triangular pyramid and the triangular prism. Require the pupils to draw outlines of these objects.

Use the large models.

This exercise is to be drawn entirely free-hand, and measurements are not to be allowed. The dimensions of the solids are not to be mentioned or suggested in any way.

4. Place the demijohn in view, with the handle towards the left of the pupils, and require them to draw an outline of it on a base of three inches.

This exercise is to be drawn entirely free-hand, and measurements are not to be allowed.

5. Draw a hexagon whose side is one and a half inches. Divide it into six triangles, and place a unit of design in one of the triangles.

The construction lines may be drawn with instruments. The design must be drawn entirely free-hand. Tracing is not to be allowed.

AN exchange, whose name we omitted to note, in the course of an interesting article on "College Endowments," has the following: "The endowment of the new university founded by Leland Stanford appears to be considerably over ten millions. It is doubtful whether any university in the world has ever had an endowment at all comparable to this at the beginning. The English universities were slow aggregations from slender beginnings, and it would be misleading to compare them with the university which Senator Stanford proposes to start full grown. But taking all the colleges of Oxford or of Cambridge together, and allowing for the depreciation in money, or rather confining the comparison to what can be done with the money, it is doubtful whether either university, when the chief colleges had all been founded, say at the end of the seventeenth century, represented an endowment equivalent to that of the new university. This is only the most conspicuous of many gifts for education that in any other age or country would be called princely. A citizen of Worcester, Mass., has lately given a million for the foundation of a university in that city, and has promised to supplement this ample endowment. And perhaps the strongest proof that these great endowments have become so common as to attract no notice is the dismissal in one line of a dispatch about the will of the late Washington De Pauw, of Indiana, of the fact that he has bequeathed \$1,250,000 to the De Pauw University.

For Friday Afternoon.

NUMBER ONE.

"I TELL you," said Robbie, eating his peach,
And giving his sister none,
"I believe in the good old saying that each
Should look out for Number One."

"Why, yes," answered Katie, wise little elf,
"But the counting should be begun
With the *other one* instead of yourself,—
And *he* should be Number One."
—Charles R. Talbot, in *St. Nicholas*.

DARE AND DO.

ONWARD go, forward go,
Like a soldier true!
Manfully perform the work
That is yours to do.

Nobly think, nobly act,
In life's endeavor;
Show a will to dare and do—
Be a coward never!

Onward go, forward go;
Be master of your plan;
Let your golden watchword read:
"I'll be a working man!"
—J. W. Sanborn.

THE INDEPENDENT FARMER.

LET sailors sail the windy deep;
Let soldiers praise their armor;
But in my heart this toast I'll keep—
"The Independent Farmer."
When first the rose in robe of green,
Unfolds its crimson lining,
And round his cottage porch is seen
The honeysuckle twining;
When banks of bloom their sweetness yield
To bees that gather honey,
He drives his team across the field
Where skies are soft and sunny.
The blackbird clucks behind his plow,
The quail pipes loud and clearly:
Yon orchard hides behind its bough
The home he loves so dearly:
The gray old barn, whose doors enfold
His ample store in measure,
More rich than heaps of hoarded gold,
A precious, blessed, treasure;
But yonder in the porch there stands
His wife, the lovely charmer,
The sweetest rose on all his land—
The Independent Farmer. —Whittier.

MUSIC OF LABOR.

THE banging of the hammer,
The whirling of the plane,
The crashing of the busy saw,
The creaking of the crane,
The ringing of the anvil,
The grating of the drill,
The clattering of the turning lathe,
The whirling of the mill,
The buzzing of the spindle,
The rattling of the loom,
The puffing of the engine,
The fan's continual boom,
The clipping of the tailor's shears,
The driving of the awl—
These sounds of industry
I love—I love them all.
The clinking of the magic type,
The earnest talk of men,
The toiling of the giant press,
The scratching of the pen,
The bustling of the market man
As he hies him to the town,
The halloo from the tree top
As the ripened fruit comes down,
The busy sound of thrashers
As they clean the ripened grain,
The husker's joke and catch of glee
'Neath the moonlight on the plain,
The kind voice of the dairyman,
The shepherd's gentle call—
These sounds of pleasant industry
I love—I love them all.

Hints and Helps.

THE OBJECTS OF CLASS QUESTIONING.

THE following, though a little lengthy, contains so many valuable suggestions that we quote it entire. It is by a contributor to the *Educational News*.

1. The first important object of questioning is to give proper direction to the efforts of the learner. Few pupils know how to pursue a study to the best advantage. A few judicious questions from the teacher will give his pupils the key, and thus enable them to gain knowledge by their own independent effort. This is a valuable feature of the Socratic method of imparting knowledge, that it induces the pupil, under the guidance of the teacher, to search for truth for himself.

2. An important object of questioning is to detect and correct error. Pupils do not always study understandingly. Frequently they commit words, but fail to acquire ideas. Often their comprehension is not clear, or their view is but a partial one. To many a pupil a circle means the curved line, and not the space enclosed within. All these errors can be best reached by judicious questions. The teacher should never rest satisfied when the pupil gives the mere text-book answer, but he should see that the child's comprehension of that answer is clear and correct.

3. An important object of questioning is to test the preparation of the lesson. There is danger that a pupil may prepare his lesson only when he expects to be called on to recite; but when he feels that the teacher is liable to call on him at any time, or any number of times, during a recitation, the danger is obviated, because he makes preparation for every recitation.

4. It is an important object of questioning to bring out the essentials of a lesson. Often that which is of least importance in a topic, as the illustrations and anecdotes, will be found to be that which is most readily remembered by the pupil. Judicious questioning will show the pupil the application of these and impress the principle on the child's mind.

5. It is an object of questioning to cultivate attention. Next to the interest aroused by apt oral instruction, nothing is so well calculated to keep awake the attention of a class as judicious questioning. The thoughtful teacher will of course see that all pupils are questioned, not in consecutive order, but promiscuously, and particularly when least attentive.

6. It is an object of questioning to train pupils to think. The teacher who does not arouse thought in the minds of his pupils fails in an important part of his work. This is indeed one of the chief objects of all education—to make thinkers. Questions should be so put as to lead pupils to think for themselves. Having once been trained to think and reflect, the pupil learns for himself, and the truth he discovers becomes his own.

The following cautions are important:

Do not question your pupils in alphabetical order.
Do not question your pupils in the order in which they are seated.

Do not fall into the habit of permitting your pupils to answer in concert.

Do not help your pupils to answer by suggesting an important word here and there.

Do not depend on the text-book for question and answer.

Ask your questions promiscuously.

Frequently call upon the inattentive to answer.

If some pupils remain inattentive, keep on asking them questions, even if they receive the greater part of the lesson.

Put your questions in proper tones of voice.

Do not scold a pupil for failure to answer.

Rarely repeat a question. Your pupils should be attentive and hear it the first time.

Always give your pupils time to think. Pupils vary greatly in their ability to express themselves promptly.

Put your questions so as to make your pupils discover truth for themselves.

Encourage your pupils to ask questions, and when you have time let other pupils answer.

When you make an explanation, see that your pupils understand it, and then call upon some of them to repeat it.

A. N. R.

POLITENESS TO PUPILS.

THE longer I teach the more thoroughly I become convinced that the teacher who is on the best social terms with her children obtains the best results, and not she who dares not relax her dignity long enough to give a smile or a pleasant word. Still less she who treats them as if she could not place any confidence in them and even forgets herself at times, so far as to say "You are lying to me," "Now don't lie," etc., as I have heard on more than one occasion.

Twice to-day I have seen my theory brought into practice. In the first case, a boy, who last year was pronounced a disagreeable fellow, entered the room, was pleasantly greeted by his teacher and engaged in a short conversation about a social event. Only a few sentences were exchanged, and as he turned away she asked, "Can I do anything for you, Harry?" "Nothing, thank you"; and that "rude boy" went to his seat feeling like a man and a gentleman, and to my certain knowledge that teacher never complains of rudeness from him.

