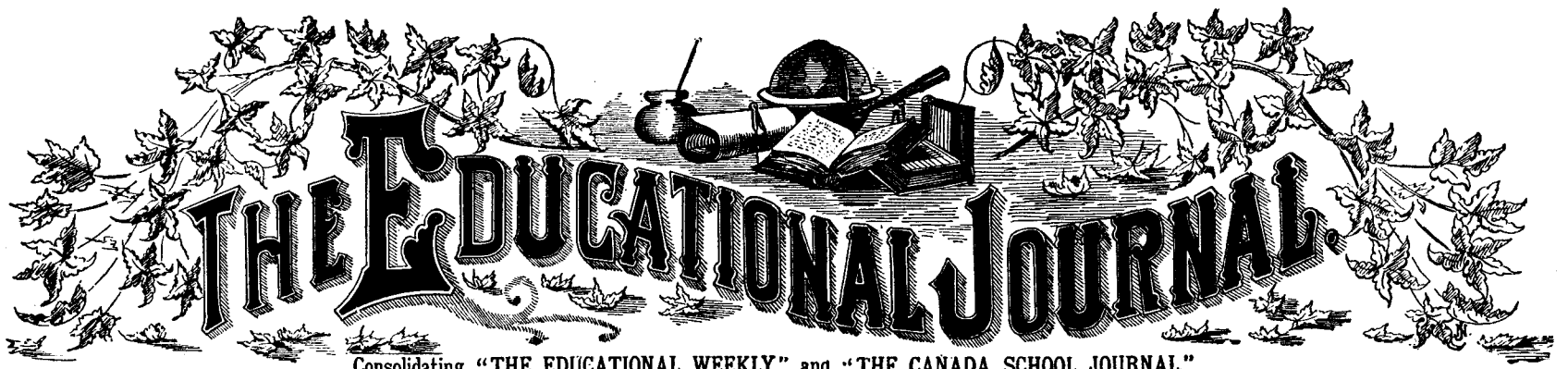


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## Editorial Notes.

At the Convention of the University of Toronto, held on the 14th inst., the honorary degree of Doctor of Laws was conferred upon His Excellency, Lord Aberdeen, Governor-General of Canada; His Honor George A. Kirkpatrick, Lieut.-Governor of Ontario; Hon. George W. Ross, Minister of Education; Wm. Mulock, Esq., M.A., M.P., Vice-Chancellor of the University; James Loudon, Esq., M.A., President of the University; and Dr. Patton, President of the College of New Jersey, Princeton, U.S. Lord Aberdeen made a happy speech, dwelling particularly upon the necessity of cultivating, through the medium of institutions of this kind, "a comprehensive, tolerant, and sympathetic spirit." The hint is not inappropriate just now in Canada.

At the meeting of the South York Teachers' Institute, which was held two or three weeks since at East Toronto village, an interesting discussion was had on the subject of "Home-work." We had intended to give a resume of some of the speeches made, but find that we have left ourselves no space to do so in this number. The discussion developed a good deal of difference both of opinion and of practice amongst the teachers present. Many doubt the wisdom and necessity of home-work, except for the more advanced pupils. Capt. C. W. Allen, editor of the *Recorder*, who was present, made an excellent address, in which he spoke from the view-point of the parent and tax-payer. But of the whole subject, more anon.

In two or three instances, the secretaries, or other friends, have sent us brief and appropriate reports of the proceedings at the institutes which have recently been held. We should have been glad to publish these, but as we had received no similar reports from other institutes, we have not done so, lest we might seem to be making invidious distinctions. Some years ago we were accustomed to publish tolerably full reports of the proceedings of all the institutes, or at least as many of them as favored us with material. As they became more frequent and their sessions more full of important discussions, we found it impossible to continue to do this, without crowding out matter of more general interest to our subscribers. This is, however, we think, the other extreme, and we intend to try, during the next school year, to obtain and publish very brief summaries of the proceedings at each meeting.

We do not believe that in order to make the school-work pleasant to the pupil everything must be made easy. The healthy child likes a sugar-plum occasionally, but does not want all his food sugar-coated. It is not the easy play that is most attractive to the robust boy. He spurns it, and chooses that which calls forth all his power. He delights in the consciousness of physical power. So too, there is a joy in the severest mental effort, if it be but rightly directed and successful. Every true teacher must have watched with keen satisfaction the play of the child-mind as shadowed on the countenance. He delights to mark the clouded face, the wrinkled brow, the down-cast eye, while the struggle for the mastery of some uncomprehended sentence or problem is going on, and to see these quickly give place to the flushed cheek, the shining forehead, and the flashing eye, which tell of victory achieved. One aim of the wise teacher will be to develop this sense of power in the child. He will seek not so much to remove obstacles out of the way as to teach the young thinker how to meet and overcome them.

We give on another page a somewhat witty dialogue on the "New Education," by a clever writer in *The Educational Times*, (English.) The critic adopts a

method which is certainly not new with writers of argumentative dialogue, that, viz., of pitting a shrewd and able advocate of the view with which he sympathizes against an opponent who knows just enough about the subject to be able to repeat a few stock phrases, whose meaning and application she fails to understand, and who is so lacking in shrewdness as not to know when she is being laughed at. As a satire on a certain class of persons who sometimes pose as the advocates of ideas which they do not take the trouble to understand, the article is a success. As an attempt to belittle the Kindergarten and the so-called "New Education," it is a conspicuous failure. Its two best points are, perhaps, that the mixing of work and play, instead of being new, is as old at least as the ivory letters and word-building of children in pagan Rome, and that a child's activity cannot properly be called spontaneous when it is encouraged and guided. The latter is simply a bit of verbal criticism. With regard to the former, there is nothing new or unusual in the discovery that the simple fact upon which even the most brilliant inductions have been based may have been before men's minds through all preceding ages. How many myriads of persons had seen such phenomena as the fall of an apple, or the lifting of a kettle-lid by steam, before the laws of gravitation were formulated or the steam-engine invented. It is quite likely that even the ancient Romans were not the first to discover that children learn by means of their playthings, and to put the discovery to some trifling educational use. The fact does not detract in the least from the merits of those who evolved from this simple fact a great educational law, and made it the base of a complete and philosophical system of education—the law that all mental training should be carried on along the lines indicated by the child's spontaneous activities. It is not, perhaps, sufficiently noted that in the earliest stages of mind development there is really no distinction between work and play. Digging with a miniature shovel, or studying out little arithmetical puzzles, is as really play, and as enjoyable, as block-building or straw-plaiting, and may be directed to as good educational results. The fact that the play results in something useful does not destroy, but judiciously used, adds to the child's enjoyment of it.

## English.

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

## EXAMINATION QUESTIONS ON SHAKESPEARE'S "JULIUS CÆSAR."

BY WILLIAM HOUSTON, M.A., INSPECTOR OF TEACHERS' INSTITUTES.

1. ACCOUNT for the fact that this play is named after a character whose death occurs during the earlier portion of it. Is the title justifiable?

2. Compare minutely the character of "Julius Cæsar" and "Marcus Brutus," as presented by Shakespeare in this play, referring to episodes or incidents in support of the conclusions you reach.

3. Give a full account of the part superstition is made to play in influencing the action of the leading persons in the drama, with citations or reference to justify your position.

4. State definitely the extent to which Shakespeare introduces the "supernatural," and show whether, in your opinion, his use of it in this and other plays, such as "Hamlet" and "Macbeth," is warrant for supposing that Shakespeare believed in the possibility of such apparitions. If he did not believe in it, then how can his introduction of "ghosts" be defended on dramatic grounds?

5. On several critical occasions the advice given by Cassius is rejected through the influence of Brutus. Specify accurately all these occasions, and set forth some dramatic theory, with citations and reference, to account for Shakespeare's setting these two persons off against each other in this respect.

6. Compare and contrast minutely the characters of "Brutus" and "Antony," as presented throughout the play.

7. How far, in your opinion, was Antony actuated by ambition, and how far by genuine regard for Cæsar, in encountering danger in order to avenge his death, when to all appearance he might have avoided danger by adopting some other course? Give reasons drawn from the play to justify your answer.

8. Give a careful analytical comparison of the speeches of Brutus and Antony in the Forum after Cæsar's death, from both a dramatic and an oratorical point of view.

9. Shakespeare appears to have intended that the turning point of the action of each of his tragedies should occur about the middle of the play. If such a climax of action is discernible in "Julius Cæsar," specify the precise point at which, in your opinion, it occurs, and give reasons for your view. The following points are suggested, but any other that appears more probable may be chosen: (a) The death of Cæsar; (b) The entrance of Antony among the conspirators shortly afterward; (c) The interval between the speech of Brutus and that of Antony in the Forum.

10. Give an accurate account of the part played by "Casca," and of the personal qualities which fitted him to play it. Compare him with "Cassius" as a conspirator.

11. Give some artistic reason for the occurrence of prose in the few passages where it does occur in the play. The special instance of "Brutus" and "Casca," each of whom speaks at times in prose and at times in verse, should be included in the explanation.

12. How does Shakespeare deal with lapse of time during the action of the play? Compare, if you can, his method of treatment with the method of the classic tragedians. State the advantages and disadvantages of each method.

13. Show accurately to what extent Shakespeare has introduced comedy into this tragedy. Compare this mixture of "tones" with the theory and practice of the classic drama. What, in your opinion, was Shakespeare's purpose, and how far has he succeeded in effecting it by this artistic device?

14. Trace the various objective devices and influences by which Brutus is drawn into the conspiracy to murder Cæsar, and the various subjective stages through which he passes before he finally decides to join it. How far is his pliability compatible (a) with Shakespeare's general conception of Brutus, and (b) with Antony's, "This was the noblest Roman of them all."

15. Cite the evidence for and against attributing to Brutus each of the following characteristics: "gentleness," "patriotism," "fortitude," "consistency," "rectitude," "ambition," "selfishness," "generosity," "heartlessness," "cowardice," "courage."

16. Account, as a matter of dramatic art, for the first scene of the first act of the play.

17. It is generally admitted that the "Julius Cæsar" of the play is greatly the inferior of the "Julius Cæsar" of history. Account for this lessening of his real pre-eminence either (a) by showing that Shakespeare was actually in error owing to defective information, or (b) that he had some dramatic purpose in view in minimizing it, and what that purpose was.

18. "Unity of action" seems to require that a play entitled "Julius Cæsar" should end with the death of Cæsar. Compare with such a theory of dramatic treatment of a theme, the actual treatment of his theme by Shakespeare. Give instances from other plays of his disregard for this particular "unity."

19. Compare or contrast "Portia" and "Calphurnia" as women and as wives. Make the comparison or contrast as detailed as you can in dealing with the conduct of each in trying to protect her husband from a danger which she knew or believed to be impending over him.

20. Explain Shakespeare's dramatic purpose in introducing the following passages:—

(a) The description by Cassius of Cæsar's physical weakness, (Act I, Scene 2, ll. 90-131).

(b) Cæsar's description of the offer and refusal of the crown, (I., 2, 232-292).

(c) The tempest and apparitions, (I., 3, 1-35).

(d) The various appearances of the "Soothsayer" on the scene.

(e) Antony's going to the conspirators instead of negotiating with them at a distance.

(f) The murder of Cinna by the mob, (III, 3).

(g) The quarrel between Brutus and Cassius.

(h) The incident of the sleeping boy, (IV., 3, 230-305).

21. Brutus (V., 1, 100-108) denounces suicide as "cowardly and vile." Lucilius (V., 3, 21-25) assures Antony that Brutus will never be taken alive. Brutus shortly after commits suicide. Knowing that he had done so Antony and Octavius eulogize him and provide for him an honorable burial. Comment on this series of incidents (a) as they affect the reputation of Brutus among his own countrymen; (b) as they affect our estimate of him; (c) as they affect our estimate of Shakespeare's dramatic art.

