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The Educational Journal.

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

VOL. I.

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No. 13.

The Educational Journal.

Published Semi-monthly.

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

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

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Table of Contents.

	PAGE.
EDITORIAL NOTES.....	197
EDUCATIONAL THOUGHT.....	198
LITERATURE AND SCIENCE—	
Dedication Poem.....	199
SPECIAL PAPERS—	
The Teacher out of School.....	199
ENGLISH—	
English in the High Schools.....	200
Answers and Questions.....	201
EXAMINATION PAPERS—	
Answers to Midsummer, 1887, Examination Papers.....	202
HINTS AND HELPS—	
Mathematical Kinks.....	203
A Language Lesson for Junior Pupils.....	203
Queries for Self-Examination of Teachers.....	203
EDITORIAL—	
Industrial Education.....	204
Character-Forming.....	204
CONTRIBUTORS' DEPARTMENT—	
Teachers and Reading.....	205
Educational Defects.....	205
Life, Labor and Leisure at Chautauqua.....	205
TEACHERS' MEETINGS—	
West Bruce Teachers.....	206
CORRESPONDENCE—	
Uniform Promotion Examination Papers.....	207
BOOK REVIEWS, NOTICES, ETC.....	207
EDUCATIONAL NEWS AND NOTES.....	207

SPECIAL.

WILL our subscribers permit a few words of business expostulation? In our issue of July 15th we referred somewhat at large to the question of the peremptory stoppage of papers on the expiration of the dates to which they were paid. In that reference we explained the reasons which had led us, several weeks before that, to withdraw the announcement on that point. We have to return to the matter because some subscribers continue to treat us in a way that is hardly appreciative of the motive which led us to change the system. Everybody must know that a subscriber is responsible for a paper as long as he continues to receive it from the post-office. And yet, a number have recently returned their papers, months in arrears, quietly saying that they did not wish it any longer, but failing to say a word about the arrearage, or the liability for the time during which they have been receiving and reading the paper beyond the date to which they paid. Others, in arrears, "refuse" the paper at the post-office, without vouchsafing us a line; while a few others calmly tell us we said we would stop the paper, unless promptly renewed, on the expiration of the term! We have always relegated the quality of unfairness to constituencies *outside* of our own; and we still pride ourselves on the fact that, in the matter of a nice sense of honor, we have the most reliable class of readers in the world. Consequently, we believe that the few of them who stop the paper months after it is overdue, without calculating and remitting the arrearage, do so in forgetfulness rather than with any intention to be unfair. When we print the date with the name, each one knows exactly how he stands; and "refusals" without payment of arrears, and removals without notification, are not made by any neglect of ours. It is but *the few* who forget what is right in this matter,—we desire to be able to say that none do. Indeed, it is but the few who stop the paper at all; for the teachers of this country are more and more fully appreciating the fact that this is a journal devoted to their interests and their educational affairs in a way in which no imported paper can be.

Editorial Notes.

CORRESPONDENTS will please remember that in order to ensure the insertion of their communications it is necessary that the name and address of the writer should accompany them, "not necessarily for publication, but as a guarantee of good faith."

WE have received a copy of the Report of J. B. Somerset, Esq., Superintendent of Education for the Protestant Schools of Manitoba, for the year ending 31st January, 1887. The report is well got up and contains much interesting information, some of which we shall give our readers as opportunity offers.

WE have learned with some pleasure that the new buildings for the proposed collegiate institute of Clinton are about completed. They comprise a large assembly room and a well-equipped science room. The new buildings for the proposed collegiate institute of Seaforth are also nearly completed. We understand that they are being supplied with the Smead-Dowd system for ventilation and heating.

"Be thoughtful," "Be thorough," "Be thankful," were the three heads of Principal McHenry's address to his pupils at the recent graduation exercises in the Cobourg Collegiate Institute. If you are *thoughtful* you will be *thorough*; if you are *thoughtful* and *thorough* you will be *thankful*, was the logical order of his argument. It will hold good in the lives of teachers as well as of students.

A CORRESPONDENT of the *Regina Leader* points out the need of a Superintendent of Education to give his whole time and thoughts to the improvement and extension of the school system of the North-west. The point is well taken. The educational problem in the great prairie land is a most difficult one, and it is high time that the undivided energies of a thoroughly well-informed and competent educationist were given to its solution.

WE understand, through the Education Department, that although drawing and the commercial course are removed from the second form of the high school to the first, the examinations for third class teachers will be quite as difficult in these subjects as the examinations heretofore required for second class teachers. It was not the intention of the Education Department, we are informed, that the standard

should be lowered even though second class teachers were relieved from examination in these subjects.