In the second case a bright boy just beginning the study of history came to his teacher with a simple little story of Penn's dealings with the Indians. Stale to her, no doubt, but fresh and new to him. She appreciated that fact, and he was received just as he had expected to be, with a bright smile, and a hearty interest in what interested him. She sent him away with a face wreathed in smiles, and he will feel a real desire to find new facts for a teacher who *shows* her appreciation of his efforts. I mentally resolved that hereafter if I felt no interest in those old, new things, I would assume it, feeling that the "end would justify the means." But I contended further that the teacher who can feel no pleasure in the pleasures of her pupils has stayed too long in the school-room and should step aside and make room for those of gentler hearts and sweeter tempers, who will treat pupils as reasonable beings and inspire a perfect confidence and respect.

Try it, you tired, grumbling, fault-finding teachers, and see if it does not bring peace to your souls.—*School Moderator*.

SOME MORE DON'TS.

TEACHERS who have dull pupils may profit by observing the following cautions:—

1. Don't abuse dull pupils on account of their dullness, by look, word, or act. You or some other teacher may be to blame for their dullness, but you will never cure them in this way.

2. Don't tell the dull child he is a block-head. That would be cruelly to him, and cowardice on your part.

3. Don't threaten to punish for failure. That will arouse his fears and distract his attention from the work he may earnestly desire to do, or it will lead to resentment and a determination not to try.

4. Don't taunt him by comparing his stupidity with the brilliancy of some other pupil. Such a course would tend to make him hate you and his school fellow as well.

5. In a word, to these unfortunate ones be kind, be patient, be helpful, give encouragement, inspire them, allure them into the ways of doing joyfully what they now attempt to do with so much dislike, and your reward and theirs will be abundant and not long delayed.—*The Normal Teacher*.

READING.

NOTHING tends to discourage children more than a constant drill on the same lesson. Give your pupils variety. Rather let them read a lesson but moderately well, and give them some supplementary reading, than keep them drilling on a lesson until they tire of it. Many teachers in their anxiety to secure thoroughness fall into this error, and nauseate their pupils with constant and senseless repetition. The child, like the man, delights in acquiring new ideas, in fighting new battles, and in testing its strength in overcoming new difficulties.—*Raub*.

SCHOOL TEACHER—"What do we call those scientific men who have adopted the germ theory?"
Master Kirby—"I know; Germans."

TORONTO, JUNE 15TH, 1887.

Editorial.

MORAL TRAINING IN THE SCHOOLS.

WE tried to show, in a previous article, that that which is really needed in the public schools, which comes clearly within their province, and which can be objected to by no one making any claim to regard for general morality or the public well-being, is, not religious instruction, but moral training. Assuming that our readers agree with us upon this point, the practical question arises, How can this moral training be most efficiently given, under the high-pressure process which, to a greater or less extent, is the outcome of our public school system? Without attempting an exhaustive discussion of this aspect of the problem, we shall merely try to lay down one or two general principles, and to give one or two practical hints, in the hope that they may be found helpful.

1st. *A certain portion of time, not necessarily a large portion, must be given to this work.* This is a *sine qua non*. If moral training is of any value it is of supreme value. The moral faculties are undoubtedly the highest faculties of our complex nature. If to cultivate these is any part of proper school work, it is the part which is of transcendent importance. From a practical point of view, good moral training is vastly more effective in moulding character and producing good citizens, than even intellectual culture, or scientific insight. Hence, instead of saying we have no time or place for moral training in our schools, Government, parents, and teachers should declare with one voice, We have no time or place for anything which prevents or interferes with effective moral training in the schools.

2nd. *The basis for any genuine moral training must be sought and found in the child's moral nature.* This may be a truism, but it needs, nevertheless, to be said. We do not, of course, deny that arbitrary law is, to a certain extent, necessary in the school, as in the family, or that such law must be, under certain circumstances, arbitrarily enforced. The foundation of discipline must be laid in absolutism. Obedience to authority must, in the first instance, be unquestioning. But we hold that in both family and school the transition from a physical to a moral basis, and from a lower to a higher class of motives, should be constant and in the end complete. There is no moral quality in the obedience of fear, or, if there is, it is not a good or commendable quality. We were struck the other day with the mode of expression used in a letter written by an English teacher to the London *Schoolmaster*. The teacher had been summoned and fined for inflicting excessive punishment upon a boy in school. Writing in self-defence, he says: "On taking charge of the Buckhurst-hill school at Christmas I found that several of the readers were drawn in, in a most obscene manner. My duty in such a case was simple. I promised to punish the offender if discovered. On March 18th the boy Long was caught by his

teacher actually marking a book in a most filthy manner. He was brought to me, and I there and then gave the boy six strokes across the lower part of the body." Note the undertone which seems to pervade this statement. A degrading moral offence was committed. "My duty," says the writer, "was simple." Judging from the context that simple duty was to catch the offender, if possible, and flog him. One would have supposed that the conscientious and thoughtful teacher would have deemed his duty far from simple in such a case. How shall the boy's conscience be reached? How shall a permanent impression be produced? How can he be made to feel the heinousness, the degradation, of his offence? How shall he be brought to feel so self-convicted, so thoroughly ashamed, that he will loathe his offence, and resolve never again to be guilty of it? In a word, how can the conviction of guilt be brought home to his moral nature? Of course all this process may have been gone through and the proper efforts put forth, before the punishment was administered, but there is no indication of it. From all that appears no attempt was made to produce any moral impression whatever, save such as could be produced by physical pain. This was probably inflicted in anger and, no doubt, begot anger, hate, and a thirst for revenge?

Whatever may have been the whole action of the English teacher, is it not too true that the course indicated is the one too often followed by many teachers in our schools? Are there not hundreds who feel that their duty is simple in such a case, and that it is discharged when a punishment of due severity has been administered? But how much moral training is there in that?

Now, may it not be fairly assumed that the culprit in such a case—very likely there were others just as guilty who escaped detection—had a moral sense which could have been reached, had the proper course been taken? If not, if the child was so utterly depraved that he could not be made to feel the shame and degradation of the thing, the school is no place for such. But had the teacher in question had a deep conviction that his first and highest work was moral training, he would have seen that his duty in the case, instead of being so simple as to be discharged with six strokes of a cane, was the harder, but infinitely higher, task of producing, if possible, such an impression upon that boy's moral nature, and on that of any of his school-mates similarly disposed, that they would, one and all, thenceforth recoil from any similar offence, feeling it to be low, base, unmanly.

How much better conceived for instance, was the action of the lady teacher, who, overhearing one of her boy pupils utter some foul expression, led him to the wash-stand, prepared a strong soapsuds, took a brush, and proceeded, in the presence of the whole school, to give his mouth a thorough cleansing? Can we doubt that such an object lesson, supplemented with suitable remarks made in a right spirit, would be much more likely to leave a deep and salutary impres-

sion on all present, than the severest flogging of the culprit could have done?

These remarks may serve to illustrate one most efficient means of moral training, within the reach of every teacher. Every serious offence against morality committed, every case in which discipline becomes a necessity, or a duty, will thus be made to serve the high moral purpose which a teacher of the right stamp will keep constantly in view. To the discretion of the teacher it must be left to decide, in each particular case, whether the moral effect aimed at can be better attained by public or private treatment. This depends upon the nature of the offence and its bearing upon the weal and discipline of the school. When circumstances do not clearly demand public action, there is no doubt that the chances of being able to produce a salutary impression, or effect a permanent reform, are very largely in favor of private remonstrance. Still the skilful teacher will lose no opportunity of making a telling appeal to that which is best in the boy and girl nature, to courage, to manliness or womanliness, to sense of honor, to love of parents, above all, to the innate sense of right, and the love of truth and fair play.