22. Brutus, though conspiring to murder Cæsar, objects to murdering Antony, and objects to requiring an oath of the conspirators. What views of the character of Brutus does Shakespeare intend to impress on us by these two incidents, and what other dramatic purpose do they serve?

23. Compare or contrast Brutus and Cassius as patriots, specifying the other motives that Shakespeare mingles with patriotism in each case.

24. In what estimation, according to this play, was Cicero held by the various sections of the Roman community whose opinions are given to us?

25. Defend or assail each of the following theories of the drama of "Julius Cæsar," basing your arguments entirely on the play and citing or referring to the passages on which you depend:—

(a) That it was written to teach some political doctrine.

(b) That it was written to teach some ethical truth.

(c) That it was written because the subject seemed to Shakespeare to afford great dramatic possibilities.

## OF BOLDNESS—BACON—HIGH SCHOOL READER p. 53.

## A STUDY OF PROSE STRUCTURE.

BY C. CLARKSON, B.A., SEAFORTH COLLEGIATE INSTITUTE.

## VOCABULARY.

Trivial—Latin *trivium* = crossroads, hence well-worn, trite.

Action—movement, force, energy, animation. Superficial = shallow, of little real importance. Virtue = excellence, accomplishment; Player = actor.

Faculties = powers, energies, abilities.

Civil = non-professional, ordinary, common.

Fascinate = charm, captivate, overpower.

Mountebanks = charlatans, quack doctors.

N.B. *banc* = bench.

Politic body = the state, government, country.

N.B. *polis* = city.

Never a whit = not a bit, not in the least.

Make a turn = change the subject, evade the question.

The vulgar = the common people, those of no great judgment.

Wooden posture = stupid look, chop-fallen expression.

Stale at chess = block game, non-plussed, baffled = "at a stay."

Satire = biting irony, sarcastic composition.

Note the words that are now rarely used, and those which have acquired meanings slightly different from Lord Bacon's.

## STYLE.

A fair sample of Bacon's sententious style, which aims principally to communicate thought and excite thinking. All decoration is omitted; the examples and illustrations are used only to secure clearness and impressiveness, and not at all for the sake of ornament. The precision and aptness of the examples and analogies is manifest, e.g. what Demosthenes said about the leading qualification of an orator, what Mahomet said on the failure of his alleged miracle, a bold fellow out of countenance, a stale at chess. The attention and interest of the reader are captured by the masculine energy of the thought, by the force of truth rather than by rhetorical artifice. The condensation and solidity of the phrases and the semi-abruptness of many of the sentences demand and excite in the reader corresponding swiftness and consecutiveness of thought, to supply the necessary links of connection. Compare lesson XV., *The Golden Scales*—ADDISON; lesson XXII., *From 'The Vicar of Wakefield,'*—GOLDSMITH; and lesson LIII., *David Swan*—HAWTHORNE; in each of which far less mental alertness is required to seize the thought, entertainment rather than instruction being the chief object of these writers as compared with Bacon. Their styles tend towards diffuseness and adornment; Bacon's towards brevity and logical precision.

The method of treating the subject is evidently inductive; proceeding from several particulars to some general truth gleaned from a comparison of details, proceeding from something familiar and well-known as an introduction and leading up swiftly by comparison and abstraction to the unknown, and at the same time by touching only the mountain peaks in the chain of analogy suggesting to the reader a great deal that the author has not expressed. This fertile suggestiveness is as great a power as the sledge-hammer impressiveness of Bacon's style. It sets the reader's own thoughts in motion, places him at the author's stand-point, and leaves him to grapple with the question and supply "the things that might have been, but yet were not" said. Such a style is eminently educative, and pregnant with new ideas, and for three centuries Bacon's original style has made him a teacher of the human race without an imitator, almost without an equal. Carlyle is the only writer that can even distantly compare with him in brevity, force and originality, always of course excepting Bacon's great poetic contemporary, Shakespeare. See lesson LVII., *The Death of the Protector*, which is not however a palmary

example of Carlyle at his best. Note carefully the masterful ease of Bacon's sentences, the repose, the absence of any visible mark of effort as though the subject were too big for the author. All is spontaneous; we hear no sound of the workman's hammer; we see no scaffolding; the architect exhibits to us the building, not a rough draft of the plan. He evidently thought out all before he began to write.

## PARAGRAPHS.

The essay is not divided into paragraphs in the ordinary way of modern writing, but there are two well-marked breaks in the flow of the composition, namely, one at the word *potent* in the middle of page 53, and one at the word *ado* near the middle of page 54. Thus we find three distinct groups of sentences, the contents of which may be briefly summarized:—

Group 1.—Five sentences, Introductory, A trivial text—Anecdote, Action.

Group 2.—Seven sentences, Main Subject, Parallel case—Boldness.

(a) General character of boldness.

(b) An ill keeper of promise—anecdote—summary of this paragraph.

Group 3.—Boldness contains a ludicrous element, something absurd.

Concluding summary of the essay—two sentences—fourteen sentences in all. Mark well the distance, the "offness" of the *starting point*. The anecdote does not at first appear germane to the subject; the suspense of the introduction excites curiosity and kindles interest. The first group is simply a piece of machinery contrived to secure the attention and good will of the reader. The author condescends to amuse us before he proceeds with his deliberate purpose of leading us to consider an abstract subject related to human character and conduct in all ages of the world. Observe the *development*; the sudden turns; the contrasts; the acute reflections indicating a wide acquaintance with the world of history, the world of literature, and the world of pure thought; the studious reserve which starts a leading idea and leaves the reader to follow it out to its ramifications; the "tranquillizing close" effected by presenting the laughable side of the subject; and the full and complete unity attained by the practical conclusions deduced in the final summary.

## SENTENCES.

Bacon has the faculty of impressiveness. His sentences strike us forcibly by the originality both of the thought and of the expression. Many of them have become familiar proverbs, and linger in the ear like some of the most felicitous lines of poetry. Mark the arrestive power of the *first sentence*; the author captures our attention without the slightest apparent effort; he does this by rhetorical art, by deliberate design, but the perfection of the artist is shown in his concealment of art. The peculiar construction of the sentence—a loose sentence made up of sentences ending at the third word "action"—attracts attention. Study the grammatical machinery; parse the first word, and observe that it represents the whole Demosthenes anecdote. The real subject of No. 1 is what Demosthenes calls "the chief part of an orator." The condensation and the lively effect gained by the repeated question and the iterated reply are important factors of the impressiveness. The perfect unity and the fine distribution of emphatic words in emphatic positions are also contributory factors. A dime novel writer would have spread the same amount of thought over a page. As a first sentence it is successful; it excites our interest and still keeps us in complete suspense with regard to the writer's future purposes.

The *second sentence* completes No. 1. It adds a supplementary notion that could not be conveniently incorporated in No. 1 without diminishing its clearness and force, and strikes the first note of that train of reflection which the author designs shall form the body of his essay. Notice how the allusion to Demosthenes' stammering appeals by association to our intelligence and

memory, and by calling up former trains of thought with one rapid touch heightens the interest.

No. 3 contains a simple reflection drawn from the anecdote, and maintains our interest by means of a contrast between the superficial theatrical element and "those other noble parts." From the first syllable to the last every part bears directly upon "the strange thing;" the unity is as perfect as the continuity. With the antithesis there is enwoven a climax of emphasis—"A strange thing—placed so high—nay, almost alone—all in all." How well the words *strange, superficial, noble, nay*, fit their places! The increased length of No. 3 assists the variety and contrasts well with the shorter sentences preceding and those following it.

No. 4 is a dwarf sentence, short and abrupt. The single word "because" would have won further brevity but lost emphasis, and by combining Nos. 3, 4 and 5 would have produced disproportion in length. No. 4 spaces off No. 5 from No. 3, and this sudden pause gives a shock of surprise that sustains the impressive power of the style; it also allows the abstract proposition of No. 5 to receive due attention as a ground and basal reason of all the preceding sentences.

No. 5 brings us up to a point considerably removed in thought from the "grammar-school text." Observe the strength and velocity of the current, and notice that we are still in suspense as to the direction in which it is carrying our thoughts. Where will this voyage lead us? Are we going on to inquire *why* folly predominates in human nature? Or shall we trace out *what other consequences* result from "those faculties" that operate on "the foolish part of men's minds?" Neither. The helm is put hard to port; we receive another surprise by a sudden change of course; we round a point here, leave the little bay, enter the main waters, and sail off on a parallel course running backwards so that we can see our old track for a short distance and compare it with the new. The pier and the bay are behind; we are now on the main course. For two sentences we look back at the receding figures of the first group, and then give our thoughts to other matters.

*Sentence 6* is the parallel of No. 1, No. 7 of No. 3, and No. 8 gives a faint glimpse of No. 5. Nos. 6 and 7 make the transition to the second group, keep up the continuity by analogy with group I, and introduce the topic of the next sub-paragraph—sentences 8, 9, 10, 11, 12—with the words at the end "for boldness is an ill keeper of promise." This sub-group drops the parallelism and substitutes examples, viz.: the quack doctor and Mahomet's miracle. Notice how the concrete instances are wedded to the abstract doctrine; we rise by steps from the facts of 8, 9, 10, 11 to the application of No. 12, which prepares us to receive the further statements of the next group, viz.: that "boldness hath somewhat of the ridiculous" . . . and "is ever blind." "The right use of bold persons," stated in the concluding clause, summarises the practical results of the discussion, and leaves the reader at liberty to resume the voyage in whatever direction he chooses over the ocean now open before him.

## CORRESPONDENCE.

COLCHESTER, May 26, 1894.

To the Editor of the EDUCATIONAL JOURNAL:

SIR: In the able paper of Miss Lawler on "The Isles of Greece," this statement is made in reference to "our sires, Islands of the Blest": "We know that the Canary Islands are meant." Is this correct? Does the writer mean that Byron means the Canary Islands, or that the minstrel has them in his mind?

In either case, was it possible that the ancient Greeks had any definite conception of the happy islands to which the shades of their dead heroes went? Would not the fact of their knowledge of the actual islands destroy the illusion by affording them an opportunity of visiting the

islands themselves? Homer, though he describes the journey of Odysseus to the lower world, gives no definite idea of the position of the entrance to the other world, except that he loosely defines it as being across the stream "Oceanus." Though later writers also spoke of it, I have never been able to discover that they conceived of any definite position of the lower world.

Yours truly,

THOS. L. BUCKTON.

We have submitted the foregoing to Miss Lawler, who replies as follows:

"To sounds which echo further west  
Than your sires' Islands of the Blest."

The Isles of Greece is subjective; it follows that Byron is responsible for the sentiments expressed by the minstrel. If the minstrel means what he says, he is referring to the Islands of the Blest—the fortunate insule—now called the Canary Islands.

It will be readily admitted that the Greek pagan religion was necessarily shadowy and earthly, and the placing of their paradise was a part of their religion. The abode of the shades was on islands, physically the same as those of their known world, consisting of land and water. Their earth was surrounded by a broad river, the stream Oceanus, and somewhere in that swift-flowing stream, outside the pillars of Hercules, were the Happy Islands. Now, in my reading of the Greek and Latin authors, I have never met the statement: The Islands of the Blest are the Canary Islands, and great would be my surprise if I should. Assuredly their precise location is never given by those that really believed their paradise to be there. It is likely some tempest-tossed vessel first whispered of the western Oceanus and the Happy Isles.

The geographers of Greece and Rome knew the position of the Canary Islands. The elder Pliny has preserved King Juba's account of them. But how many of the ancients would set out to visit these islands? Was it not almost a sacrilege to tempt the seas? Consider what was necessary to bring Æneas to Italy? How does old Horace regard the attempts to reach Britain? I suppose, though, Tennyson is right in making Ulysses say:

"My purpose holds  
To sail beyond the sunset, and the baths  
Of all the western stars, until I die.  
It may be that the gulfs will wash us down;  
It may be we shall touch the Happy Isles,  
And see the great Achilles, whom we know."