TEACHERS, as well as candidates, may get some useful hints from the "Best Answers" to examination questions, now being published in our columns. Punctuation seems to be a weak point in the preparation of most students. In many cases it is entirely neglected; in others the dash is made to do duty for comma, semicolon, and colon. The dash is a very convenient thing to use when one is not sure of the right mark, but it is hardly desirable in what should be a scholarly paper. The laws of paragraphing are not very well applied. These are, of course, minor points, but they mar good papers and are worthy of attention.

THE question of the limit within which a government is justified in devoting public revenues to educational purposes bids fair to become a seriously practical one in Nova Scotia. It appears that in that Province, in 1886, without considering grants to colleges, one-third of the whole revenue of the Province was devoted to educational purposes. As the revenue is fixed while the demands of the schools are constantly growing the necessity for calling a halt is said to be making itself painfully felt, though few members of the House care to incur the odium sure to attach to any proposal to cut down the estimates for public education.

CONSIDERABLE feeling has been excited by the recent resolution of the Kingston School Board to expel from the public schools all children of parents whose taxes go to support separate schools, and by Bishop Cleary's fiery pastoral in reference thereto. The public schools of the city are, we believe, overcrowded, and the principle on which the board has acted seems fair and reasonable. Why should any parent object to patronize the schools he supports, or to support the schools he patronizes? But, why did the board use the ugly word "expel?" The children had done no wrong. Surely a less offensive word would have more accurately expressed the facts.

THE progress which has been made during the last few years in science-teaching in our secondary schools is very great. Not infrequently facts come to our notice which evidence this progress in a marked degree. Not long ago the writer had an opportunity of inspecting the physical science laboratory and museum of the Berlin High School. It was both a surprise and a pleasure to find so excellent an equipment for practical work in physics, chemistry, mineralogy, and botany. Mr. Forsyth, the science master of the Berlin school, has undoubtedly a knack for devising apparatus. Every inch of space in his crowded rooms is utilized, and yet the arrangement throughout is one of perfect order and of perfect convenience. Mr. Forsyth's herbarium is deserving of special

notice. It comprises, with a fair representation of the flora of Ontario, a very full representation of that of the County of Waterloo. Many of the specimens, so we were informed, were exceedingly rare. Masters who may be about to fit up laboratories would do well to visit Berlin, and have a talk with Mr. Forsyth.

WHY take an educational paper from the United States, to the exclusion of your own, when your own fairly claims your support? The EDUCATIONAL JOURNAL, and its editorial discussions, all refer to the educational system of this country; the examination papers, either for promotions or certificates, are those in which the teachers of this country are interested; the correspondence, the educational news, the practical work, the methods, the departmental announcements, and everything else which finds its way into these columns, are peculiarly their own; while the price, especially to Association clubs, is as reasonable as that of any similar paper. No imported journal can say this of its contents, or of its devotion to the interests of the profession in this country. Why, then, should papers from abroad be admitted to competition with it? If a teacher desires more than one educational paper, that competition does not operate. But if, as is the case with the great majority, only one is desired, should not the one to be taken, and kept, and backed up, be that which discusses and reports the educational affairs of your own country?

THE President of Toronto University, in the course of his address at the recent Convocation, congratulating the friends of the university on recent legislative changes, which have led to the restoration of the Faculty of Medicine, and are expected to lead to a similar result in the case of the Faculty of Law, observes: "This is all the more creditable to the Minister under whose special directions the measure has been framed when it is seen that the tendency of recent legislation has been largely to undo the work of older reformers and restore to the University the rights and privileges conferred on it by the Royal Charter sixty years before." It is not quite clear how much of intentional sarcasm underlies this way of putting the case. "Undoing the work of older reformers" certainly has an ironical ring. Whether and to what extent it is the business of the State to provide facilities for preparing students for any profession, save, perhaps, that of public school instruction, are at least doubtful questions. But there is a broad difference between merely giving students of such professions the incidental advantages which such an institution as the University can offer with little or no additional expense, and paying from the public treasury the salaries of the professors and tutors in those special subjects. That will be, we take it, the broad difference between the status of the restored faculties of Medicine and Law in the University of Toronto and that which existed under the system which the older reformers undid.

Educational Thought.