But while the main reliance in most schools must, perhaps, be upon this incidental training, it should not in any case be wholly confined to it. There should be in every school some systematic moral training. Our space permits us but to glance at the mode in which this can be imparted. The first thing will be to set up certain standards by which all motives and conduct are to be tried. These standards must have the cordial assent of the pupils. If possible the pupils should be led to choose them for themselves, and then called on from time to time, to apply them to current phases of their own conduct. A plan something like the following is used with success in some schools. The pupils are asked to select, say on a Monday morning, a motto by which they will strive to regulate their conduct during the week. Having had a few days to search and think, they submit those that have most pleased them. One may suggest the golden rule, another "Nothing needs a lie," another "Cheating in lessons or in play, is mean and cowardly," and so on. For fear of failure the teacher also comes prepared to submit a few of the right stamp. The final choice is left to the children.

By the exercise of a little tact in the discussion the teacher can make sure that a worthy motto will be chosen. This will be written at the top of the blackboard or otherwise kept conspicuously posted for the week, or whatever period may be decided upon. Every serious offence during that period will be judged by the principle involved in the standard, or, if the chosen motto is not sufficiently comprehensive, another may be added in the same way, under which the case will come. The children are themselves the judges, and many an adherent of the old, arbitrary, methods would be astonished to find how keen and correct their moral judg-

ments will generally prove to be. The offending party or parties should first of all be called on to show their opinions. Can it be doubted that such methods, skilfully and patiently used, will be productive of excellent results, both in the immediate present, as helps in school discipline, and in the future, as tending to form those habits of "moral thoughtfulness," on which Dr. Arnold wisely set so high a value. Of course the broad, fundamental principle, on which the teacher can always fall back, will be, "Is it *right*, or is it *wrong*, and why?"

SCHOOL-BOY IDEALS.

THERE can be but one opinion as to the beneficial effects upon bearing, health, and character, of suitable gymnastic and calisthenic exercises, and these should form a part of the routine of every school. We are not quite so sure of the desirability of uniforms, dress parades, and above all sword and rifle drill, for the young pupils in our schools. We should be disposed to deprecate the spread of any such custom, deprecating as it would unnecessary expense upon many parents ill able to afford it, and tending, as any such dress shows almost invariably do, to create or intensify petty class distinctions and jealousies. The military drill is open to still more serious objections on other grounds. It cannot, we are persuaded, be desirable to have our boys taught to play at soldiering. Do we wish to set before their young minds military ideals as the highest types of manhood? War may be sometimes a grave necessity. It can never be an occupation desirable for its own sake. The opinions and morals of the young are largely the product of "the shaping power of imagination." Familiarity in thought is the prelude to choice in action. It would surely be much better, in these days of selfish struggle for advantage, to have our young people aspire to become helpers rather than slayers of their fellow-men. Of boys it is as true as of children of a larger growth that as one "thinketh in his heart so is he. Few of us unhappily succeed in moulding our lives very closely after the nobler ideals we carved out for ourselves in our youthful day-dreams, but none the less it is undeniable that the character of every one is powerfully affected by the kind of ideal he has set before him in the impressible days of childhood and youth.

Contributors' Department.

THE IDEAL SCHOOL ROOM.

THAT the school-room should be well lighted, well ventilated and commodiously seated, every one of average common sense will acknowledge, although opinions may vary as to what constitutes these requirements. Public opinion as to school comfort has made great strides during the past fifteen years, and it may be reasonably hoped that within even a shorter period hence, more progress in this direction will be manifested, because it must not be taken for granted that school fittings have reached a state of perfection. Improved seats and desks have been,

they are not yet all that is desirable. Not only should each pupil have his own seat, but it should be cushioned and covered with leather. The desk ought to have a covering of green baize, and the height of both seat and desk should be adjustable. There is room for ingenuity to produce a neat and simple desk attachment that shall combine ink-well, sponge-cup, pen-wiper, and pen and pencil-rack.

On all the passages between rows of seats I would have cocoa-nut matting, unfastened to the floor, so that it might be rolled up daily to allow of the floor being swept. The teacher's platform should be covered with the same material.

Besides the table and chair for the use of the teacher, there should be a pigeon-hole arrangement for correspondence with parents, examination questions and answers, dictation and composition papers, scholars' drawings, etc. Something of this kind would frequently be the means of saving much time for both teacher and pupil.

In addition to the stock maps, or without them, maps of the province and of the county are indispensable, and all the maps in the school should hang on the wall, and be open for inspection and reference at any time. It is poor economy either to stack maps in a corner, or to unroll them only when they are required. Thankful should the teacher and scholars be of that school whose walls afford not sufficient area for all the maps and charts to hang freely—unless, indeed, it be a very small room. I would allow but little plaster to be seen, and in these days of cheap pictorial production, in black and white, or in colors, there is no excuse for a prison or barn-like interior. Odd copies of the *Boys' Own*, *Girls' Own*, *Graphic*, *Illustrated London News*, and many other periodicals of a like kind, may be used for the purpose indicated, and are often procurable at a trifling cost.

There ought to be a substantially bound scrap-book for cuttings and pictures, in every rural school especially. Nothing should be inserted unless with the teacher's consent and under his direction, and this book should be available to the pupils during every recess. It may be divided for subjects in any way the teacher's judgment may suggest, and should be in charge of a senior pupil. Another similar book might be kept for the preservation of the most meritorious exercises in writing, composition and drawing, by the pupils of the school.

Large and correspondingly costly globes are of doubtful necessity, but some kind of globe every school ought to possess, and if only one can be had it should be a hemisphere globe, the construction of which is of great assistance to the geographical novitiate.

A small and simply constructed microscope may be of more educative and practical value than a globe, and one of considerable power may now be had for a few dollars.

No school can well afford to do without a good time-keeper, and now that the twenty-four hour system is coming into use, every school clock should have on the dial an inner circle of figures

(say, *arabic*) to indicate the hours from 13 o'clock to 24 o'clock.

Every opportunity should be embraced to encourage the cultivation of our young people's observing faculties, and to this end they should be induced to examine the plants and stones of the locality; to study the habits of insects and birds, and to bring good specimens of any kind to the school. To preserve these there should be a case or cupboard of some sort.

Painted upon the black-board in full view of the pupils there should be lines one inch, one foot, and one yard in length, each properly subdivided. In addition to these a tape-line, fifteen or twenty feet in length, will often prove of great service.

A pair of scales, with weights from one ounce to one pound; a set of measures from one gill to a bushel, and a set of forms and solids are all of imperative necessity in our ideal school.

An organ in the school-room affords those charms that are incident to music, and many schools (not ideal in other respects) are now supplied with instruments of this kind.

The black (or, dark green) board should go *round the room*, not more than seven feet high, and reaching within three feet of the floor. It should be of the finest possible quality, in order to make as little dust as possible.

The room should be swept and dusted daily—the floor scrubbed every Saturday, and the walls and ceiling whitewashed at least twice a year.

A private room for the teacher need not be large, but should be carpeted and otherwise neatly furnished.

Cap-rooms for boys and girls are already provided in many schools, but they are generally too much cramped, and otherwise inconvenient. They ought to be spacious, well lighted, and furnished with wash-basin, towel and looking-glass. If these rooms were spacious enough, they might serve in rural localities as dining and play-rooms—otherwise a room or rooms for these purposes should be connected with every school either as part of the main building or as an adjunct.

As a matter of course our school should have a bell—a good one—one that may be heard not less than a mile off.