But it was only a Ulysses that would venture on such an expedition. Most men were too tenacious of life to venture thus. It would be rather in this fashion. Somewhere in that western ocean are the Happy Isles; for this very reason we will stay at home. The gods will take us there when our time comes.

It might be added that the group of the Canary Islands consists of seven large islands and several smaller ones; seven is a happy number. Think of the steep coasts, the rocky mountains, the narrow gorges, the deep valleys, the streams of lava, the craters, and so forth, of these volcanic islands! What food for the imagination now! It will be remembered, too, that these islands were lost sight of and not rediscovered till 1334. What a vague notion the European world had of them till then!

I think almost all pagan religions have their shadowy, earthly islands of rest. Indeed one might compare the opinions held of the Christian "above." It is not placed on any part of this earth, for we know all this earth. Then, too, one might compare the opinions held of the valley of Avilion, and of the happy island of Narikela, in the Katha Sarit Sagara.

In conclusion, I might add, I know of no writer who denies the fact that by the Islands of the Blest the Greeks meant the modern Canary Islands.

GERTRUDE LAWLER.

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PUBLISHED SEMI-MONTHLY.

A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART,  
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J. E. WELLS, M.A., EDITOR AND PROPRIETOR.

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## Editorials.

TORONTO, JUNE 15, 1894

### TO OUR FRIENDS AND PATRONS.

**D**URING the nine months which have passed since the EDUCATIONAL JOURNAL passed wholly into our hands, we have done our best, following along the lines which an experience of ten or twelve years in connection with this paper and its predecessors has led us to believe the best in the interests of the profession and of public education, to make its fortnightly visits useful and welcome to all classes of teachers. During this long period, and especially during the last years and months, we have received many words of warm commendation from teachers and educators of all grades. For these we are profoundly thankful. They bring the encouragement and hope which make hard work a pleasure and a joy. The highest reward we can receive, and that which, we trust, we most ardently desire, is the assurance that our paper is helping thousands of teachers in the discharge of their arduous and responsible, but most useful and noble work. Nothing gives us more satisfaction in our undertaking than to have teachers, most of whom we have never seen and perhaps never shall see, write to us, as many of them do, that the JOURNAL is very helpful to them, that they could not do without it, etc. It is kind in such to take the trouble to tell us the fact, and they have our sincere thanks.

But all this has its proper effect only as it prompts us to the desire and effort to make the JOURNAL still more helpful, and so still more worthy of the kind commendation it receives. This effect it has. We are now looking forward to the commencement of another school year in September. As our readers are aware, we take our vacation, though a much shorter one than theirs, in August. During that month no JOURNAL is published. It is our wish and purpose to turn the brief interval to the best possible account by preparing to make any and every improvement in our power, so as to meet more completely than ever before, the wants of all classes of students. We shall be glad to have all the help which our friends can give us, in the way of hints and suggestions. Inspectors and principals, to many of whom we are deeply indebted for kindnesses already bestowed, may have found here and there a hiatus to be filled or a superfluity to be removed, where the filling of the one or the removal of the other to make room for something better, would, in their opinions, improve the quality of the paper. Other teachers, especially the young and inexperienced, may have found the JOURNAL less helpful to them in some particular respect, than it might be made, as it seems to them. To all such we would like to say that it is one of our journalistic principles to welcome suggestions and criticisms from every quarter, and do our best to profit by them. It is only by means of these that the editor, who cannot go among his patrons and form their acquaintance as individuals, can become informed in respect to matters of fact and opinion which it is most desirable that he should know. We shall, therefore, receive thankfully suggestions from anyone who has the interests of teachers and schools at heart, as to the possibility of making the JOURNAL do better the work it is striving to do. We do not promise, of course, to adopt every suggestion or try every plan. There may be difficulties in the way which none but editor or publisher can know. There may be diverse opinions, so that what one deems a much needed improvement, others may regard as quite undesirable. But we do promise to receive gladly whatever in the line indicated may be sent us, and to utilize all, to the best of our judgment and ability, with a view of making the EDUCATIONAL JOURNAL next year a better teacher's aid than it has ever been.

We shall be pardoned, we think, if we add here that the ability of the editor and publisher to make improvements, which usually mean increased expense, depends very largely upon the size of the subscription list, and the promptness with which

subscriptions are paid. Upon the latter point, which concerns but a few, we say a word elsewhere. But our reliance for increase of subscribers is necessarily, to a considerable extent, upon the kindness and goodwill of those who take the paper and value it. Will they not all, we know that many of them already do, speak a word for it as they have opportunity. We should not care to ask this as a matter of personal favor pure and simple. But, believing as we and those whom we are addressing do, that one of the best services which can be rendered to many a teacher is to induce him or her to take one or more good educational papers, we have no hesitation in preferring our request. We are told, on good authority, that there are still some teachers' institutes in Ontario in which those members who take an educational paper are the exception rather than the rule. One cannot but feel sorry for the teacher—to say nothing of the pupils—who, in these days is content to go on from year to year in blissful ignorance of all the help which he or she might have from even one educational journal of the right kind. It is surely a good missionary work to induce such a one to subscribe for a single year. In most cases that is all that is necessary. The future will take care of itself.

### TO THOSE WHOM IT MAY CONCERN.

**W**ILL the reader kindly glance, if necessary, at the label on this number of the JOURNAL and note the date to which the subscription is paid? If that date is not earlier than September, 1894, this note is not for that reader. He or she may turn to something else, assured of our thanks and best wishes. If the date is an earlier one than July or August of this year, we beg permission to assure that reader also of our best wishes, and to crave an opportunity to return him our thanks for remittance received at or before the close of the term. It costs money to run a paper like the EDUCATIONAL JOURNAL. Heavy bills are constantly coming in and have to be met promptly. On the other hand the circulation of such a paper is necessarily limited, and the profits, if any, small at the best. Close economy on the part of the publisher, and prompt payments by subscribers, are the only conditions on which its head can be kept above water. It is very desirable that every subscriber who is in arrears should remit the small amount which may be due, before leaving for the holidays, and we ask as a special favor that this be done. If the case is exceptional in any way, kindly explain by card. Above all, if you are likely to change locality, or leave the profession, or

the country, please do not forget to let us know, as too many thoughtlessly do.

We are sometimes asked why we do not insist absolutely on advance payment in every case, and cut off the name of every subscriber whose subscription is not promptly renewed. Some of our subscribers and friends recommend this plan. We have it under consideration. It would save us much trouble and not a little loss. But there are other things to be considered. We are warranted by our experience in acting on the assumption, which is that of most weeklies and fortnightlies, that once a subscriber means always a subscriber so long as he or she continues to teach. To many it would be annoying to find their papers stopped because they had forgotten to remit just at the right time. Frequently it may not be quite convenient to send the money for a few days or weeks. In such cases, we are, of course, glad to oblige our subscribers, as far as possible. Hence, having followed the policy of our predecessors, we find as a result that arrearages have accumulated to a much larger amount than is good for either subscriber or publisher. This must be prevented in the future.

We shall announce in an early number just what course we shall adopt in the future. Meanwhile we make this appeal to the kindness of all who are in arrears.

One word more by way of explanation. It sometimes happens, under the system which has been pursued by our predecessors and by ourselves up to the present time, that when the paper has been continued to a subscriber until the arrearage has become considerable, he feels annoyed and thinks he should not be asked to pay. He may have changed his residence, or quitted teaching, and have failed to notify us. One irate subscriber of that class wrote the other day that a grocer might as well send a package of sugar to his address without an order and expect him to pay for it. To make the analogy complete, he should have supposed that the grocer had been accustomed to send such packages of sugar at regular intervals for a length of time and had received no notice to discontinue doing so, and that the customer had used the sugar. Could he then refuse to pay for it on the ground that some of the last packages had not been specially ordered?

But we are especially desirous of leaving no possible cause of complaint. Hence it is that we are anxious to have all old accounts fairly settled, and to remove, as far as we may be able, every chance of possible misunderstanding in the future. Our readers will please pardon this somewhat lengthy

business explanation. We hope nothing of the kind will again be necessary.

#### THE VACATION.

THE end of another school year is drawing near. Before the next number of the JOURNAL reaches the hands of our readers they will probably have begun to enjoy their well-earned rest. It is, therefore, scarcely too early for us to wish them, one and all, a most pleasant and profitable vacation. Very various, no doubt, will be the modes in which the hot months will be spent by the thousands whom it has been our pleasure to greet every two weeks during the past year. We hope that in every case it may be so used as to enable the teacher to return to his or her chosen work, at the close, with every faculty of body and mind thoroughly recuperated. There are, we believe, very few occupations which cause, day by day, a heavier strain and drain upon the nervous forces than that of the earnest, conscientious teacher. There may be those who perform the duties of the school-room, or imagine themselves to be doing so, in so easy-going and perfunctory a manner that they can leave it at the close of the day free, comparatively, from that sense of exhaustion which is felt by their more self-giving fellow teachers. Many, no doubt, through lack of wise self-repression, suffer the daily wear and tear to become much more enervating than is necessary or well. But we hold that no teacher can enter fully into the spirit of his high calling without such a giving forth of the best that is in him, in the shape of energy of heart and brain and nerve, that the closing hour of the school-day, especially if the school is large, must find him more or less completely tired with a fatigue which is far more exhausting than any ache of back or limb as the result of manual toil. It is for this reason that we have always felt that, while the occupation of the true teacher is one of the most delightful of callings when performed in the right and truly professional spirit, it is a work which would be beyond ordinary strength but for frequent and prolonged periods of rest. Some, we know, even of the most earnest and successful teachers, are much more happily constituted than others in this respect. There may be those who could continue to teach without intermission from year's end to year's end, without visible loss of health or spirit, but such are the exceptions which prove the rule.

Granted that the teacher—and the pupil none the less, though that is not within the scope of the present remarks—needs the two months' rest, the next question is, what is the best way of using that rest so as to

gain the largest amount of good? To this many and varied answers are given, each of which may be in its turn the wise one for those to whose natures and circumstances it is adapted. Perhaps the wisest general advice would be to trust each teacher to find the answer for himself, or herself. Among those questions which are likely to be of greatest interest to many is that of summer reading and study. To what extent should the teacher, who is anxious to rise in the profession, continue his professional and other studies during vacation? Probably the golden mean is here, as in most other matters, the best. It is, we think, a mistake to give up solid reading altogether during the long vacation, and strive to recuperate upon a fare of literary condiments and nicknacks, even of the less unhealthy kinds. It is no less a mistake to make what should be a time of rest, a time for hard professional or other reading, or for "cramming" for some examination or other object which the ambitious teacher may have in view. Such a use of the few weeks given for recreation is unfair to the teacher himself and to the trustees and pupils of the school which he will shortly have to resume, in a jaded and dull condition of body and mind, instead of bringing to it the freshness and energy of which a generous supply should have been laid in store.

As to the question between professional and general reading, we should be strongly disposed to emphasize the latter. With all the inducements now held out for thoroughness in professional knowledge, there is, we should say, much greater danger of deficiency in general culture and intelligence, than in those lines of reading which are more strictly professional. One of the very best uses to which a teacher can devote an hour or two of every vacation week-day, is the reading of current as well as classical literature, of the best kind. He should thus strive to get abreast with the best thought of the day, so far as that can be done in so short a period. Nor should this diet be exclusively of the heaviest. A good magazine and a fair admixture of first-class fiction will give variety and freshness, and help to counteract the prosiness to which the teacher, like the preacher, is sometimes prone.

After all, we suppose, the teacher who is fond of reading and study will be pretty sure to read too much during vacation, and the teacher who is not fond of reading and consequently (or antecedently) does not know how to enjoy it, will read too little, in spite of all our good advice. Well, we make no extra charge for the advice, and wish to them a blessing on the vacation, all the same.