THEIR (the teachers') vocation in the country, is more noble even than that of the statesman, and demands higher powers, great judgment, and a capacity of comprehending the laws of thought and moral action, and the various springs and motives by which the child may be roused to the more vigorous use of all its faculties.—*Channing.*

IT is a conceded fact that no individual can learn for another; each must learn for himself. Assistance may be given by one person to another in learning, and often should be given. But how? Not by doing his thinking for him, for this is impossible. Not by doing the work or formulating the results for him, for this is vicious; but by using such means as will arouse the mental powers of the learner to do the necessary or desired work for himself. This is the true work and the only work of teaching: to arouse conscious mental action and direct it to correct expression.—*Col. Parker.*

TO create in the scholar a patient, modest and obedient action of the whole intellectual nature is a benefit that lasts on in the personal experience, and makes an abiding element in character, opening the soul to all the light of truth. Of two graduates from college, one carries out a store of things learned, the luggage of his mind. Another carries the secret how to learn, which is the better part of wisdom, and faculties set in the order of the Maker's plan. Which will be the master of his place and the master of other men in the fight of after years, who can doubt?—*Bishop Huntington.*

I KNOW they say that if you meddle with literature you are less qualified to take part in practical affairs. You run a risk of being labelled a dreamer and a theorist. But, after all, if we take the very highest form of all practical energy—the governing of the country—all this talk is ludicrously untrue. I venture to say that in the present Government, from the Prime Minister downwards, there are three men, at least, who are perfectly capable of earning their bread as men of letters. In the late Government, besides the Prime Minister, there were also three men of letters, and I have never heard that those three were greater simpletons than their neighbors. There is a commission now at work on a very important and abstruse subject. I am told that no one there displays so acute an intelligence of the difficulties that are to be met, and the important arguments that are brought forward, as the chairman of the commission, who is not what is called a practical man, but a man of study, literature, theoretical speculation, and university training. Oh no, gentlemen, some of the best men of business in the country, are men who have had the best collegian's equipment, and are the most accomplished bookmen.—*John Morley.*

THE moral law is absolute. The obligation of the Categorical Imperative does not arise from the fact that we shall be comfortable if we obey it. A thing is right simply because it is right. Neither personal nor tribal advantage is the measure of ethics. The idea of obligation has not its root in the idea of utility. The concept of justice is not derivative; it is original. Honesty may be the best policy; but a thing is not honest because it is politic. But it is not because of the reward inherent in it that virtue is virtue. "The idea of duty differs by the whole diameter of existence from the idea of self-interest." True it is, and the first of truths, that

"Because right is right, to follow right
Were wisdom, in the scorn of consequence."

Consequence! It is beside the question. "Better were it," says Cardinal Newman, "for sun and moon to drop from heaven, for the earth to fail, and for all the many millions who are upon it to die of starvation in extremest agony, so far as temporal affliction goes, than that one soul should tell one wilful untruth, though it harmed no one, or steal one poor farthing without excuse." This is the language of the theologian. But the philosopher gives a like judgment. "The dictum, 'All's well that ends well,' Kant happily observes, 'has no place in morals.' And morals have no real place in any philosophy which bases itself on the doctrines of utilitarianism.—*W. S. Lilly, in the Forum for November.*

Literature and Science.

DEDICATION POEM.

THE following poem was read at the dedication, on the 17th Oct., of the Shakespeare Memorial Fountain, presented to the town of Stratford-on-Avon, by Mr. G. A. Childs of Philadelphia, U. S. The poem was composed for the occasion by Dr. Oliver Wendell Holmes.

Welcome, thrice welcome is thy silvery gleam,
Thou long imprisoned stream!
Welcome the tinkle of thy crystal beads,
As plashing raindrops to the flowery meads,
As summer's breath to Avon's whispering reeds!
From rock-walled channels, drowned in rayless night,
Leap forth to life and light:
Wake from the darkness of thy troubled dream,
And greet with answering smile the morning's beam!

No purer lymph the white-limbed Naiad knows
Than from thy chalice flows;
Not the bright spring of Afric's sunny shores,
Starry with spangles washed from golden ores,
Nor glassy stream Bandusia's fountain pours,
Nor wave translucent where Sabrina fair
Braids her loose-flowing hair,
Nor the swift current, stainless as it rose
Where chill Arveiron steals from Alpine snows.

Here shall the traveller stay his weary feet
To seek thy calm retreat;
Here at high noon the brown-armed reaper rest;
Here, when the shadows, lengthening from the west,
Call the mute song bird to his leafy nest,
Ma'ron and maid shall chat the cares away
That brooded o'er the day,
While flocking round them troops of children meet,
And all the arches ring with laughter sweet.

Here shall the steed, his patient life who spends
In toil that never ends,
Hot from his thirsty tramp o'er hill and plain,
Plunge his red nostrils, while the torturing rein
Drops in loose loops beside his floating mane;
Nor the poor brute that shares his master's lot—
Find his small needs forgot—
Truest of humble, long-enduring friends,
Whose presence cheers, whose guardian care defends!