The requirements named would necessarily involve expenditure, but it is simply a matter of consideration whether in the end money laid out in this way would not yield an actual profit. Everything that tends to economize time, to lead to habits of order and cleanliness, to cultivate the observing faculties, to teach to think, and generally to widen the mental horizon not only shortens the time demanded by school routine, but supplies the nation with better men and better women, that is to say with better citizens; and if a state supported system of education has any other object in view, it would be most interesting to know what that object is. Some of us have for a long time regarded preparation for examinations as the main object of education, but we have lived to discover our mistake.

DAVID BOYLE.

English Texts, Queries & Notes.

We are constantly receiving questions on syntactical and other difficulties met with in the study of the English texts prescribed for the schools. We propose in this column to answer all such inquiries to the best of our ability. The questions must be bona fide. We have no space for puzzles, or conundrums. Infallibility not claimed.

FOURTH READER.

1. (a) PAGE 141, line 14. The grammatical relation of the words, "Unhappy that I am!"

(b) Page 297, lines 6 to 12. The punctuation and meaning.

(c) Page 297, line 8 from the bottom, "But we are not left without a guide." The force of *but*.—SUBSCRIBER.

(a) The words quoted form an interjectional clause. If the grammars do not recognize such a clause they should do so. Just as in other cases an "adjectival" clause performs the office of an adjective, an "adverbial" clause that of an adverb, etc., so this performs that of an interjection. This is evident from the fact that an interjection such as "alas!" might be substituted and would convey the same idea, though more indefinitely. The interjectional clause is, of course, not syntactically related to the rest of the sentence. The logical connection is clear enough.

(b) See Notes on Entrance Literature in this number.

(c) The word "But" comes in rather unexpectedly. It seems to have been suggested by the word "wandered." One wanders from the right path for want of a guide. Probably the force may be that shown by such a paraphrase as: "Our experience, gained through costly mistakes and wanderings, furnishes us with beacons and landmarks to guide us in the future, *but* we have a better and safer guide." There is, however, some ambiguity. The connection in the speaker's mind may have been quite different. "Seeing our costly mistakes and knowing how far we have wandered, we may be disposed to despair of finding the right way, *but* we are not left without a guide." The use of the words "beacon" and "landmarks" favors the first view.

2. Please analyze with reasons: "He said, 'what a pet you are.'"—TEACHER.

The sentence is, of course, complex. The only peculiarity is the exclamatory use of "what," and the inversion of the usual order to make it the first word in the sentence, a position which is necessary in order to give it its exclamatory force. Complex sentence, subj. *He* | pred. *said*, | obj. (substantival clause,) *What a pet you are!* The subordinate or object. sentence, subj. *you* | pred. *are*, (verb of incomplete predication) | complement of pred. *pet*, | adjective modifiers *what, a*.

3. Please give in the JOURNAL a complete analysis of the following sentence; also parse "than" and "being," and give the case of "man." Should "ruling" be parsed the same as "being"? "In following this course of conduct, Fergus had a further object than merely being the great man of his neighborhood, and ruling despotically over a small clan."—D. C. W.

The sentence is simple, subj. "Fergus." | pred. "had." | Prepositional phrase used as adverbial modifier of pred., "In following" * * * "conduct." | Obj. "object." | Adjectival modifiers of obj. "a, further," | adverbial clause of Degree, modifying "further," "than merely" * * * "clan." | The adverbial phrase "In * * * conduct," presents no difficulties. The adverbial clause introduced by the conj. "than," is, as usual with adverbial clauses of degree, elliptical, "further than being, etc., and ruling, etc., were far." "Being" and "ruling over" are gerunds, the former, from a verb of incomplete predication, takes "man" as complement; the latter, from a transitive verb (we should prefer to regard "ruling over" as compound form of verb, rather than "ruling" as intransitive and "over" as prep.). "Man" may be regarded as nominative after "being." The phrases "being the great man," and "ruling," etc., are the subjects of the verb (were), with which, according to the common view, the ellipsis is to be supplied. We confess it is not

clear to us that these clauses should not be regarded as in apposition with "object," in which case "man" would be objective to agree with "being."

4. Analyze and parse all the words in "I will let you go."—SUBSCRIBER.

Subj. "I." | pred. "will let." | obj., direct, "(to) go" (verbal noun.) | obj., indirect, "you." More strictly "will" is the predicate, "let" (to let), its object (verbal noun), the other words being direct and indirect objects of "let" as above.

5. (a) "Counsel." (b) "He is gone." (c) "You that are the flowers," etc. What kind of noun is (a)? Parse fully (b). Is there anything wrong with the grammatical construction of (c)? Please explain. By complying, you will oblige.—Z.

(a) The point is, we suppose, whether "counsel" is abstract or concrete. That depends upon the sense in which it is used, e.g., in "Wise counsel is needed," counsel is abstract, but in "His counsel was unheeded," it is concrete, denoting a single, specific thing.

(b) "Is gone." This expression, though grammatically anomalous as a quasi-passive form of an intransitive verb, must be regarded, we think, as sanctioned by the highest authority, that of good usage. Such idioms are admitted in other languages, why not in English, especially when, as in this case, we have no other means of expressing the idea, without awkward circumlocution. The thought in "is gone," is not precisely the same as in "has gone," which would, we suppose, be the grammatical substitute. Some might prefer to call "gone" an adjective, as we do "dead," in the similar sentence "He is dead," but we are not aware that that explanation has been given, nor could it be defended, as "gone" implies a verbal notion (that of previous motion) not contained in the adjective. The same is in fact true, in some cases, of "dead" and similar words usually counted as adjectives.

(c) The case of the pronoun "you" cannot be determined until the sentence is completed. "That" is relative, 2nd person sing. in agreement with its antecedent "you," and the verb "are" is 2nd person, sing. to agree with its subject "that." "Flower" is, of course, pred. nom. (complementary) after the verb.

7. "The Vision of Mirza," Fourth Reader, page 68.—"Multitudes were very busy in the pursuit of bubbles that glittered in their eyes and danced before them; but often, when they thought themselves within the reach of them, their footing failed, and down they sank." Please give the relation of the word "themselves" and also that of the phrase "within the reach of them."—J. C. M.

"Themselves" is objective or accusative, subject of infinitive "to be" understood. "Within the reach of them" is an adjectival clause completing the predication with "to be" understood.

8. "The Vision of Mirza." (a) "Do vultures, harpies, ravens, cormorants and little winged boys represent respectively Envy, Avarice, Superstition, Despair, Love?" and if so (b) "What peculiarity of the vulture, &c., makes it a proper representative of Envy, &c.?"—W. A. F.

(a) Yes.

(b) Addison, we presume, chose the vulture to represent Envy because the vulture is a carrion bird, feeding on putrid matter, and it is characteristic of Envy to seek for and fasten on the weaknesses and faults in its object. Compare Kingsley's saying, "The vulture nose, which smells nothing but corruption, is no credit to its possessor." The harpies of mythology were rapacious, ravenous creatures, which devoured everything within reach of their claws, and thus were fit emblems of Avarice. The raven was regarded by the ancients as a bird of evil omen, and has always been more or less an object of superstitious dread. Shakespeare, Poe, and other poets have frequent allusions to this popular superstition. Even Tennyson has: "A raven ever croaks at my side." The cormorant is chosen as an image of despair probably in view of its lonely habits and its fondness for gloomy and inaccessible solitudes. The little winged boys are, of course, cupids.

Question Drawer.

1. Is Canadian History a compulsory subject at next entrance examination.

[Yes. The regulations prescribe "outlines of Canadian History generally, with particular attention to the events subsequent to 1841."]

2. Can a public school teacher claim his pay quarterly? What is the penalty should the trustees refuse such payment?

[Yes. The penalty would, we suppose, be prescribed by a court of law. The teacher can collect his salary quarterly by legal processes, if necessary. If the trustees have not the money they are required to borrow it on their own promissory note, under the seal of the corporation.]