## Special Papers.

## BRITISH PREMIERS.

BY MISS NELLIE SPENCE, B.A.

THE following list of British premiers may be found convenient for reference. Beginning with the reign of Anne, i.e., with the definite establishment of party government (for William III, the founder, in a sense, of the modern system of cabinet ministry, adopted the plan, suggested to him by Sunderland, only in a tentative manner), and extending down to the present year, we find a list of about fifty ministries. Of course the same premier was sometimes in office more than once. It will be observed, on looking over the table, that the average duration of a British ministry is only about four years—quite a contrast, as has frequently been pointed out, to the long tenure of office by some Canadian ministries. In the whole course of British history since the accession of the Hanoverian dynasty, there have been only five ministries in power longer than the regular term, six years. The longest administration was that of Walpole, lasting 21 years; next that of Pitt the younger, nearly 18 years; next, that of Liverpool, 15 years; next, that of North, 12 years; and next, that of Pelham, about 10 years. Since the accession of Victoria there has been a change of ministry at the end of each parliamentary term, and in more than half the number of cases, the ministry has been forced to appeal to the people before the natural expiration of the term.

It will be noticed, also, that the average age of British premiers on assuming office is about fifty, and on retiring, about midway between fifty and sixty. In our times the average however is steadily increasing, so that, as far as statesmanship is concerned, this is emphatically the period of the rule of old men.

The political history of England since the Revolution may be conveniently divided into five periods, each with distinct and marked characteristics:—

I. Period of Revolutionary change, taking in all the reign of Wm. III: A period of reconstruction; many laws passed.

II. Reign of Anne: A period marked by (1) definite establishment of party government, (2) very bitter party strife, and (3) revival of church influence.

III. Early Hanoverian period, extending over the reigns of the first two Georges: A period marked by (1) long ascendancy of the Whigs, (2) political stagnation, and (3) decline of power of monarchy.

IV. Reign of George III: A period marked by (1) revival of Toryism, (2) revival of power of monarchy, and (3) political emancipation of the press.

V. Our own times: A period marked by (1) decline of monarchy again, (2) many divisions of parties, and (3) the steady growth of democracy, (4) friction between Lords and Commons.

## LIST OF PREMIERS.

Names.	Dates of Tenure of Power.	Age on Assuming Office.	Age on Retiring from Office.
Godolphin.....	1702-1710..	Uncertain..	Uncertain
Harley } and St. John }	.....1710-1714.....	49.....	53
		32.....	36
Townshend..	1714-1717.....	38.....	41
Sunderland } and Stanhope }	.....1717-1721.....	33.....	37
		34.....	38
Walpole.....	1721-1742.....	45.....	66
Carteret.....	1742-1744.....	52.....	54
Pelham.....	1744-1754.....	51.....	61
Newcastle.....	1754-1756.....	61.....	93
Pitt.....	1756-1757.....	49.....	49
Pitt and } Newcastle }	.....1757-1761.....	49.....	53
		62.....	67
Bute.....	1762-1763.....	49.....	50
Grenville.....	1763-1765.....	51.....	53
Rockingham.....	1765-1766.....	35.....	36

Names.	Dates of Tenure of Power.	Age on Assuming Office.	Age on Retiring from Office.
Chatham.....	1766-1768.....	58.....	60
Grafton.....	1768-1770.....	32.....	34
North.....	1770-1782.....	37.....	49
Rockingham.....	1782 1782.....	52.....	52
Shelburne.....	1782-1783.....	45.....	46
Coalition } of Fox and North }	.....1783 1783.....	34.....	34
		50.....	50
Pitt the } younger }	.....1783-1801.....	24.....	42
Addington.....	1801-1804.....	45.....	48
Pitt.....	1804-1806.....	45.....	47
Grenville.....	1806-1807.....	47.....	48
Portland.....	1807-1809.....	69.....	71
Perceval.....	1809-1812.....	48.....	51
Liverpool.....	1812-1827.....	42.....	57
Canning.....	1827-1827.....	57.....	57
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## A TALK OVER TEA.

## THE NEW EDUCATION.

"Have you heard of the New Education?" asked the lady in the felt hat.

"New Education?" said the old-fashioned schoolmaster, looking over his glasses at her. "No. New Journalism, New Humour, New Economics, if you like, but not the New Education."

"What a lot of new things there are now-days, to be sure!" said the old lady, his wife.

"New editions of old classics, my dear, new treatment of old themes, new bread, new wine, among other things; some of them disagree with an old leather bottle like me.

"It is a movement," said the lady in the felt hat.

"I thought it might be something of the kind," said the old-fashioned schoolmaster.

"I have just been reading a tract about it. It is such a nice tract—by a lady of quality."

"Ladies of quality have always been writing about education. Or talking. The Gracchi had a mother, you know. I could show you"—the old gentleman half turned towards his particular book shelves by the window—"nearly a dozen such volumes by gentlewomen and ladies of title, all more than a hundred years old—the books I mean—that I have picked up for a penny or two-pence. They amuse me. Here, for instance, is the combination of interest and instruction in the form of a book of 'Emblems,' written to convey the golden Lessons of Instruction under a new and more delightful dress to the Right Honorable Lord Newbattle."

"Yes, but that is not about the *New Education*," said the lady in the felt hat.

"They had not discovered it was new in those days, certainly," said the old gentleman.

"But you don't understand. This is quite a New Thing Altogether."

"As new as a baby and about as novel," said the old gentleman.

"But this is a thing they have made in Germany. It is a Revolutionary movement."

"I am getting old, but I do not yet know of any revolutionary discoveries that came from Germany, though the Germans are an educated people and make champagne and Sheffield knives, chess champions and musical composers, oleographs and serviceable English professors. I may learn. Miss Braddon says Huxley and Darwin stole their ideas from a Teutonic source, but probably she had private inspirations—I never verified her statement. Are you sure it is new?"

"It is quite new," said the lady. "Or at least I never heard of it before."

"You might tell me about it," said the old schoolmaster meekly.

"Well," said the lady, "our great idea is this. The mother should preside over the education of her children."

"It may not of course have been the same idea, but a very similar one prevailed from Neolithic times up to the advent of the Infant Schoolmistress. My average age of admission used to be between nine and ten. The mother, aided perhaps by a governess or governor, used to have it all in their hands before that age—"

"How tiresome you are!" said the lady. "They did not know the right Methods then. The New Education is an education of true methods. Our great idea is that the education should be natural and should develop the faculties."

She paused, but the old gentleman remained profoundly interested.

"We propose, you know, to . . . develop a child's faculties. Our great idea is to encourage and guide its spontaneous activity. Surely you know the gospel of Froebel?"

"I thought this thing of yours was new," said the old gentleman. "But let us discuss this question. Personally I admire Froebel very much, and have the greatest esteem for his opinions. But militant Froebelism is not Froebel. Doubtless you will admit he was a very singular and exceptional man. Now do you know he was very much neglected as a child and had scarcely any toys at all?"

"That only shows how clever he was to be clever against such difficulties," said the lady.

"So far as I know, he preached the gospel that a child educates itself, that learning is a necessity and a pleasure to a little child. Puzzled by the fact of his own intelligence in spite of his poverty of teachers, he discovered the function of play, as Sarpi discovered the function of veins from the puzzle of the valves."

"And so he invented the Kindergarten."

"Rechristening," said the old gentleman, "might almost be called the New Research."

"I don't see what that has to do with it."

"We will put that on one side, then, and return to Froebel. He proclaimed the educational value of a child's spontaneous activity. So far the New Education is almost as old as the mammalia. You may visit a kindergarten now, if you will, in a basket in my stables, though my cat, so far as I know, has never heard of 'Mothers in Council.' Her only Gift is her tail."

"Encourage and guide," said the lady. "The cat's educational methods are merely instinctive."

"And all the more natural and perfect on that account. I am an old man, and I have passed my life chiefly, I think, in forgetting things; but it seems to me that so soon as you begin to 'encourage and guide,' you drift away from spontaneous effort back to pedagogy. How can a child's activity be spontaneous if it is encouraged and guided?"

"You can let it be a natural encouragement," said the lady. "You can put instructive things in its way, let it have psychological toys—a scientific order of development."

"Is there such a thing? Is not the Kindergarten the Formalization of Play, and ought not play to be above all things informal?"

Instead of its being the invasion of pedagogy by nature, it is the invasion of nature by pedagogy. Is not your individual child the best test of what toys it needs? It will throw the dull ones aside and play with those it gets most interest out of—and most interest means most instruction."

"But ordinary toys are so unscientific. Messrs. Glue & Pink, the Kindergarten toy dealers have published a lovely little pamphlet to explain this."

"Messrs. Glue & Pink, as educational authorities—" The old man made a peculiar chuckling noise, and was interrupted by a fit of coughing.

"If," said he, so soon as his lozenge had been given him, "if there is this wonderful difference between the toys of the New Education and the vulgar toy, why is there not a palpable difference between the elect of the Kindergarten and the vulgar herd? Froebel, you epoch-makers say, put his theory into practice. Where are the culminating men he made? Can you tell a slat-laid, clay-modelled, and cardboard-cut man from a tin-soldiered, box-of-bricked, and putty man?"

"Has the Kindergarten ever produced anything to equal John Stuart Mill, whose education was as pedagogic and bookish as any one can well imagine?"

"I have no doubt it has, but for the moment I cannot recall the man's name. I will ask our secretary. I think I must be going now."

"After all," said the old gentleman, "your New Education amounts to the discovery that little children ought to play about. And Mother Nature has always seen to that, you know, and doubtless always will. As for mixing work and play, they had ivory letters, and used to play at word-building, in pagan Rome."

"You don't understand—really you don't understand. But I must be going. I will send you some pamphlets. I must run away to a meeting, where I am going to make a speech in support of a motion, or a resolution, or something. I forget what it is about but I know it is very important and new. I have enjoyed this chat immensely. I knew I should not convert you, but I always like a tussel. It stirs me up. But you are dreadfully prejudiced, you know. Good-bye, dear Mrs. Blimber."

"The old gentlemen smiled at the old lady as the New Educationist left the room. "I suppose," said he, "she would call herself the New Woman. Really she is immemorially old."

"Oh, Morley!" said the old lady, "not more than eight-and-twenty, surely."

I mean, my dear, her type has always been in existence, teaching a hoary world the elements of the art of living. In our first spring every bud is a discovery, you know, but only a few have the gift to shout about it. She may, of course, be a little more prevalent now, because of the cheapness of printing, the higher education, and the multiplication of meetings. Or she may seem a little more prevalent because I am growing old. I do not see the use of her, but except just after dinner I will confess I like her very, very well."

"I like her," said the old lady. "You can always hear every word she says."—R. A. C. in the *Educational Times*.

A FUNDAMENTAL TRUTH.

"HE WAS AN amiable man. He was fond of me, and I loved him." This is the reason given by the venerable poet, Dr. Holmes, why one of his instructors had influence with him. Here is a truth which is very fundamental. A knowledge of just how the mind works, of the relations of percepts and concepts, of the most extensive knowledge possible of science and philosophy, the teacher may possess; but if he is without that virtue that binds the child to him, his teaching, so far as it touches motive or develops power, is very near zero—certainly but the tinkling of a cymbal. So that we have no hesitation in saying that he who has not this gift had better be earning his living in

some other way than that of labor among youthful minds. And this is no cant. We do not believe in mere sentimentalism, and we have no patience with that hypocrisy that talks about "dear children," and, at the same time, sees always the shining dollar in everything he does in their behalf. Neither do we admire very much the equally sickly sentiment that would drive from the school-room all earnest work, on the ground that work is drudgery and childhood is the period for play—and we might add, to complete the thought, of shirking burdens. But we do believe that teaching means influence, that the imparting of knowledge is merely incidental, and that there can be little influence with the youthful mind unless there is between teacher and child that certain mysterious power—call it what you please—that binds heart to heart, and therefore, mind to mind.—*Educator*.