Here lark and thrush and nightingale shall sip,
And skimming swallows dip,
And strange shy wanderers fold their lustrous plumes,
Fragrant from bowers that lend their sweet perfumes
Where Pæstum's rose or Persia's lilac blooms;
Here from his cloud the eagle stoop to drink
At the full basin's brink,
And whet his beak against its rounded lip,
His glossy feathers glistening as they drip.

Here shall the dreaming poet linger long,
Far from his listening throng—
Nor lute nor lyre his trembling hand shall bring;
Here no frail Muse shall imp her crippled wing,
No faltering minstrel strain his throat to sing!
These hallowed echoes who shall dare to claim
Whose tuneless voice would shame,
Whose jangling chords with jarring notes would wrong
The nymphs that heard the Swan of Avon's song?

What visions greet the pilgrim's raptured eyes!
What ghosts made real rise!
The dead return,—they breathe,—they live again,
Joined by the host of Fancy's airy train,
Fresh from the springs of Shakespeare's quickening brain!
The stream that slakes the soul's diviner thirst
Here found the sunbeams first;
Rich with his fame, not less shall memory prize
The gracious gifts that humbler want supplies.

O'er the wide waters reached the hand that gave
To all this bounteous wave,

With health and strength and joyous beauty
fraught;
Blest be the generous pledge of friendship, brought
From the far home of brothers' love, unbought!
Long may fair Avon's fountain flow, enrolled
With storied shrines of old,
Castalia's spring, Egeria's dewy cave,
And Horeb's rock the God of Israel clave!

Land of our Fathers, ocean makes us two,
But heart to heart is true!
Proud is your towering daughter in the West,
Yet in her burning life-blood reign confest
Her mother's pulses beating in her breast.
This holy fount, whose rills from heaven descend,
Its gracious drops shall lend
Both foreheads bathed in that baptismal dew,
And love make one the old home and the new!

Aug. 29, 1887.

Special Papers.

THE TEACHER OUT OF SCHOOL.

BY G. H. BLACKWELL.*

MUCH has been written for the benefit of teachers in their school work, but comparatively little has come under my notice for their direction in their leisure hours. I make this my only apology for bringing this subject before you.

An idea prevails that school teachers do not amount to much outside the routine of the school-room. I am of the opinion that if they made the most of their abilities and privileges, they might be nearly as useful to their fellow men and women as they are to the children placed under their care.

With so much spare time at our disposal it seems to me we might, oftener than we do, employ it for the benefit of others, and to our own credit in many ways, and that it is our duty to do so.

It would take too much time and space to point out in detail all the ways and means to this end, but I may offer a few suggestions as they come to mind.

It is unnecessary for me to say that the first duty of the teacher is to get acquainted with the parents of his pupils. But for fear the old question of how it is to be done when we are not invited to their homes should be asked, I would say, if the teacher is so formal and dignified that he cannot go without an invitation, so much the worse for the teacher. I conceive it to be as much a duty to get acquainted with the parents, as with the children, and as a duty in the first instance it should be performed.

I should not have touched this threadbare subject, however, did I not know that some teachers act as if it was their object to make as little acquaintance with the homes of their pupils as possible.

After some intercourse with the people the teacher can then have a better idea of the work that lies before him, and in many instances I believe we shall find that the foundation of our success, or the cause of our failure, in the school-room, lies in the amount of influence we have in the homes. The more fully, therefore, we are enabled to enter into the life of the community in which we live, the more will our influence be extended.

But in channels apparently disconnected with school work, the teachers may use their more extended knowledge of some branches, and their opportunities of acquiring more, so as to greatly benefit those with whom they come in contact. As different cases need different treatment, I shall mention some of the ways in which teachers may be useful to the community in which they dwell. If my remarks should set any of you to thinking on different lines from those to which you have hitherto confined yourselves, I shall be satisfied.

No two individuals are exactly alike, but there is often much similarity in the habits of the members of a community. In fact, communities, like school teachers, sometimes get into ruts. For instance, in one section the same system of farming is carried on that has been in vogue for years. The enlightened teacher, by calling to his aid his knowledge of chemistry, or botany, may often drop a word which by showing the folly of some course or system may set some one to thinking, and thus be the means of

creating an interest in the science of agriculture which will lift farming above the plane of a dreary monotony, and give it a place, so far as that district is concerned, little lower than that assigned to what are commonly called the professions.