3. What is the legal date for the re-opening of schools situated in incorporated villages, after the summer holidays?

[The third Monday of August.]

4. Please publish the name of a book that will be an aid in learning the pronunciation of French.

[We know nothing better than a good French dictionary. Perhaps some teacher of French can recommend some work specially adapted to help English students in the matter.]

5. What are the subjects required for the matriculation in law? and where can I get a calendar of them?

[Write to the registrar of Toronto University.]

6. Must a candidate for a third-class certificate make thirty-three and a third per cent. on mental arithmetic and thirty-three and a third per cent. on written arithmetic separately, in order to pass in that subject, or do the two branches count as one subject, so that if a candidate made less than the minimum in one, he could make it up on the other?

[The average is made up on both taken together.]

7. Do vocal reading and the paper set in the "Principles of Reading" constitute one subject, or are they two separate subjects, so that the minimum thirty-three and a third per cent. must be made on each one?

[Separate subjects. Candidates must pass on each.]

8. Is *music* on the programme for a third-class certificate?

[It is on for professional, not for non-professional examinations.]

9. Will candidates for third-class certificates be allowed a bonus on music at the non-professional examinations in July?

[No. There are no bonuses for any subject.]

10. What is the best text-book on freehand drawing for third-class certificates?

[We suppose the authorized set contains all that is needed. Walter Smith's manual is, no doubt, a good work.]

11. (a) When do the public schools close for vacation? (b) How long have they vacation this year?

3 above.]

[NOTE—"Ambition's" questions are scarcely in the line of the EDUCATIONAL JOURNAL. They should have been sent to some of the large dailies, or to the Law and Medical Journals.]

We are sorry to find that the questions of one or two other of our subscribers have been overlooked or crowded out until too late for the answers to be of service.—ED.]

Teachers' Meetings.

NORTH HURON TEACHERS' INSTITUTE.

THE regular annual meeting of the Teachers' Institute was held in the Central school, Wingham, on Thursday and Friday of last week, the president, J. C. Linklater, in the chair.

W. G. Duff read a long and interesting paper on "The Dealing with Lineal, Square and Cubic Measure, Measures of Capacity, the Circle and Cylinder." He advocated the use of objects, as blocks, measures, poles, etc., and illustrated a practical method of finding the area of a circle and a cylinder. He pointed out, too, a way of exemplifying the meaning of "Measure" and "Multiple," and doubted the advisability of retaining in the arithmetics such tables as those of cloth measure, Old Country currency, etc.

Mr. Plummer next took "Decimals," advocating the commencement of their study after fractions. He dwelt long on the method of decimal notation, showing clearly the use and value of the decimal point; said that the first lessons were the most important as well as the most difficult. He then proceeded with the steps leading to the rules for addition, subtraction, multiplication and division of decimals. A discussion followed, led by Messrs. Duff and Groves.

After an intermission of fifteen minutes, Mr. Newton read his paper on "The Social Relation between Teacher, Parent, and Pupil." He first touched on the relations between teacher and pupil, emphasizing the value of patience, love, the teacher's interesting himself in the pupils' out-door amusement and their bodily welfare in cold weather, the commending of and recognizing merit. In referring to the relation between teacher and parent, he dwelt on the great importance of a kindly and co-operative feeling, the interest a teacher should manifest in dull pupils and the children of poor parents.

Each of the above papers was followed by an animated discussion.

An evening session was held at which, in addition to recitations, etc., the secretary read a paper on "The Welfare of the Teachers' Institute." In it he drew attention to the onward march of education, the ways and means in which all may engage in it, and showed the value in this respect of the "Teachers' Institute," emphasizing the points—the giving and receiving of valuable methods of teaching and study, the cultivation of sympathy among teachers, the value of representation, the moulding of popular opinion, and the benefit to be derived from the exercises afforded in "Parliamentary" practice. This was followed by an address on "The Aim in Teaching," by Mr. Linklater. The speaker first showed negatively that the right aim is not to see how many pupils a teacher can pass, not to cram boys and girls with knowledge. Life, he said, is before the child, and the teacher should by his efforts and example encourage boys and girls, especially those who are poor, that, having received the proper impulse, they may go on and prove themselves in the end honest, noble men and women. The teacher who labors for this end has his reward. Both paper and address elicited spirited discussion.

On Friday, after routine business, Mr. Turnbull read a paper on "The College of Preceptors." He restated the main features of the scheme as given by Mr. Dickson, of Toronto, before the Provincial Association; showed the benefits to the legal profession through the Law Society of Upper Canada; pointed out the good results attending the English College of Preceptors. The position of the teacher is an anomalous one, and if the proposed scheme be generally supported, the Ontario College will be just as workable as the English College, and as beneficial to the public, to education and to the teachers. He was followed by Mr. Clarkson, who pointed out how members of different callings had been greatly benefitted in Ontario by the co-operation in a provincial body of all interested in a common cause. He counselled the teachers to support the scheme. A number of questions were asked and answered. Mr. Doig introduced "Township Boards of Trustees." He reviewed the history of this form of school board, pointed out its adaptability to the wants of the different sections, and referred to the salaries paid to teachers and the

general interest exhibited toward the various sections of the township. The essayist manifested a practical acquaintance with the subject and expressed his preference for the section board. Messrs. Scott and Duff supported the speaker in most of his contentions.

J. E. Anderson dealt with the subject of "Moral Education," showing how far the teacher is responsible for the morals of his pupils. He strongly emphasized the necessity for the teacher's own example being high; his weaknesses he should contend against and make them his strong points. He is responsible for the aids he can utilize. The intelligence of children varies, and while the child should have largely freedom of action, he should be trained in the right direction. The teacher should always keep in view the fact that he is training immortal beings and ever go to one Superior Being, the source of all blessing.

Mr. Clarkson read only a portion of his paper on "Modern Methods in Elementary Geometry," as the time was limited. For three-quarters of an hour he reviewed the ancient system of Euclid and gave the modern way of dealing with the same topics. He showed the present-day methods in dealing with a point, straight line, angles of all sizes, loci, parallel lines, and quoted and proved the theorems of practical geometry, mentioning the propositions corresponding in Euclid. He exhibited an original and practical method of demonstrating by a symmetrical figure, the proposition bearing on the proof of the 27th theorem of Euclid. The method throughout was clear and proved interesting to the many mathematicians present.

EAST LAMBTON TEACHERS' ASSOCIATION.

ABOUT sixty of the teachers of East Lambton were present at the opening of the summer session of the E. L. Teachers' Institute held in the Principal's room of the Watford public school on Thursday, May 12th. As usual, the lady teachers were largely in the majority. W. E. Norton, of Florence, President of the Association, presided. Mr. Graham took up the subject of "Division of Fractions." In introducing the lesson he referred to the old rule of inverting the divisor and proceeding as in multiplication. An educational paper had logically explained this on the basis that multiplication was directly opposite to division. Mr. Graham divided the subject into four parts, and illustrated each by practical blackboard work. 1st. To divide a whole number by a larger whole number. 2nd. To divide a whole number by a fraction. 3rd. To divide a fraction by a whole number. 4th. To divide a fraction by a fraction. The reasons for inverting the divisor and the sign of division were clearly explained.

In the afternoon the president delivered an address on "The Teacher as a Character Builder," in which he advised teachers to study phrenology, psychology and physiognomy, to teach morality by precept and example, to develop Canadian patriotism and in all things to be energetic and enthusiastic.

On Friday Mr. Anthony briefly and clearly outlined the main features of the alphabetic, look and say, phonetic, word, and phonic methods of teaching reading.

After Mr. Barnes had recommended Mr. Anthony's methods with primary classes, the president showed that the phonic method is applicable to advanced classes. He sometimes profitably spent half an hour in teaching one sentence.