Science.

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

EDUCATIONAL DEPARTMENT, ONTARIO. ANNUAL EXAMINATIONS, 1893.

THE HIGH SCHOOL PRIMARY. PHYSICS.

NOTE.—Give diagrams whenever possible.

1. (a) Explain what takes place in the internal arrangement of wood when a nail is driven into it; also how the bubbles are produced when a piece of chalk is thrown into water.

(b) Describe an experiment to show that air will expand without the application of heat.

2. (a) How would you prove that sound requires a medium to travel through? State any precautions necessary for the success of the experiment.

(b) Devise a means to enable you to hear the ticking of a watch thirty feet away.

3. (a) How would you prove that pitch depends on vibration-frequency, and on nothing else?

(b) When two low notes, differing slightly in pitch, are produced at the same time, a peculiar sound is heard: describe and explain it.

4. (a) A candle is placed before a convex spherical mirror; draw the image.

(b) A double-convex lens and a concave spherical mirror each have a focal length of 12 inches, and the lens is placed at the centre of curvature of the mirror. Parallel light falls directly upon the lens, passes through it, and then falls upon the mirror. Draw a figure to show the arrangement, and also the course of the rays.

5. (a) On holding a candle before a plate-glass mirror three or four images can be seen easily: show how they are produced.

(b) Draw a diagram of a common telegraph circuit, naming each part and explaining how the signals are caused.

6. (a) Describe a Grove battery; and show how you would join up three cells to use at once.

(b) If you were given a bar of soft iron, how could you make a strong magnet out of it?

7. (a) Describe an incandescent electric lamp, explaining why the slender thread becomes so bright.

(b) A dozen sewing-needles are tied together by a thread through their eyes, and are then hung by the thread in a bunch over the pole of a strong magnet. Describe and explain their behavior.

1. (a) When a nail is driven into wood the molecules of the wood in the neighborhood of the nail are forced closer together.

When a piece of chalk is thrown into water bubbles of air rise to the surface of the water; these being displaced from their positions among the chalk molecules by the heavier molecules of water.

(b) Place a partially inflated football under the bell jar on the plate of the air pump and work the pump. The bag dilates showing the expansion of its contained air. No heat was employed.

2. (a) See text-book.

(b) Hold a watch at the open end of a tin tube 30 feet long and have some one place his ear at the other end, or see text-book, reflection of sound.

3. (a) See text-book.

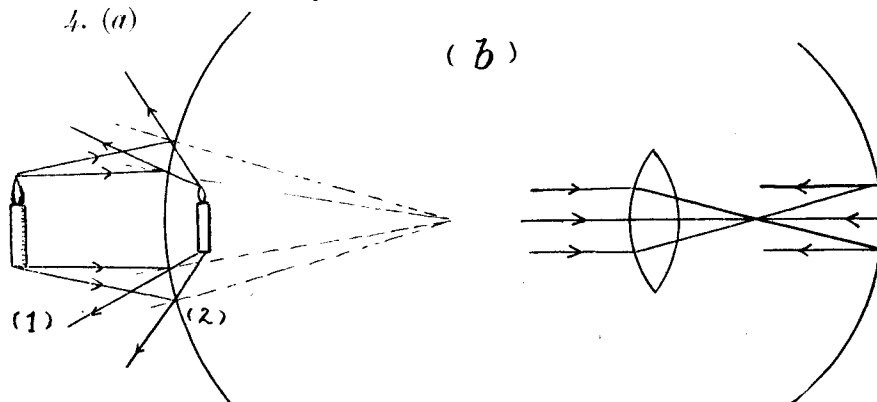
(b) The sound is wavy or throbbing. Since there is a slight difference in pitch one series of waves will lay slightly behind the other, but there will be periods at which they reinforce one another when the sound will be loud, and other periods when they will counteract one another when the sound will be feeble, thus giving a throbbing sound.

4. (a) 1 is the candle; 2 is the image.

(b) The rays after reflection from the mirror are parallel.

5. (a) Both parts of this question are concisely described; (b) and graphically represented in the text-book.

6. (a) See text-book for description of Grove cell. Join the platinum pole of one cell to the zinc of the next and so on, joining the last platinum to the first zinc.



(b) Wind a coil of insulated copper wire about No. 20 around it until the thickness of the coil equals the diameter of the core, then send through the coil a strong current of electricity. Since the bar is soft iron it will be made only a temporary magnet.

7. (a) A is a carbon filament, B platinum wires sealed through the glass. The glass globe is exhausted of air. The current in passing through the carbon filament encounters resistance thus heating it white hot.

(b) The needles' tips fly apart presenting a fan or cone shape. The magnet magnetizes the needles and the tips are all the same polarity and hence repel one another.

PHYSIOLOGY AND TEMPERANCE.

(AN ENTRANCE PAPER).

1. WHAT is digested food? Through what processes must food pass before it can be said to be digested?

2. What is a gland? Name several in the body and state the function of each.

3. What are the visible characteristics of good and bad blood? Where is good blood rendered bad and bad blood made good?

4. By what experiments can it be shown (a) that the air we breathe in is not the same as the air we breathe out? (b) That the air we expire is injurious to animal life.

5. Give drawings of the following organs and state where they are situated, lungs, stomach, an incisor tooth.

6. What is a nerve? What purpose is served by nerves?

7. (a) State briefly the effects produced by a glass of brandy on the stomach, heart, nerves.  
(b) The continuous use of small quantities of alcohol.

8. Where is the body made warm? How is the heat produced?

#### EXAMINATIONS IN BOTANY.

For a number of years the practice has obtained of making the examinations in Botany as practical as possible. There have been difficulties however. If the selection of plants for identification and description is left to presiding examiners, there is little or no uniformity. In some localities the candidates are given plants easy both of identification and of description, while in others really difficult specimens are submitted. Many presiding officers seem scarcely to know a thistle from a wild mustard. Others are interested in a local centre and make a choice which will not be perplexing to the candidates.

Another plan has been tried, viz.: framing the questions so as to suit certain orders of plants, and sending confidential directions to the presiding officials to secure representatives of these orders. This plan promotes uniformity, but on account of inefficient officers, plants outside the given orders have been chosen, partly from ignorance, partly from indisposition to do more than is necessary for their four dollars a day, and partly because, although sought for, the plants are not obtainable in the examination district. The last is the only real difficulty to be overcome. In a recent number of a local paper, Mr. Locheed, B.A., of Galt, has recorded a partial list of the flora of that district, noting the locality in which each specimen taken is found, time of flowering, and whether abundant or rare. Why could not similar lists be made in each High School district and sent to the Department. These lists could be handed to the examiner in charge of the paper and a series of questions could be framed so as to suit a given number of orders which are found to have representatives in flower throughout the Province at the time of the July examinations. A little more care in the selection of properly qualified presiding officers, and a few cancellations of the papers from centres where the instructions are not complied with, would speedily effect a desired reform.

Another proposal which has met with some favor, is to have all primary candidates taking the Science option, make a collection of say one hundred specimens properly mounted and identified, and having these certified to by the Science Master or Principal. A general paper on Botany could then be substituted for the present combination. The matter is deserving of discussion.

### For Friday Afternoon.

#### THAT LITTLE GIRL.

##### I.

I OFTEN hear folks talking, a-laughing and a-talking,  
About a little girl who "lives not very far from here:"

One who's "extremely mussy"  
And "meddlesome" and "fussy,"  
Who "loves to wander through the house and get things out of gear."  
I'm glad I'm not so mussy  
And meddlesome and fussy;  
I cannot see why any girl can be so very queer.

##### II.

I've just heard mother joking, a-scolding and a-joking,  
About a little girl who "does not live a mile away."

She says she is "a midget  
Made up of mostly fidget,"  
And "from Monday until Sunday she does nothing else but play."  
I'm glad I'm not "a midget  
Made up of mostly fidget."  
I'm glad I'm not so little that I cannot quiet stay.

##### III.

I once heard papa hinting, a-talking and a-hinting,  
About a little girl who "doesn't live up in the moon."

He says she's "very silly,  
And her first name isn't Billy,"

That she "talks the blessed morning, if she doesn't sleep till noon."

I'm glad I am not silly,  
Though my first name isn't Billy  
And I hardly ever talk at all, and always "get up soon."

#### IV.

I've heard some folks complaining, a-sighing and complaining,

About a little girl who lives "next door to folks they know."

They say she's "very lazy,"  
She "almost sets them crazy,"  
That she's "always doing nothing, and does it very slow."

I'm glad I am not lazy,  
I never set folks crazy,  
And I work so very, very much I've hardly time to grow.

—Claude Harris, in *St. Nicholas*.

#### SHE COULD AND SHE COULDN'T.

##### FOR RECITATION.

SHE could sing and she could play,  
She could dance from night till day,  
She could while the hours away,

So 'tis said;  
She could skate and she could paint,  
She could play the patron saint,  
But she couldn't and she wouldn't  
Make a bed.

She could walk eight miles a day  
And play tennis charmingly,  
Flirting in a saucy way,

Little scamp!  
She could drive and play base-ball,  
She could make a stylish call,  
But she couldn't and she wouldn't  
Clean a Lamp.

She could swim and she could row,  
She could always have a beau,  
And I'm sure that we all know  
She was shy.

She could laugh and she could prance  
She could play a game of chance,  
But she couldn't and she wouldn't  
Make a pie.

She could etch and write a book,  
She could vanquish with a look,  
She could win by hook or crook,  
I confess;

She could scold and she could flout,  
She could cry and she could pout,  
But she couldn't and she wouldn't  
Make a dress.

She could talk of church affairs,  
But she knew naught of household cares;  
But I'm sure that none compares  
With sweet Nan;

Even if she couldn't bake  
Bread and pies and angel cake,  
She entrapped and she captured  
A rich man!

—Bar Harbor Baxoo.

#### FOUR MOTTOES.

##### ALICE FREEMAN PALMER.

"LOOK up, not down!" Do you see how the tree-top  
Rejoices in sunshine denied to its root?  
And hear how the lark, gazing skyward is flooding  
The world with his song while the ground-bird is mute?

"LOOK out and not in!" See the sap rushing outward  
In leaf, bud and blossom; all winter it lay  
Imprisoned while earth wore a white desolation;  
Now Nature is glad with the beauty of May.

"LOOK forward, not back!" 'Tis the chant of Creation,  
The chime of the seasons as onward they roll;  
'Tis the pulse of the world, 'tis the hope of the ages,  
'Tis the voice of our God in the depths of the soul.

"Lend a hand!" Like the sun that turns night into morning;  
The moon that drives storm-driven sailors to land;

Ah, life were worth living, with this for the watchword:  
"Look up, out, and forward, and each lend a hand!"

—Educational Gazette.

## Primary Department.

### FROM DIFFERENT STANDPOINTS. TWO PICTURES FROM LIFE.

RHODA LEE.

SCHOOL.—Katie Gwynn was a new scholar in Miss D——'s room. She was clean and neat, but rather poorly clad. The majority of the children belonged to well-to-do families, and Katie with her straight, stubby hair and plain features exciting considerable attention on the first day. The teacher endeavored to draw her out and interest her in the work, but meeting with little encouragement—the child was slow to respond—she unfortunately came to the conclusion that Katie was either sullen and ill-natured, or remarkably stupid. As a matter of fact she was neither.

She was intensely fond of reading, and in this branch of the work was very much in advance of the class. Probably it was partly due to this liking that she had, for a little girl, become strangely stooped, almost deformed. This Miss D—— in her energetic, decided way determined to cure. "What shoulders, child!" "Katie, straighten up, you will never grow tall with a back like that." "Children, just look how Katie Gwynn walks. Is she what we would call a straight soldier?" At remarks such as these there would be a smile and occasionally a laugh that hurt the apparently indifferent girl more than anyone knew. Thus Miss D—— thought to ridicule the child out of her bad habit. The climax was reached one day when Kate was requested to walk round the room a number of times with the backs of her hands together, extended behind her. It was done, but with a defiant look that strengthened the teacher's belief that she was rebellious and obstinate. Miss D—— was not unkindly disposed, but she could not like the child. She was so irresponsible.