In another district the social spirit may be dead, or the neighborhood may be disturbed by jealousies, or warped by prejudices. Where such a state of affairs exists, the careful, clear-headed teacher may do much to remedy it. By means of his own free, good-natured presence, assisted by social gatherings and other arrangements, the product of a fertile mind, he may set the people to rubbing together in such a way that their rough edges may be made smooth, and their sharp corners rounded.

Sometimes we find the literary standing of a section very low. Few of the people are readers; they are generally ignorant on the common questions of the day, and as a result are narrow-minded and bigoted. When such a state of affairs exists the high-minded, large-hearted teacher may be a veritable missionary among them.

There he will find full scope for all the qualities of mind and soul he possesses. The literary society, the reading circle, and the debating club will find their proper place, and who should be better able or more willing to direct them than the teacher? Don't look appalled and say, "We never did the like." If you have not, you should have done so, but it is not too late to begin.

There is no other agency for general improvement, that I know of, so likely to become popular in a neighborhood as one of those societies properly managed, and none more productive of good. When we think of the number there are who, not from lack of natural ability, but for want of suitable training, are unable to take their proper place in society, who are unable to express an opinion in public on even the commonest subjects, or who, as is too often the case, may in fact have no opinions of their own to express, we should be incited, each and all of us who feel the responsibilities of citizenship, to do what we can to mend matters in this respect.

We might carry this idea much farther, but it is not necessary. Probably many of you know much more on the subject than I do, but if this paper does nothing else it may serve to bring the matter again before your minds.

I do not think I need say anything about the personal deportment of the teacher out of school. While being free, open, and frank, he should not take too great liberties, or allow too much freedom with himself. He should choose his society and associates from among the best, and while meeting and mingling naturally with others, not acting pompously or assuming superiority, he should be careful that while among them he does not get to be of them.

In these days when so much is being said about religious instruction and moral training in the schools, the teacher's every word and action are noticed, and we must in self-defence, if for no higher reason, be very careful about our conduct and our company. But what kind of an opinion will our pupils have of us if we attempt to reprove them for things which they know perfectly well we indulge in and practice ourselves? It is therefore of the utmost importance that we strive to be models of deportment, and examples in every way worthy of imitation. Endeavoring to let the light of our acquirements in knowledge shine out for the benefit of those with whom we come in contact who need it, we should at the same time strive to gain information ourselves that we may use to advantage with our pupils, for I realize it to be a fact that to be a good and successful teacher in the school-room, one needs a great deal of general intelligence not derived directly from text-books, but picked up by observation and contact with men and things, and laid up in store for use as needed.

Now I am not presuming to preach a sermon, or lay down a code of rules for any one to walk by. But having noticed that many of us fail to use our spare hours to the best advantage, either to ourselves or others, and feeling that we ought to try to be patterns, as well as teachers, and do something more than teach six hours a day, I have thrown out these scattered suggestions in the hope that some of us may be led to think and act, when outside the school, not solely for our own benefit, but with a view to the good of all with whom we have to do,

* Read before the North Huron Teachers' Association.

English.

All communications intended for this column should be sent to W. E. Houston, care of THE EDUCATIONAL JOURNAL, Toronto, not later than the 5th of each month.

ENGLISH IN THE HIGH SCHOOL.

THE following circular was sent to some of the prominent educationists of the Province. We publish below the answers of Mr. Wm. Houston, M.A., Librarian of the Legislative Library, Toronto, a gentleman whose experience as a teacher, examiner, editor, and author, renders his opinion of very great value. In next issue we intend publishing other answers that have been received:—

"Dear Sir,—Will you kindly answer for publication in the English column of the EDUCATIONAL JOURNAL the following questions based upon the letter of Mr. Haultain, which recently appeared in the *Week*, and of which a copy is enclosed.

"I. Do you think the two prominent defects mentioned in paragraph three of the letter are justly to be attributed to the indolence and inability of the teacher?

"II. If not, to what are they ascribable?

"III. Does your experience lead you to think that this 'lack of clearness' and 'this lamentable ignorance' of grammatical construction are on the increase?

"IV. Is the state of affairs sufficiently bad to justify any decided change in the method of teaching English?

"V. Is sufficient time given in our high schools to the study of English?

"VI. Is too much ground covered by the course prescribed in English for high school students?

"VII. Do you consider that the correction of mistakes in English is on the whole a profitable exercise?

"VIII. Can you suggest any way in which the English course might be made more useful and effective?

"IX. Will you kindly state what you consider the principal object of a course of English in a high school?"

MR. HOUSTON'S ANSWERS.

1. In my opinion the defects specified by Mr. Haultain are not due, to any great extent, to either indolence or incompetence on the part of the teachers. There are of course some indolent and incompetent members of the profession, but I am convinced that the great majority of those who prepare candidates for the University and Departmental examinations are both intelligent and energetic.