The president then called on Dr. Gibson to discuss "Hygiene." The Dr. expressed his sympathy with Lambton teachers, having been for many years a Middlesex teacher. He then defined hygiene and justified the infringement of individual rights and liberties for the public good.

The president and Mr. Graham answered questions in the Question Drawer. They lucidly showed how figures of speech might be explained to 3rd and 4th class pupils.

In the afternoon the president dealt with "Whispering in School." It was found that no person in the room could answer the query, Who is Admiral of the Canadian Fleet? Mr. Callander was then called upon to give his method of teaching math. geography. Rev. Mr. Wye, Mr. Brebner, I.P.S., and the president continued the discussion. "Sullivan's Geography Generalized" was recommended to inexperienced teachers.

EAST BRUCE TEACHERS' ASSOCIATION.

THE semi-annual meeting of the East Bruce Teachers' Association was held in the public school, Paisley, on May 19th and 20th.

After routine, a communication from the Minister of Education in regard to appointment of public school teachers on central committee, was read.

The subject of Uniform Promotion Examinations was introduced by Mr. Corbett and was continued by Messrs. Beingessner, Hicks and Butchart. The principal objections being (1) the difficult character of the Canadian history paper and (2) the lack of papers for junior classes. The question was held over until a greater number of teachers were present.

Wm. Houston, M.A., was next introduced and took up the subject of English literature. He discussed principally the study of poetry. Poetry should be studied from the motive of pleasure which is derived from it. Poems should be studied and judged as a whole, not from extracts. He recommended the memorizing of choice poems.

In the afternoon Mr. Houston introduced the subject of English Composition and Rhetoric. The speaker showed that spoken composition is of much more importance than written, that it is not the office of the teacher to teach the child how to compose, as the very youngest pupils can compose quite well; but the duty of the teacher is to correct errors in his composition. With regard to junior pupils all rules should be abolished and the principle of good usage given as a reason for the corrections. He places much weight on the fact that if we speak correctly, we shall also, as a matter of fact, write correctly.

The proceedings were varied by a class of little boys and girls trained by Misses Duncan and Baird who sang a few kindergarten songs.

Mr. Telford introduced the subject of "Fitch on Discipline," giving the substance of Fitch's views on the subject. The discussion was continued by Messrs. Butchart and Clendenning.

Mr. Houston introduced the subject of English grammar, defining his subject as the science which treats of the principles of the sentence, and showing that English grammar is simply a part of English composition. He recommended that it be taught as a mind trainer, saying it is one of the best subjects we have for that purpose; it should be taught also for its practical value.

Miss Baird now gave a reading, "The May Queen," which was well rendered and well received.

On Friday Mr. Houston resumed his subject of English grammar. In speaking of parsing he showed the importance of depending on the sense of the extract rather than on the rules of grammar. He then showed how very defective many of the definitions are. He said analysis should be used as a means of determining the exact meaning of the sentence. With regard to false syntax, he classifies errors into two great classes, viz., (1) violations of good usage and symmetry, and (2) constructions which lead to ambiguity.

An animated discussion took place on the question of the Uniform Promotion Examination. A large majority voted approval of the U. P. E.

On the subject of home work Mr. Clendenning said the lessons assigned for home exercises should be made with a definite object in view. The pupil should be shown how to prepare his task. He advised teachers not to examine all home exercises, only enough to form sufficient matter for explanation to the classes.

Mr. Butchart explained his manner of securing accuracy in arithmetic. It is as follows:—He devotes about ten minutes in the morning to work in simple rules. He bases his theory on the fact that if we are accurate in simple rules we shall be accurate in all arithmetic.

Mr. Houston took the subjects of English philology, orthoepy and orthography. The speaker showed his manner of teaching roots, prefixes and suffixes, showing the superiority of the analytic method in contrast to the synthetic system. He argued that orthoepy is of much more importance than orthography, for the reason that we use spoken language much oftener than written. He condemned the practice of oral spelling as useless, because spelling can be applied to written composition only.

Educational Notes and News.

ARBOR Day seems to have been well observed in New Brunswick.

TWENTY-FIVE candidates received the degree of B.A. from Queen's University this year, and five that of M.A.

THERE are 265 lady students in the University of Michigan; of this number, 175 are in the literary department.

NORWICH is petitioning the Minister of Education to be made a place for the holding of high school entrance examinations.

THE Teachers' Association of Ouebec city have organized under its auspices a Reading Circle. The first author they propose to study is Milton.

THE interest-bearing capital of Queen's University, according to the latest report is \$222,094, an increase of about \$8,000 over that of the preceding year.

DAKOTA probably leads in the employment of lady superintendents of schools. They guard the educational interests of thirteen counties in that state.

A LADY in New York, who refuses to have her name made public, has given \$100,000 for establishing in Tulane University, New Orleans, a school for the higher education of young women.

THERE are about 400,000 persons engaged in the instruction of 10,000,000 of the children and youth of the United States. The teachers outnumber the other learned professions united about two to one.

A SOCIETY to promote the higher education of women has been founded in Japan, with the Prime Minister as president. The whole institution will be under the control of a foreign lady superintendent.

THE number of candidates at the Arts examination in the University of Toronto was unusually large this year. Over thirty of them were ladies. Thursday, June 9th, is Commencement Day, when the results will be announced.

DR. H. D. COGSWELL, of San Francisco, has donated over \$500,000 for the establishment of a polytechnic school in the city of Philadelphia. Tuition in the mechanic arts is to be free, and both sexes will be admitted on an equal footing.

A FEMALE school teacher living at Lodi, California, wrote to the superintendent of Butte county for a position, and modestly asked the superintendent if, in case there were no vacancies, he would kindly assist her in ousting some "old fossil."

THE opera "H.M.S. Pinafore" was recently performed in the hall of the St. Catharine's Collegiate Institute. The students of the Institute, with the aid of some local talent, formed the cast. As an amateur performance, the rendition was highly praised.

THE Montreal *Star* announces that Principal Grant of Queen's University has already obtained \$20,000 in that city in aid of the Endowment Fund, and that with the aid of the Endowment Society, recently organized, the amount may be materially increased.

THE Mennonite College of the United States, the buildings to cost \$100,000, was located last week at Newton, Kansas. A large endowment has been secured. The Mennonites are quiet, industrious people, and are worthy, respected citizens.—*Delpbos Carrier*.

It is proposed to abolish residency in the University of New Brunswick, partly for want of room and partly because the boarding department does not pay expenses. The *St. John Telegraph* protests vigorously, and advocates, instead, the erection of a new building.

A CORRESPONDENT of the Dundas *Standard* writes to that paper a glowing account of a visit recently paid to the Dundas public and high schools, on a Friday afternoon. According to this account there is little room left for improvement in

the character of either the schools or the teachers of that town.

THE old Edinburgh University buildings have just been completed, after the lapse of nearly one hundred years, by the erection of a graceful dome over the massive portico of the front entrance. From the Calton Hill and the Castle Hill in particular, it may be seen to great advantage—giving a dignity to the whole neighborhood in which it is placed.

THE report of the examiners at the recent examination in arts in Toronto University show that eight candidates passed the M.A. examination, seventy-eight the B.A., seventy-nine the third year, eighty-five the second year, and one hundred and twenty-six the first year. The number of candidates for junior matriculation is very large, approximating 300.

It is hard on the modern theory of less grammar in the schoolroom, that a certain New Haven jeweler has brought a suit for \$10,000 against one of the papers of that city, for ridiculing the grammatical construction of an elaborate invitation which he prepared to send President Cleveland and wife to join in the dedicatory services of the Soldier's Monument.—*N. E. Journal of Education*.