HOME.—Katie had ceased to take interest in the school-work. She prepared her lessons in an indifferent way, and wanted to stay home and take charge of the younger children. This was unusual, as she was generally very anxious to learn. Two or three nights, after she had been home for a time, there were traces of tears to be seen, and the afternoon on which she walked around the room she burst into the little room where the mother sat sewing, crying and sobbing, begging leave to stay home. "Only let me stay with you, mother, and don't send me back to school," was the child's cry.

Poor Mrs. Gwynn had for some time been thinking it was her duty to go and have a talk with Katie's teacher, but it was very hard for her to make the necessary explanations. The facts were thus related. The father, a well-educated man, had once held a good position, and the family had been in good circumstances. He was now a pitiable drunkard. Three years ago the mother had been ill, and was taken to the hospital. The four little children, who had never known anything but the tenderest care, were placed in charitable institutions. It was at that time that the bright, happy look on Katie's face gave place to the present one. There

was still a great deal of goodness and brightness in the heart, but it required a careful and a loving hand to bring it out.

Mrs. Gwynn left her pile of sewing next morning and went to see Miss D——, who, after listening to the whole story, told Katie's mother that she had truly misunderstood her pupil. Of course the treatment changed. The sullen looks gave place to sunny smiles, and Miss D—— now says it would be difficult to find a more thoughtful, helpful, affectionate little scholar than her *friend*, Katie.

LAST DAYS.

RHODA LEE.

THE "last days" are here. Let them be as happy as possible. I do not suggest that the regular work should give place to play, or that any careless, go-as-you-please order should prevail. That would mean a speedy demoralization and a farewell to all peace of mind. But introduce as much variety as possible with the regular work. The thousand and one little changes we can make will delight the little folks and supply the increase of interest that is necessary at this time. June is generally a trying month. It is difficult for older people with fixed purposes to stay within during these sunshiny days; how much harder for the boys and girls to content themselves in school.

Happening one day, about four o'clock, to drop into the class-room of a friend, I found all the scholars gone, with the exception of one dejected little mortal who sat at the end of an aisle, looking very unhappy. I announced my intention of taking the teacher for a walk, but was requested to wait a few minutes until she had spoken to the delinquent. "You know," she said, "I always like to have my scholars go home happy." True it was that in a few minutes the little fellow marched off with a penitent though smiling face, and his bright "Good night, Miss May," came from a relieved and happy heart. It is certainly a good thing to send the children home happy. By that I do not mean with indifference to the wrongdoing and thoughtlessness that may have been an undesirable part of the day's programme, but with such assurance of your sympathy and good-will as will inspire greater effort on the morrow. I have seen children pass out of the school gate with frowns and scowls on their faces, and angry expressions on their lips, that did not speak of a peaceable ending to the day. This is not as it should be, nor as it would be if the right spirit ruled the hearts of the children. Teach them the happiness of right thinking and right doing, the wisdom of obedience and orderliness, and make the schoolroom a co-operative, law-abiding, peaceable community. Then assuredly the scholars will "go home happy," and the holidays so rapidly nearing us will hold only pleasant recollections of school left behind. We trust the next two months will be enjoyable ones, and that all our readers will endeavor to take a thorough rest. We admire the wisdom of Mr.

Lowell when he says, at times it is a good thing

"To sun me and do nothing. Nay, I think Merely to bask and ripen is sometimes The students' riper business; the brain That forages all climes to line its cells, Ranging both worlds on lightest wings of wish, Will not distil the juices it has sucked To the sweet substance of pellucid thought, Except for him who hath the secret learned To mix his blood with sunshine, and to take The wind into his pulses."

A TRUE STORY.

DID you ever imagine, children, that Mrs. Mosquito's tiny head held wisdom and her slim body strength enough to build a boat? Not a large, strong boat, such as you or I would venture out in, but still a wonderful boat. But what does she do it for, do you ask? Her eggs she always lays in the water, and though they are such tiny things, they are heavy enough to sink if left to themselves; so wise and skilful Mrs. Mosquito builds a boat, not to put them in, but *builds it of them*. She lays first one egg and then another and glues them together, then a third and glues that on, and so on until sometimes she has laid as many as two hundred and fifty or three hundred, and has joined them all together into a queer, little hollow boat-shaped raft that will not upset even though it gets filled with water. The eggs are first white, then green, and then a dark grey. Such pride as the mother takes in them. There they float for two days, when they begin to hatch, always coming out from the under side and leaving the empty boat to float. They swim about in the water like wee fishes for a while, then a change comes. Each one wraps himself in a tiny sheath or chrysalis; in another week this sheath bursts open and out steps a young mosquito all ready for business. There are so many mosquito children born in one summer that were it not for the larger insects and the birds who feed upon them we should be "eaten up alive."—*Primary Educator.*

A BIT OF ETHICS.

Two ladies were driving last vacation and came to a beautiful pond of lilies. A small, ragged boy was paddling in a boat close by the shore.

"Will you get us some pond lilies and have them ready for us to-night?" asked the ladies.

"Yes'um," answered the boy, with alacrity.

Night came. An accident occurred and the ladies could not meet the boy at the pond trysting-place. They were troubled over it. It seemed like a breach of honor with the boy, and that was bad character-training. Next morning, at a great inconvenience, these ladies rode nine miles to keep their word. "He was so respectful to us," said one of these women, "and he may not be to the next people that ask him, if we disappoint him."

The boy and the lilies were waiting. A breezy little chat took place as the lilies and some pieces of silver changed places in the boy's palm. The freckled face looked happy, and the long drive home in that dusty morning was not minded, for *faith had been kept.*

PANSIES.

OPEN your eyes, my pansies sweet,  
Open your eyes, open for me;  
Where did you get that purple hue?  
Did the clouds smile as you came through?

Open your eyes, my pansies sweet,  
Open your eyes, open for me;  
Say, did a little sunbeam bold  
Kiss on your lips that tint of gold?

Open your eyes, my pansies sweet,  
Open your eyes, open for me;  
Driving away with face so true,  
The chilly winds and wintry hue.

Whisper to me, my pansies sweet,  
Tell me, Oh tell me, in rustling low;  
Then as I bend with listening ear,  
Your cheerful voice I plainly hear.

—A non.

WHEN OLD JACK DIED.

BY JAMES WHITCOMB RILEY.

WHEN Old Jack died we stayed from school (they said

At home, we needn't go that day) and none Of us ate any breakfast—only one, And that was papa—and his eyes were red When he came round where we were by the shed Where Jack was lying, half way in the sun And half way in the shade. When we began To cry out loud, pa turned and dropped his head And went away; and mamma, she went back Into the kitchen. Then, for a long while, All to ourselves like, we stood there and cried. We thought so many good things of Old Jack, And funny things—although we didn't smile— We couldn't only cry when Old Jack died.

II.

When Old Jack died, it seemed a human friend Had suddenly gone from us; that some face That we had loved to fondle and embrace From babyhood, no more would condescend To smile on us forever. We might bend With tearful eyes above him, interlace Our chubby fingers o'er him, romp and race, Plead with him, call and coax—aye, we might send The old halloo up for him, whistle, hist, (If sobs had let us) or as wildly vain, Snapped thumbs, called "speak," and he had not replied,

We might have gone down on our knees and kissed The tousled ears, and yet they must remain Deaf, motionless, we knew—when Old Jack died.

III.

When Old Jack died, it seemed to us, some way, That all the other dogs in town were pained With our bereavement, and some that were chained

Even, slipped their collars on that day To visit Jack in state, as though to pay A last, sad tribute then, while neighbors craned Their heads above the high board fence, and deigned

To sigh "Poor Dog!" remembering how they Had cuffed him, when alive, perchance, because, For love of them he leaped to lick their hands— Now, that he could not, were they satisfied? We children thought that, as we crossed his paws, And o'er his grave, 'way down the bottom-lands, Wrote "Our First Love Lies Here," when Old Jack died.

A SURPRISE.

A LITTLE black wiggler that I had in a dish I certainly thought was some kind of a fish.

But it lost off its tail. That was funny, I thought, And I wondered what kind of a fish I had caught.

When some little legs grew I saw that my fish Had changed to a frog right there in the dish.

Don't you think it would give you quite a surprise To have a fish change to a frog, with big eyes?

He grew very fast, and I knew he would be Much happier back in the pond, than with me.

When I carried him home, he jumped from a log, And that was the last that I saw of my frog.

Do you think that his mother would know him? You see

He had changed very much since he first lived with me.

—Primary Friday Afternoons.

## Current History.

## HAWAII.

HAWAII, one of the largest and most important of the Sandwich Islands, has during the last two years occupied a conspicuous place in political history, especially in the United States.

During the last half century the barbarous natives of the Sandwich Islands have made rapid strides toward civilization. This, the Americans claim, is due chiefly to the efforts of their missionaries and countrymen who have settled on the Islands.

The smaller islands were conquered by Kamehameha, the chief of Hawaii, who embraced Christianity and founded a strong central nation. In 1874 the last of the Kamahamahas having died without issue, the Legislature elected as his successor, Kalakaua, who was not a descendant of royalty.

In this same year a Constitution was adopted which allowed only native Hawaiians to vote or hold office. This Constitution empowered the King to appoint one-half of the Legislature, to hold office during life, and it also gave him the right of absolute veto. In 1887 the citizens of foreign birth, who now form a large proportion of the population, protested against the native Hawaiians having exclusive management of the affairs of the Islands. The result was the passage in 1887 of an amended Constitution, giving to foreign-born male residents of the required age and property, the right to vote and hold office on taking an oath to support the laws and Constitution of the Islands, though it did not require them to renounce allegiance to their former country.

In 1875 a conspiracy was formed to dethrone Kalakaua, but it proved unsuccessful. In 1892, upon the death of Kalakaua, his sister, Liliuokalani became Queen, but some of her acts displeased a number of the foreign-born citizens, chiefly those originally from the United States. This resulted in a revolution in January, 1893, when the Queen was dethroned, and in February a protectorate composed chiefly or wholly of American citizens was formed. This peaceful revolution was greatly aided and probably made possible by the act of Mr. Stevens, the U. S. Consul, at whose request a body of marines was landed from a U. S. warship in the harbor and stationed in the neighborhood of the Queen's palace.

Through the influence of this protectorate an offer of annexation to the United States was made during President Harrison's administration; but before this arrangement was effected the Republican administration at Washington was swept away and the Democrats had control of affairs.

One of President Cleveland's first official acts was the appointment of a Mr. Blount as special commissioner to Hawaii to investigate and report upon the political situation on that Island. Mr. Blount reported in favor of the re-instatement of the Queen and against the annexation of the Islands to the States. In his report he severely criticized Minister Stevens and his associates for the part they had taken in the affair. This gave rise to a bitterly prolonged and still unsettled dispute between the Republicans and Democrats in the U. S. Mr. Stevens affirms that the course he pursued was required in the interests of good government and for the protection of American and other foreign-born citizens. He represents the Queen as very immoral and states that she tried to enact evil and hurtful laws, and in fact was legislating in the interests of her vicious, ignorant and lewd subjects, and in direct opposition to the wishes of the more intelligent and moral classes. He claims that the Queen inaugurated the revolution in attempting to destroy the Constitution by revolutionary means, and that only after she had been forced to abdicate the throne and the country was left without any government, did he interfere. He did so then only in response to the urgent appeals of his countrymen and others who feared persecution and even bloodshed.

On the other hand Mr. Blount claims that in reality there was no revolution, but that a conspiracy was formed to displace the Queen and annex the Islands to the States. The conspirators, he claims, were American property-owners and speculators who hoped to reap large financial benefit if successful in carrying out their plot.