2. The defects referred to are, I believe, due chiefly to three causes: (1) the prevalence of defective methods which are traditional in nearly all English speaking countries, and which the teachers have been by the character of the official examinations compelled to pursue; (2) the comparative youthfulness of the candidates, whose judgments are not, on the average, sufficiently mature; and (3) the shortness of the average period of preparation for the examinations. It will be impossible for even unquestionably competent and industrious teachers to keep up a high average of candidates until they have them for longer periods and send them up older in years.

3. I do not think that the defects in question are on the increase, but rather the reverse. I believe that English is better taught now than ever before in Ontario schools, and I feel quite confident that the teaching profession are sounder in both their opinions and their methods than many of our university examiners are.

4. A general change of method is undoubtedly desirable. Owing partly to traditional practice and partly to the character of our English examinations, teachers have been compelled to follow the beaten track, often against their own judgments. Better results cannot reasonably be expected until they feel free to resort to better methods, and they cannot feel free to do this so long as examination questions put a premium on "cram." Facility in mechanical analysis and parsing, ability to repeat and correctly apply all the rules of syntax ever formulated, and a memorized knowledge of all the definitions in grammatical and rhetorical text-books will not make pupils write good English. This accomplishment can be acquired only by dint of long practice under intelligent direction. We have been engaged so exclusively in teaching and learning

about English that we have found no time for teaching and learning English.

5. I cannot say whether or not on the average enough time is given in our high schools to the study of English. No general limit table will furnish the means of answering this question, and I have never made inquiries on the subject. I have a suspicion, however, that our admitted failure to produce good English scholars is due rather to the adoption of wrong methods than to the scantiness of the time allowed for the subject.

6. I do not think the present high school course in English covers too much ground. Its aim is (1) to impart culture by the study of master-pieces of literature in prose and verse; (2) to give the pupil such a training in the art of expression that he will be able to use his own language with correctness if not with elegance; (3) to enable him to reach by means of scientific analysis of statements the principles that underlie the construction of sentences; (4) to make him acquainted, by means of the rhetorical analysis of prose works, with the principles that underlie the construction of prolonged discourse; and (5) to guide him to a useful knowledge, scientifically acquired, of the meanings and forms of words. If to this we add elocution, orthoepy, and orthography, we have a fair analysis of the present high school course in English. Certainly none of these elements can be omitted in dealing with our own language in secondary schools. My belief is that none of them can be omitted in dealing with it in primary schools, while one other element must for them be added, facility in the recognition of written words.

7. I know of no effective method of teaching the art of expressing thought correctly except practice in composition and the correction of errors. As the pupil learns to walk by walking he must learn to express thought by expressing thought. To tell him beforehand to avoid certain errors would be absurd. The only way to secure avoidance of such error is to call attention to them after he, or some one else, has fallen into them. The mistakes selected for correction should be the pupil's own mistakes, but now and then he may be told for his encouragement, if for no other reason, that great writers of English prose fall into errors similar to his own. I am reading just now an English translation of Buntschli's "Allgemeine Staatslehre." The English version is by three Oxford scholars, all of whom are "Fellows" and "Tutors"—D. G. Ritchie, M.A., P. E. Matheson, M.A., and R. Lodge, M.A.—and the translators state in their preface that while each translated a particular part of the work the whole of it was "subjected to a mutual revision." And yet I find in it such sentences as the following: "The French version by M. Riedmatten, who has also translated the Allgemeines Statsrecht;" "The State must be philosophically comprehended, as well as historically;" "The ancient and mediæval forms of the State need only be considered as preliminary;" "The conception of the State can only be discovered by history;" "The *Politics* of Aristotle were studied in many monasteries." It must be a useful exercise for a pupil to be asked to make good English of such sentences. The frequency of the occurrence of such errors, and even more glaring ones, in books written by eminent scholars should make those in Mr. Haultain's position somewhat tolerant of the slips of the examination hall. If utterly inexcusable blunders can run the gauntlet of three Oxford "Fellows," not to speak of intelligent compositors and proof-readers, it is not surprising that a nervous candidate, whose English scholarship consists of a knowledge of definitions which he does not clearly understand, and of rules which he does not habitually apply, should, in his hurry and confusion, revert to the use of the forms to which he has been from infancy accustomed. I know of only one great English prose writer who never blunders—Mr. Goldwin Smith.