THE Mount Allison, New Brunswick, Methodist institutions have just closed the most successful year in their history. The attendance at the male college and ladies' academy has been larger this year than ever before, while the number of students at the male academy has been larger than for several years. Acadia College, Nova Scotia, has just graduated 17, out of a total of 91. Horton Academy and Wolfville Ladies' Seminary, its preparatory schools, have respectively 90 and 83 students.

THERE are, in all, 536 students in the several Faculties of McGill College, namely: 20 in law, 228 in medicine, 234 in arts, and 57 in applied science, three being deducted for entries in two Faculties. In addition to these, there are 41 in colleges affiliated in Arts, and 92 studying for the profession of teaching in the Normal School. There are thus 669 students, without reckoning those in theological colleges or in the model schools or the Normal School.

IN the Allegheny schools the teachers in the two lower primary classes have all the colors and hues, with several tints and shades, on the blackboard in rectangles, with crayons, as a perpetual object lesson in color. The blocks for object work in numbers are also inch cubes painted in all the colors, hues, etc. The tables for object and number work have the surface divided into square inches, the square feet also being lined off peculiarly.—*New England Journal of Education*.

AT the last meeting of the West Kent Teachers Association, in Chatham, 28th and 29th April, 1887, it was moved by W. H. Colles, I.P.S., East Kent, and seconded by J. Donovan, Principal King street school, Chatham, and carried unanimously, that this association convey to the Honorable the Minister of Education their confidence in the Tonic Sol Fa system of teaching music, and request that that system be allowed to remain on the same footing as other systems for use in the public schools.

THE Toronto *Mail* says that already \$165,000 of the \$450,000 required for the removal of Victoria College and its establishment in Toronto, under the Federation scheme, has been secured in Toronto within six months, although the Rev. Dr. Potts, to whom the General Conference entrusted the task of raising the fund, has been hampered in his work by his ordinary pastoral duties. In a short time, however, he will be relieved of the latter and will then be able to devote himself wholly to the labor of his new office.

AT the high school for girls in Cork the ceremony of electing a Rose Queen took place a few weeks ago. Decked with wild roses, this royal maiden was enthroned on a fur-covered seat under an arch of moss and evergreens and surrounded by attendant maidens and 100 other school companions. She was then presented with a gold cross sent by Mr. Ruskin as an annual gift, besides a volume of poems handsomely bound. Six other books from Mr. Ruskin were then placed before her for presentation to the maidens whom she loved best.

IN 1884 the Cape of Good Hope had 1,004 schools of various classes, with 78,037 pupils; there was also five colleges, with 315 students in the University of the Cape of Good Hope, which is an examining body. The amount expended for education in 1884 was about \$1,000,000, one half being paid by the Government and the other half by local efforts. The annual cost for instruction per pupil is \$15.30; the fees vary from thirty-five cents to eighty cents per month in the country districts, but are much higher in the principal towns.

AT a recent meeting of committee No. 2 of the London Board of Education Dr. Campbell submitted a scheme of graded salaries for teachers in city public schools, with stated increases based upon length of service and promotions to higher positions, the change to commence on July 1. The inspector thought the scheme and accompanying rules very good. It gives the teachers, in addition to increases for promotion now allowed, regular increases for length of service, beginning with \$25 for the first five years, which is made larger as the term of service goes on.

ST. CATHARINES Collegiate Institute makes a good record at the first year's examination of Toronto University. Of seven students who were sent up, J. Calling, who was matriculation scholar in classics last year, gains this year the first scholarship in classics. C. A. Chant stands first class in mathematics and English. D. A. Burgess stands second class in mathematics, first class in English. W. F. Bald, stands second class in classics and English. H. S. Dougall, stands second class in English. W. E. Woodruff passed. We heartily congratulate St. Catharines on its success.

IN 1876, the Government undertook the entire management and control of the schools of Queensland, Australia. The Attorney General was appointed Minister of Education, and since that time the schools have increased at a remarkable rate. There are 425 State schools, with 46,262 children on the rolls, and 1,161 teachers employed. About one-seventh of the population of the colony is under school instruction. Every classified teacher is a civil servant appointed, transferred, or promoted only by the Governor in Council. So says an exchange. We don't admire the plan, nevertheless.

A CORRESPONDENT of the *Educational Times* (Eng.) is endeavoring to effect by ridicule what legislators and savants have failed to accomplish by law or by argument, namely, the prevention of waste of time in schools over absurdities, under the head of Weights and Measures, which are never used in trade and never have been used, and the learning of which is neither pleasure nor discipline, nor to be justified on the ground of utility. The *Times* wishes its correspondent success in his efforts to purge Table-books and Arithmetics from "barley-corns," "ells English and foreign," "barrel-bulks," "moidores," and all such useless abominations.

MR. J. B. SOMERSET, superintendent of education, and Mr. D. J. Goggin, principal of the Normal School, returned last Monday from attending a Teachers' Convention at Birtle, held last Friday and Saturday. A public meeting was held on Friday evening, at which Mr. Goggin gave an interesting lecture; owing to the lateness of the train. Mr. Somerset did not arrive in time to be present. On Saturday both gentlemen were present, and Mr. Somerset delivered an instructive address. There was a good attendance of teachers from the surrounding country; and a large number of citizens attended the public meeting. Considerable interest was taken in the proceedings.—*Manitoba Free Press*.

THE Collingwood *Enterprise* complains that a request of the clergymen of that town to have a short time allotted to them each week for the purpose of giving religious instruction in the schools was refused by the high school board, at the instance of Mr. Williams, the head master, and on the ground that the students have not any leisure for such instruction, their time being fully taken up in preparing for the examinations now coming on. The *Enterprise* says:—"Want of time appears to ordinary minds a very worldly excuse to urge against religious instruction. But of course the percentage of 'passed' must be kept up, and the process of cram must go on, souls or no souls."

Book Reviews, Notices, Etc.

BOOK REVIEWS.

Notes on Earthquakes, with fourteen Miscellaneous Essays. By Richard A. Proctor, forms No. 90 of the Humbolt Library of Science. Published by J. Fitzgerald, New York.

The Golden Legend. Parts I. and II. by Henry W. Longfellow, with notes by Samuel Arthur Bent, A.M.; and the *Succession of Forest Trees and Wild Apples*, by Henry D. Thoreau, with a biographical sketch by Ralph Waldo Emerson, being Nos. 25, 26 and 27 of *Riverside Literature Series*. Boston: Houghton, Mifflin & Co.

Canada and Other Poems. By T. F. Young. Toronto: Hunter, Rose & Co.

Mr. Young was formerly a school teacher, a fact which will help to commend his little book to the notice of teachers. The author forestalls criticism by saying, "Pedantic critics may find fault with my modest productions, and perhaps justly, in regard to grammatical construction and mechanical arrangement."

Elements of English. An Introduction to English Grammar, for the use of schools. By George Hodgdon Ricker, A.M. Price 30 cents. Chicago and Boston: The Interstate Publishing Company.

The author says:—"The work is elementary. It is designed to be used in the lower grades of schools, and to prepare the pupil for the study of larger works on language and grammar. It consists of a series of lessons, treating of the parts of speech and their uses, of the simple sentence in its various forms, fully illustrated by practical exercises composed of common words in daily use. . . . It also contains practical lessons on spelling, capital letters and punctuation. Directions for letter-writing are briefly and clearly stated and illustrated. The principles of analysis and synthesis are concisely stated, followed by brief methods of parsing."

LITERARY NOTES.

THE new number of *St. Nicholas* opens with a charming frontispiece by Frank Russell Green, entitled "A Day Dream."

THE *Chautauquan* for June opens with, "Pedagogy: a Study in Popular Education," Fourth Paper, by Chancellor J. H. Vincent, LL.D.

"Is Andover Romanizing?" by Prof. Patton, of Princeton, and "Books That Have Helped Me," by Andrew Lang, are amongst the attractive articles in *The Forum* for June.