Voluminous reports have been submitted to

the American Congress from both parties in the controversy. The statements are so very conflicting that it is difficult to form any correct idea of the real causes that led to the disturbance. President Cleveland, having failed in his personal efforts to replace the Queen and restore order, at last submitted the matter to Congress, where it has been made a party question. Fierce and bitter wrangling has ensued.

A resolution was passed in the Senate a week or two since, the text of which we have not before us, but which, in substance, pledged the United States neither to interfere nor to permit any other nation to interfere with affairs in Hawaii.

In the meantime a Provisional Government under the presidency of Sanford B. Dole, is in charge at Honolulu while Liliuokalani remains a Queen without a crown.

The latest advices from Honolulu say that a constitutional convention is being organized. According to the draft constitution, the Government will consist of a President, a Cabinet of four Ministers, an Advisory Council of fifteen members, and a Legislature consisting of a Senate and House of Representatives.

## Hints and Helps.

## NOT SO EASY AS IT LOOKED.

SAID Ted to Tim, as the twins sat upon opposite arms of Uncle Rob's armchair:

"Tim, we're visitors."  
"Yes, we're visitors, Uncle Rob," echoed Tim.  
"Ah!" exclaimed Uncle Rob.  
"It's a very rainy day, Tim," went on Ted.  
"Very rainy, indeed, Uncle Rob," reiterated Tim.

"And what follows?" calmly inquired Uncle Rob. His eyes twinkled, but he went on reading.

"You should entertain us, Uncle Rob," answered Ted, decidedly.

"That's what mamma always says when we have company," finished Tim, triumphantly.

"Well!" ejaculated Uncle Rob. He put down his paper suddenly. "I'll entertain you! How many days would it take to cut up a piece of cloth fifty yards long, if a yard was cut off each day?"

"Fifty!" shouted Ted, without thinking a minute.

"Pshaw! Uncle Rob, don't ask us those foolish easy puzzles. They're as old—old—old as the hills!"

"Seems to me," retorted Uncle Rob, "if they are old, they are not so wonderfully easy as you think. You're wrong, Ted. You've got to give me a better answer, or I won't think much of your smartness. Now, here's another awfully easy one—as old as the hills, too. But it has puzzled many a small boy before you. If a goose weighs ten pounds and a half its own weight, what is the weight of the goose?"

Tim was just going to call out, "Fifteen pounds," but Uncle Robert's solemn expression disconcerted him. Instead he pursed up his mouth and looked at Ted, and Ted wrinkled his brows and looked at Tim.

"Doesn't sound hard," faintly from Tim.  
"It's very easy, indeed," replied Uncle Rob. And here's one more of the same sort: A snail climbing a post twenty feet high, ascends five feet every day, and slips back four feet every night. How long will it take him to reach the top?"

"A snail," sighed Ted, thoughtfully.  
"Yes, a snail," repeated Uncle Rob.  
"Seems as if he only got up one foot each day at that rate," considered Tim.

"So he did."  
"And the post was twenty feet high?"  
"Yes, Ted, twenty feet."  
"Well then," pursued Tim, "it must have been twenty—enty—"

Uncle Rob laughed.  
"Now I'll tell you what I'll do. You boys each take a pencil and paper, if you find them necessary, and work out those three puzzles. And when you each bring me the right answer we'll go to the park and rest our brains for the afternoon."

Then Uncle Rob went back to his paper and Ted and Tim slipped softly down from the arms of his chair and went to the drawer of the library table to hunt for lead pencils.—*Harper's Young People.*

## TALKING.

BY CARRIE NORTON.

ONE of the most troublesome questions of school discipline is this matter of talking. How can I prevent talking in my school? How can whispering be regulated among my pupils? are questions asked daily. Let us vary the question somewhat and put it in this form: How can we, the teachers, keep from talking too much in school?

This matter was brought forcibly to my mind by a conversation I overheard in the cars. It was between two young ladies, who were, judging from their conversation, teachers in our public schools, and interested in their work. Just before one of them left the train, she said in an earnest voice to the other: "We teachers do too much talking. We explain things too much to our pupils."

She had made an important discovery, and one that every teacher should take heed to. Teachers do very often talk too much in the schoolroom. We talk too much in recitation. This habit can be acquired until the teacher, without being conscious of the fact, will give the greater part of the lesson. Many of the questions asked by the teacher contain from eight to ten words, possibly more. Many of the answers given by the pupils consist of one word, unless a complete sentence is required. Then the sentence is formed from the teacher's question. How may this be avoided? By not asking leading or direct questions. By giving the pupils topics to discuss.

Another way in which a teacher can talk too much in class is by repeating the pupil's answer. Are not recitations similar to the following familiar to us all?

Teacher—"John, what ocean east of North America?"

John—"The Atlantic Ocean."

Teacher—"Yes, the Atlantic Ocean is east of North America. Thomas, what gulf south of the United States?"

Thomas—"Gulf of Mexico."

Teacher—"Yes the Gulf of Mexico is south of the United States. Myra, what ocean north of North America?"

Myra—"The Arctic Ocean."

Teacher—"Yes, the Arctic Ocean is north of North America."

In this recitation the teacher said fifty-one words, the pupils nine. The cure for this is obvious. Don't acquire the habit of repeating the pupil's words. It is very unnecessary, it consumes time that could be put to a much better use, and it causes indifference in the class, for few boys and girls will listen to the pupil's answer when they know the teacher will repeat it.

A teacher can talk too much during the recitation period by spending the time telling interesting incidents in connection with the subject. The indolent pupil loves a teacher of this kind. Not knowing his lesson, he assumes an air of interest, and asks his teacher a question or two about it. The teacher gets to talking and, becoming interested and no doubt, interesting, the class uses the entire recitation period. This is a positive injury to the pupils, for it prevents those who do study from recalling and telling what they know of the subject, thereby impressing it on their minds, and it screens the idle pupils who will not study if they can avoid it.

What can be done? Boys and girls like interesting stories about their lessons told to them, and very often it is the incident told by the teacher that associates different facts and helps the pupils to remember them. Finish the recitation first, allowing a few minutes at the close of the period for conversation, arranging beforehand what it will be worth while to say during those few minutes. Another way in which too much talking may be done is by the teacher repeating her own words. In dictating a language or spelling lesson, the sentence or word should be given plainly and once. In assigning a lesson the boys and girls should understand that it is assigned once, and that in class. This will cause the pupils to acquire the habit of attention, and will save the teacher's time and strength.

Some one says: "How can we explain things too much to them? Our work is to teach, and how can we do that without talking? Let us remember that pouring knowledge into a child as we would pour water into a pitcher is not teaching. Rather draw out from the child's mind what he knows. Don't carry him. Let

him stand on his own feet. Teach him how he is to go, but allow him to go himself.

A few words, a question, a simple illustration, will make a dark place plain to the child. He will think it over again and will come to the class ready to tell what he has thought out himself, and with a mind strengthened and ready to go into new fields of thought and achieve more bloodless victories.

Fitch says: "Never tell a child what you can make that child tell you." Were this rule remembered and obeyed it could never be said of teachers: "They talk too much."—*School Forum.*

WHAT THEY THOUGHT.

Two little boys, not very clean, and wearing old clothes, were talking on a street-corner.

"I tell you the rain comes to fill the hydrants, so we can get water."

"No," said the other small boy, "it comes to clean the streets. Don't you 'member how dirty the streets were yesterday, and now they are clean?"

Just then they saw an old lady back of them, and they appealed to her for decision.

"Well, I think you are both right. Where does the water come from that sprinkles the street?"

"From the hydrant," answered both boys.

"And where does the water come from that the butcher washes his windows and walk with?"

"The hydrant," both answer.

"So, sometimes, the water from the hydrant washes the streets."

"Yes, ma'am."

"How do you suppose the water gets into the hydrant?"

"From the pipes; I saw a man fix the hydrant once," said one boy, eagerly.

"Yes, and all under the streets there are pipes that go out to a great body of water we call the reservoir, and the water comes into the reservoir from brooks and lakes out in the country. When you go home, I want you to ask your mother, or your big brother or sister, to hold a plate over the top of the teakettle when the water is boiling. You will see tiny drops of moisture on the plate. These will by and by grow so heavy they will fall. If you could hold the plate so that it would stop the steam from rising to the ceiling, long enough to make little puddles on a piece of paper, you would soon see little brooks that would run together and make rivers that would be stopped by a wrinkle in the papers, or would fall into a depression, and there a lake would form. For the earth, the sun is the fire, and it draws the water to the clouds, which grow so heavy that they fall as rain. In the city streets the rain falls on stones and washes them, and runs into the sewers and washes them. In the country the rain falls on the soft earth, and soaks into it, and forms little brooks under the earth: they form themselves into springs, and trickle from rocks, and bubble out of the earth, and then they form brooks, creeks, rivers, lakes, oceans; and the sun is calling the rain back all the time, and it comes and stays with the clouds till it gets too big, and then falls, washing trees and shrubs, grass and flowers, and the very air we breathe."

The little boys listened, and went down the street quietly.

Two weeks afterward the old lady heard some one call after her, "Say! say! I did hold a plate and make rain," and one of the little boys stood before her. — *The Outlook.*

WHEN school savings banks were started in France, most people considered them childishness, and thought that the fashion would soon pass away. The fact is that in 1878 there were 10,440 banks, 224,580 accounts, and \$720,000 saved against 19,631 banks, 438,967 accounts and \$2,650,000 saved in 1891.

SCOLDING is a frost, praise is a genial refreshing. There is as much opportunity in the worst cases for commendation as condemnation, and the former is infinitely more needed. If error there must be, let it be in that of too much praise rather than of too much scolding.—*R. Heber Holbrook, Ph. D.*

THE educated man is not the gladiator, nor the scholar, nor the upright man alone; but a just and well-balanced combination of all three. Just as the educated tree is neither the large root, nor the giant branches, nor the rich foliage, but all of them together.—*David P. Page.*

School-Room Methods.

LESSONS TO DEVELOP THE FIRST IDEAS OF FIGURES.

WHEN the children have learned to count readily from one to nine, inclusive, they may be taught the figures from 0 to 9 as symbols of numbers, or signs of the number of things counted. While the pupils are learning this group of figures, they may be taught counting from ten to nineteen, and review from one to nineteen.

FIRST STEP.—FIGURES AS SYMBOLS.

First group of figures, 0 to 9. The teacher may take a numeral frame, and, before moving the balls ask: How many balls have I moved? How many fingers do I hold up? How many marks have I made on the blackboard? Continue similar questions until the pupils answer readily "No balls;" "No fingers;" "No marks."

The teacher may then say: I will now make a figure on the blackboard that stands for nothing. It shows that there are no marks on the board—that you have not counted any balls or fingers. The name of this figure is naught. What is its name? "Naught."

How many balls does it stand for? "Not any balls."

How many fingers does it stand for? "Not any fingers."

Moving one ball on the numeral frame, the teacher says: How many balls have I moved? "One ball."

How many fingers do I hold up? "One finger."

You may now hold up one finger. I will make a mark on the blackboard. How many marks did I make? "One mark." How many books am I holding up? "One book."

I will make a figure on the blackboard that stands for one. It shows that one ball has been moved, one finger held up, one mark made on the blackboard; it stands for one of anything. It is called figure one. What do we call this figure? "Figure one."

How many balls does it stand for? "One ball."

How many apples would it stand for? "One apple."

Now look at the numeral frame again, and tell me how many balls I move. "Two balls."

How many fingers do I hold up? "Two fingers."

You may hold up two fingers. I will make more marks on the blackboard. How many marks did I make this time? "Two marks."

How many books am I holding up? "Two books."

"I will now make a figure that stands for two. It shows two balls moved; two fingers held up; two marks; two books, etc. This is called figure two. What is this called? "Figure two."

How many balls does it stand for? "Two balls."

How many boys would it stand for? "Two boys."