8. The best way to make the English course more "useful and effective," is to make it more practical, and until our examinations permit this to be done, we shall have reiterations of Mr. Haultain's lament. By making English more practical, I mean paying less attention to definitions and their illustrative examples, and to rules and their formal applications. If I were teaching English to pupils of any grade from primary school to university, I would act on the following principles:—

(a) In teaching literature I would put in the pupil's hands texts absolutely free from annotations, so that I might be able to control side reading, and give the pupils some chance to exercise their faculties without prompting. Notes are analogous to a staff or a crutch, useful enough when one cannot do without them, but an encumbrance and a nuisance when they are not needed. I have a positive dislike of annotated texts for my own reading—especially in the case of poetry.

(b) In teaching grammar I would put no text book at all in the pupils' hands. Every text book I have ever seen is, from my point of view, highly defective, and any one of them in the pupils' hands would create confusion. Grammar is a science, the subject matter of which is the sentence and its parts. The function of a science is to investigate its subject matter, and to seek for general principles, by means of which to explain facts. It is the business of the teacher to guide the pupils in the work of investigation, not to do it for them, much less to compel them to memorize the results arrived at by previous investigators, and stated by them in the form of definitions and rules, many of the former being incorrect, if not nonsensical, and most of the latter being entirely unnecessary.

(c) In teaching rhetoric, I would for similar reasons banish text-books, and endeavor to get the pupil to find out for himself the general principles underlying the rhetorician's art by analyzing prose masterpieces. Rhetoric should be taught, like grammar and philology, as an inductive science, and every student of any inductive science should be required to tread in the steps of the discoverers who created it. There is not a single valuable principle of rhetoric formulated by the writers of treatises which an intelligent pupil cannot discover for himself in the works of Ruskin or Macaulay, under the guidance of an ingenious teacher, acting on the principle that self-repression is the first law of pedagogy.

(d) Philology—the science which inquires into the general principles underlying our English vocabulary—should be dealt with in a similar way. All the so-called laws, even those that are phonological, can be reached by induction, using the common language of every-day life as the subject matter of investigation, and without burdening the pupils with masses of indigestible material committed laboriously to memory. Every English word has a life history, and pupils will take a deep interest in exploring it if they are properly directed. The language itself has a life history, and it is quite possible to arouse a similar interest in it. But that can never be done by asking pupils to commit to memory a few facts and dates, jumbled up with isolated archaic forms.

(e) For teaching composition I would abandon all "language lessons" of the various kinds ingeniously planned on the old Ollendorf method. These are all based on the assumption that the pupil needs to be taught the English language, whereas he is an expert in its use before he comes to school at all. The chief difference between him and the teacher is, that the latter has a larger stock of ideas, that he has consequently a more extensive and varied vocabulary, and that he expresses his thoughts in a more conventional way. What the pupil needs is not teaching, but training, and this he can get in only one way—constant practice under wise guidance. Original composition is the best kind of language lesson, and the next best is a dictation exercise. The teacher who gives his pupils plenty of practice in both, and who requires them to find out, correct, and avoid their own besetting errors, especially if he has wisely guided them in the construction of their own system of grammar, rhetoric, and philology. If any one is disposed to say that such a course is impracticable or unsafe, then I must reply that experience has shown this to be true also of the ordinary methods of dealing with English in schools, and if space permitted I could easily give good reasons for believing that the plan I advocate is at once the best from the educational point of view, and the safest as a means of preparing for examinations.

9 The general object of our English training is to impart culture, and it is for this purpose the best subject in every stage of a student's course from infant class to post-graduate university. Taking the five departments of English specified above,

the particular objects of the different courses are obvious enough.

(1) The aim in the study of literature, as literature, whether in the form of poetry or the form of prose, should be to cultivate the æsthetic faculty, to give pleasure of the highest kind, to enable the student now and then, and the oftener the better, to forget the cares and troubles of real life in the contemplation of what is suggested to his mind by the literary artist—in short, to make life better worth living than it would be without the element of idealism which poetry of a high class is so well adapted to supply. In this respect it is far superior alike to painting, to architecture, and even to music, each of which appeals to only a limited class, while the taste and capacity for literature are very general if not universal.

(2) The aim in the study of grammar, rhetoric, and philology should be, primarily to secure an intellectual training by the pursuit of scientific methods, and incidentally to increase the student's expertness in the use of the English language for the practical purposes of life. For the former of these objects, each of these subjects is as well adapted as biology, or chemistry, or geology, or physics, while the classroom appliances are less costly. Nothing is needed but texts and a few works of reference. The treatment can be, and should be made strictly inductive, every definition and every rule being the student's own creation, as the result of his own previous analysis of what is complex and his classification of resulting simple elements or objects. For effecting the latter purpose the teacher must largely trust to the educative effect of scientific treatment, availing himself, however, of useful opportunities as they present themselves, for giving a practical turn to the discussion of the subject matter in hand.