MR. CHARLES DUDLEY WARNER has been following the footsteps of "H. H. in Southern California," and in an article so entitled he gives the results of his recent pilgrimage to the readers of the *Critic* of May 14th.

THE first (May) number of the *Journal of Morphology*, published by Ginn & Co., of Boston, and edited by C. O. Whitman, Director of the Lake Laboratory, Milwaukee, Wis., has as its leading article a paper by Prof. R. Ramsay Wright, and A. B. McCallum, of University College, Toronto.

IN the June number of the *Popular Science Monthly*, Professor William James argues to show that instead of having fewer, as is currently assumed, "man has more instincts than any other mammal"; and enforces his argument by describing several kinds of instincts in man, with their actions and reactions upon one another.

CORRECTION.

To the Editor of the EDUCATIONAL JOURNAL.

WILL you be kind enough to call the attention of the readers of the EDUCATIONAL JOURNAL to the following typographical errors which occur in book on Practical Geometry, High School Drawing Course.

Ex. 59, 5th line should read "between the first and third."

Ex. 69, "smallest" should read "largest."
A. J. READING.

Prize Essays

ON THE KINDERGARTEN.

Messrs. Selby & Co., formerly publishers of *The Kindergarten*, and manufacturers of Kindergarten material, with a view to promote public interest in Kindergarten methods, offer the following prizes for the best essays on "Kindergarten Methods, and their Educational Value."

1. Complete Kindergarten outfit for 30 pupils. Open to the teachers in the County Model Schools. The essays to be in the hands of the Secretary of the Education Department on or before the 10th day of August, 1887.

2. A gold and silver medal or other articles of value. Open to all teachers in the Province excepting Model School Teachers. Essays to be in the hands of the Secretary of the Education Department on or before the 10th day of August, 1887.

These awards are offered on the understanding that the Education Department appoints the Examiners to determine the merits of the essays submitted. Although this proposition is out of the usual line of matters on which the Department takes action, it is thought desirable to render such assistance as may be necessary, as the rewards above named would not be available without its co-operation.

The Department assumes the responsibility of appointing examiners, receiving essays and reporting the results.

The respective essays are to be distinguished by mottoes; the name of the essayist with the corresponding motto to be enclosed in a separate envelope, which will not be opened until the awards have been made. The essays from Model School Teachers to have the words "Model School Teacher" below the motto.

EDUCATION DEPARTMENT,

Toronto, June 1st, 1887.

AND

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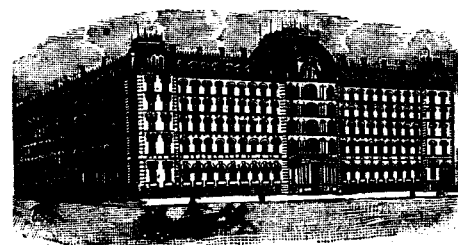
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FALL TERM BEGINS SEPT. 9, 1886.

E. TOURJEE, Director,

Franklin Sq., Boston, Mass.

TEACHER: "With whom did Achilles fight at Troy?" Boy—"With Pluto." "Wrong." "With Nero." "Wrong." "Then it was Hector." "What made you think of Pluto and Nero?" "Oh! I knew it was one of our dogs. Their names are Pluto, Nero, and Hector."—*Frankfurter Zeitung*.

PROF. W. G. PECK, LL.D., author of a series of mathematics for schools and colleges, also elementary treatises on Physics, Astronomy and Mechanics, is writing an "Analytical Mechanics" for the use of colleges and scientific schools, embracing the course as now taught at the School of Mines, Columbia College. A. S. Barnes & Co., New York, are the publishers.

I DO not see why the child in the grammar school is not able, under proper teaching, to form correct conclusions on all the essential points of practical ethics,—habits, truthfulness, family relations, citizen relations, business relations, companionships, gambling, church and Grand Army raffles, playing marbles for keeps, honesty, industry, providence,—I will not say upon all questions of the good, the true, the beautiful, for some may object that the State is not bound to teach these; but certainly upon all questions that make law-abiding, patriotic, public-spirited citizens, instead of the reverse.—*Prof. Vose*.

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PRICE, - \$2.60.

FROM THE PREFACE.

CANADIANS desire to know more of the early condition of their fathers, of the elements from which the people have sprung, of the material, social and religious forces at work to make Canada what she is, of the picturesque or romantic in deed or sentiment, and of the great principles of liberty by which the nation is maintained.

The writer has departed from the usual custom in previous Canadian histories of giving whole chapters on the war of 1812-1815, the rise and fall of administrations, whose single aim seemed to be to grasp power, and on petty discussions which have left no mark upon the country. Instead of making his work a "drum and trumpet history," or a "mere record of faction fights," the author aims at giving a true picture of the aboriginal inhabitants, the early explorers and fur-traders, and the scenes of the French régime, at tracing the events of the coming of the Loyalists, who were at once the "Pilgrim Fathers" of Canada, and the "Jacobites" of "America," and at following in their struggles and improvement the bands of sturdy immigrants, as year after year they sought homes in the wilderness, and by hundreds of thousands filled the land.

While a sympathizer with movements for the wide extension of true freedom, and rejoicing that "through the shadow of the globe we sweep into the younger day," yet the author is a lover of the antique, and finds interest in the unsuccessful experiments of introducing a *noblesse* into New France, a race of baronets in Nova Scotia, and a "Family Compact" government into the several provinces of Canada. It has not been possible to give authorities for the many statements made. Suffice it to say that in the great majority of cases the "original" sources have been consulted, and some of the more reliable authorities have been named in the "references" at the head of each chapter.

In the Appendices, Chronological Annals and Index, assistance for the reader in consulting the work will be found.

To make history picturesque must be the aim of the modern historian. The time has gone by when mere complication of facts, however accurate, and collections of undigested material will be taken as history. History must be a picture of the working out of human life under its conditions of infinite variety and complexity. The author aims at viewing Canada from a "Dominion" standpoint. Being a Canadian, born and bred, he wishes to portray the beginnings and growth of life in the several provinces, from Halifax to Victoria, with patriotic feeling. His extensive acquaintance with the various parts of Canada, and his connections with learned circles in Britain and the United States, have given him exceptional opportunities in consulting useful manuscripts and original documents.

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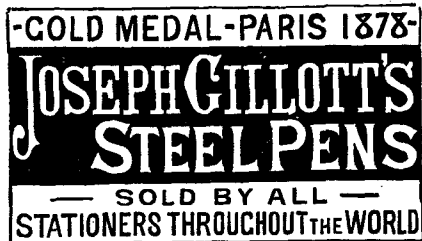
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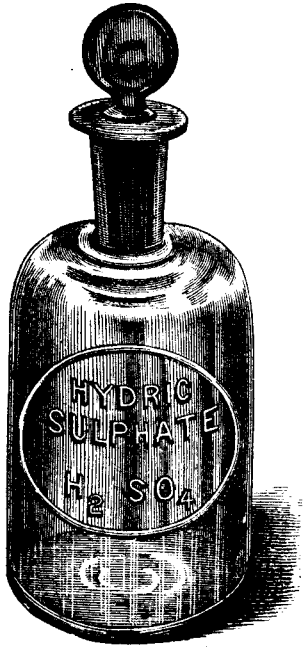
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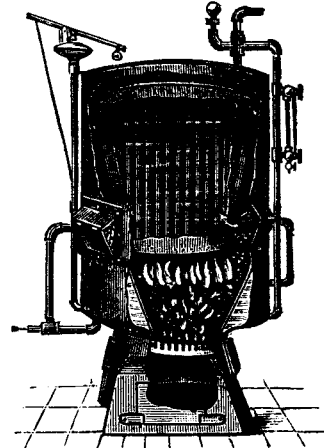
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