Now look at these figures. We have one that stands for no balls, one that stands for one ball, and one that stands for two balls. Who will come and point to the figure that stands for no balls? Lucy may come and point to it. Maggie may point to the figure that stands for one ball. Ellen may point to the figure that stands for two balls.

To-morrow we will have another lesson with figures.

\* \* \* \* \*

Who can tell me the names of the figures which you learned yesterday? "Naught." "Figure one." Figure two."

Very good. I will write them on the blackboard as before:

0 1 2

Now you may count balls on the numeral frame as I move them. "One."

Now count the balls that I move on the next wire. "One, two."

Now count the balls as I move them on the next wire. "One, two, three."

How many balls did I move on the last wire? "Three balls."

How many fingers am I holding up? "Three fingers."

You may hold up three fingers. I will make marks on the blackboard. How many marks have I made? "Three marks."

I will make a figure three to stand for three balls, three marks, etc. What is this figure called? "Figure three."

How many balls does it stand for? "Three balls."

Now look at these figures and read them as I point. "Figure naught; figure one; figure two; figure three."

See, this is the way you count—one, two, three. Each figure tells how many you have counted.

You may look at the balls again. How many balls did I move on the first wire? "One ball."

How many balls were moved on the second wire? "Two balls."

How many balls did I move on the third wire? "Three balls."

Now count—"One, two, three, four." How many balls did I move on the last wire? "Four balls."

See how many marks I make. "Four marks."

I will now make the figure four. How many balls does this stand for? "Four balls."

Now count the balls on the next wire as I move them. "One, two, three, four, five."

How many balls did I move? "Five balls."

I will now make the figure five. How many fingers does this figure stand for? "Five fingers."

Now look at the blackboard and see how I have made the marks and figures.

	I	II	III	IIII	IIIII
0	1	2	3	4	5

You may read these marks and the figures that stand for them, as I point.

"No mark, figure naught; one mark, figure one; two marks, figure two; three marks, figure three; four marks, figure four; five marks, figure five."

I will make these figures that you have learned, and you may tell me their names. "Figure one." "Figure three." "Figure five." "Figure two." "Figure four."

Now, as I point to these figures, you may hold up as many fingers as each one stands for.

At subsequent lessons let these exercises of counting and representing by figures the number counted be continued as before, until all the figures from 0 to 9 have become so thoroughly learned that the pupils can tell each by name, tell how many it represents, and can readily point out each one in any order.

To give individual drill, call upon pupils to take the numeral frame, and move and count as many balls as a given figure represents, thus: Point at the figure five and let a pupil hold the numeral frame, and, moving the balls, count "one, two, three, four, five." Proceed in the same manner with all the figures, thus giving a variety of exercises for learning the value of figures.

Care should be taken to train the pupils thoroughly with the figures from 0 to 9 before presenting any larger number. Time properly spent in this step will save double the time in subsequent steps.—*Calkins' Primary Object Lessons.*

"Who were the foolish virgins!" brought the prompt answer from a wise little girl,—"Them as didn't get married."

THE teacher should teach the pupils to do, not what she wills because she wills it, but what is right because it is right.—*C. W. Bardeen.*

FOR the moral training of the young there is one qualification in the teacher which is absolutely indispensable—goodness.—*Quick.*

## PRIMARY SPELLING LESSON.

BY ELIZABETH SHARE.

A PLEASANT, bright room; fifty children from seven to nine; a teacher who is earnest, and interested in her work. On a side blackboard is this list of words: Calf, thief, wolf, pony, story, knife, wife, motto.

"First class face side-board." Quietly and promptly the division seated on that side of the room turns toward the board where the spelling lesson is seen. "Children, I want you to tell me the word that means *more than one* of each of the objects these words name. As you give them I will write them opposite these words on the board." "Charlie," the teacher simply says, in answer to the score or more of hands that fly up to signify readiness to respond. With Charlie to start, rapidly others are called upon. In a marvellously few seconds, one might almost say, the second list is complete. Occasionally as she writes, the teacher puts in a note of warning. See where the *i* is in this word." "Watch what I do with the *y* in this." "This word is one of the hard ones—look sharply."

The list completed—"We will look over this new list together. What will you remember about the word *thieves*?" "The *i* before the *e*." "Right. What about *stories*?" "The *i* in place of the *y* before *es*." "Yes." "O, Miss C—," exclaims one child, "there is an *es* at the end of every word!" Miss C— gives him due and glad credit for his discovery. Then she says, "Look silently at each word until its picture is in your mind." With intent faces the children study the words—one can see there is thought work being done. "Are you ready?" "Yes, Miss C—." In a flash the list of plurals disappears from the board. "Class, face. Take pencils. From the list of words on the board you may write the ones we just made and studied. Work."

Shortly the slates are ready for inspection. We find a great many perfect ones. The mistakes are greeted with, "You will watch closer next time, won't you?" "You didn't think when you looked at the words."

What did the lesson illustrate?

First.—Every lesson in spelling should aim directly at the formation of two habits, that of correctly seeing words and that of accurately reproducing them.

Second.—The meaningless copying of words a certain number of times as preparation is usually a waste of time. Thoughtful copying may be of benefit, after the children have been trained by persistent daily efforts to make the exercise mean something.

Third.—The reasons given to the children for failure were scientific. Nine-tenths of the poor spelling arises from lack of trained power to see words as they really are. If the perception is clear the meaning will take care of itself.

As I watched the quietness, alertness, and interest of this class in even a spelling lesson, these words of Thackeray came to my mind:

"Sow an act, reap a tendency; sow a tendency, reap a habit; sow a habit, reap a character; sow a character, reap a destiny."—*Intelligencer*.

## JOE'S SUM.

JOE brought his little arithmetic and read aloud the problem, "What will eleven yards of cloth cost at seven dollars a yard?"

But Joe could not see through it to the answer, and it took the best part of half-an-hour to conquer it.

We commenced in this way: "What does one yard of cloth cost?"

He replies, "seven dollars," with a tone of certainty firm enough for Wall Street. He knew it.

The second step was to measure a second yard and then ask him, "What will the new yard cost?"

His reply was firm, "Seven dollars more."

Now take the two yards, and his answer was prompt and sure, "Fourteen dollars."

Right. Yet as the object was to teach him the process as well as the answer—so it was recited slowly to him and he repeated again and again until he had the formula in his mind, "If one yard costs seven dollars, two yards will cost two times seven dollars, which is fourteen dollars."

It was slow work, a struggle, but he was willing and eager, with a helping word and a little praise now and then. He fixed it strongly.

Meanwhile all the scholars near his age, sitting at the desk close by had got into the work and would gladly have stopped their own work to take part in Joe's struggle; but this would have been a damage both to them and to Joe. So their eager looks and half audible answers were politely checked, and we two worked on.

The third step was easier. Take another yard, Joe. Now what will three yards cost?

He cast his answer very fairly into the proposed form, more readily than before.

It is needless to detail our steps farther, yard by yard, till he marched with the air of a conqueror through the last answer, "If one yard cost seven dollars, eleven yards will cost eleven times seven dollars, which is seventy-seven dollars."

The feeble footsteps had been many, but the conclusion was firm and victorious.

Joe has learned how to think out that sum for himself, and in doing this has been taught how to solve all others like it.—*Ex.*

## Correspondence.

## A PERTINENT QUESTION.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—It is certain that our Public School Geography is lacking in one very important point. Our teaching of that subject is year by year drifting away from minor points in physical features, etc., and more stress is rightly placed on the trade relations of one country to another. Our text-book pays great attention to the products of all kinds, but the paragraph dealing with the trade (home and foreign), is very scant, especially for our own Canada.

Boys and girls preparing Entrance Exams. are required to know whence we import every article brought into the country and to tell every country to which we export an individual article, as is shown from the following exam. question, 1892: "To what countries does Canada send her surplus flour, peas, barley, eggs, horses, pigs, lumber and salt? Whence does she get her molasses, wine, silks, oysters, oranges, bananas and cotton?" Now every boy would answer that question in his own way, for he knows where each of these articles is produced, but his answer is only a guess, as he cannot find from our Geography with what countries Canada carries on her trade in these articles. Their answers would in nearly every case be, "England" or "United States."

Now how are our classes to distinguish whether we get precious stones from Brazil, Southern Africa or Australia, or whether we export wheat to any country but England? How can they learn what trade we carry on with France and Spain? Yet they are required to know.

Would you kindly give me some light on the subject by answering the quoted question, or in some other way.

Yours sincerely,

GEO. B. SNYDER.

[We know of no book to which to refer our correspondent save the Parliamentary Reports and the Official Year Book, neither of which is well suited for the purpose. Perhaps some of our readers could direct him to some convenient summary.—ED. EDUCATIONAL JOURNAL.]

## Question Drawer.

J. Mc. asks us for examples of kinds of questions likely to be asked on an entrance paper in British History. His class having reached the George IV. period, he wishes to know whether it is best to keep on or begin at the beginning.

As to the second point, by all means take your class through the remaining part of the history, in preference to reviewing the earlier part. While a general knowledge of the main facts of British History from the beginning to the present year is required from Entrance candidates, the history of our own times (George IV. to Victoria, inclusive) is of peculiar importance and interest. For the history of the past three years (not given, of course, in the text-book) it would be well to read, say, one of the many biographies of Mr. Gladstone which appeared in the daily papers at the time of his resignation last winter. The *Globe's* sketch was particularly good.

To ascertain the kind of questions likely to be asked, the best plan is to consult examination papers of previous years. For example, these are some of the questions asked in the years 1893, '92 and '91:—

1. What caused the Wars of the Roses? Give an outline of their history, naming and locating the principal battle-fields and explaining the results of the wars.
2. Any three of the following:—
  - (a) Mary, Queen of Scots.
  - (b) Sir Thomas Wentworth.
  - (c) John Hampden.
  - (d) The Duke of Monmouth.
  - (e) Lord Nelson.
  - (f) Sir Robert Peel.
3. Give an account of the Irish Parliament (1782-1801.)

Public School work in history should be mainly biographical, the chief facts and incidents being grouped about the great actors. In this form the subject is both interesting and easy to young minds. Then special attention should be paid to those subjects which are connected with matters of present and vital interest, e.g., just now, an examiner would naturally suppose the children's attention had been called particularly to the Irish question, and the course of history bearing on this, to the history of the English House of Lords and the present agitation against it; to the history of the English church and what the question of disestablishment means. Just now, too, when interest is being revived in the Napoleonic story, the life of Napoleon, as far as concerns English history, should be carefully noted. The successful teacher of history must be a man of the times, and should carefully note the events which are taking place in his own times.

J. J. T. asks for "a brief but full account of the Hawaii trouble. See article in Current History Department.

A SUBSCRIBER.—It would be impossible to condense a serviceable sketch of Gladstone's remarkable career within the limits of space available in our columns. On the occasion of Gladstone's retirement a few weeks ago, nearly all the leading dailies had sketches of his life. Probably you could procure a copy of the *Globe*, of March 5th, '91, which had a good summary, by writing to the office of that paper.

S. O. B.—The cities in Ontario with their approximate populations are the following:—Belleville, 10,000; Brantford, 12,700; Guelph, 10,500; Hamilton, 50,000; Kingston, 19,500; London, 32,000; Ottawa, 44,000; St. Catharines, 9,000; St. Thomas, 10,500; Stratford, 9,500; Toronto, 181,000; Windsor, 10,500.

## Literary Notes.

THE *Review of Reviews* for June is just to hand with its usual rich freight of notes of the Progress of the World, Records of Current Events, resumes of leading Magazine articles of the month, Notices of New Books, Current History in Caricature, etc. This magazine is, as it is intended to be, a veritable *olla podrida*, in which are served up together a great variety of ingredients selected from the best periodical literature of the day. The strong and in some respects unique personality of its originator, Mr. Stead, underlying and to some extent pervading it, will be to many readers, not the least among its attractions.

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