(3) The aim in the practice of composition should be to improve the student's capacity to express his thoughts in forms that are as faultless as possible. This presupposes that he has thoughts to express, and therefore the teacher of composition must pay attention to matter as well as manner, to "invention" as well as "style." Composition is an art, not a science, but what is learned about the nature of language from the scientific treatment of sentence, discourse, and vocabulary will greatly aid in the practice of the art of expression. It will assist the student to say just what he wants to say and say it in the best way. It will enable him, without any memorization of rules to write clearly, briefly, and gracefully, and to stop when he is done.

If the theory of an English course as thus outlined is correct, it is quite obvious that too much time is not given to it in high schools, and it is equally obvious that wrong methods of treating the subject as a whole are very prevalent. For this I do not blame the teacher, however. The universities have been at fault in the past, and even now the general practice of the teachers is better than the theory of the Provincial University. A few months ago when, as a member of the Senate of that institution, I sought to have the study of English prose made compulsory for rhetorical purposes, my proposal was voted down. That the change I asked for then will ere long be forced on the University is as certain as anything can be, but when the governing body of a great educational institution has to be forced by public opinion to make useful changes in its curriculum, why should one of its graduates feel surprised that the teaching of English in public and high schools is defective? I would like Mr. Haultain, or any other of my fellow-graduates of the University of Toronto, to explain to what extent and in what way his university course was of benefit to him with regard to the kind of culture imparted by the study of English. To put the matter more generally, I would like any graduate of any of our universities to show the public what these institutions are doing, individually and collectively, to promote sound and useful methods of dealing with our own language and our own literature.

QUESTIONS.

THE following questions have been received since last issue:—

1. In the Literature Papers at the recent 3rd Class Examinations the following question was

given:—"What is the difference between the versification of the last three stanzas and that of the preceding ones" (in "As ships becalmed at eve")? Please point out the difference.

2. In the "Notes on 3rd Class Literature for 1888," "Rest of a Crown" is explained, as referring to Richard II. Is it not rather a reference to Henry VI., who by treaty with the victorious Ed. IV., was permitted "yet to share the feast"—that is, allowed to reign during the remainder of his life.—TEACHER.

3. Is there a book entitled *Notes to High School Literature for '88*?

4. Where could I obtain a text-book on *Precis Writing and Indexing*, suitable for third class work?—E. C.

5. Please give the meaning of the words, "La Allah illa Allah," found in "After Death in Arabia."—A TEACHER.

6. Will you kindly answer the following question from the paper on "Methods in English," set at the First Class Professional Examination last year: "By means of an examination paper based upon the following poem and suited to the capacity of First Form High School pupils, exemplify the different classes of questions you would put in teaching English literature:"

How sleep the brave who sink to rest
By all their country's wishes blest!
When spring with dewy fingers cold
Returns to deck their hallowed mould,
She there shall dress a sweeter sod
Than Fancy's feet have ever trod.

By fairy hands their knell is rung;
By forms unseen their dirge is sung.
There Honor comes a pilgrim grey
To bless the turf that wraps their clay,
And Freedom shall awhile repair
To dwell a weeping hermit there.

7. (a) Where can a teacher procure the most suitable books for school-children's prizes? (b) Can you make any suggestion which would serve as a guide in the choice of books?—G. R. C.

8. By the new regulations respecting teachers' certificates, I notice that in Form III., under the heading of Grammar and Philology it is said, "selected portions of *Earle's Philology*." Who selects these portions?—SUBSCRIBER.

9. Will the *Companion to the Fourth Reader* cover all the ground for the literature required by the Department for entrance to the High Schools?

10. If not, what will?

11. Is the second edition likely to be in use for more than this year, or are we likely to have a new one every year?

12. Will the 1st edition agree in point of matter with the 2nd, in using both in the same class?

13. Will you have the goodness to tell where the best work on "Paraphrasing" may be found?

14. Please answer the following:—"The Conquest of Bengal." Why had the servants of the company at Madras become soldiers and statesmen while those of Bengal remained mere traders?

15. Interpret "La Allah illa Allah."

16. Have intransitive verbs voice?

17. Distinguish between soldier and statesman.

ANSWERS.

THE following answers were inadvertently omitted from the last series:

(d) The lark in its going towards the sky resembles the pilgrim on his continuous journey towards some shrine.

(e) "The proud privilege" is the being permitted to sing in joyous independence of the earth below.

1. In the last three stanzas the odd lines instead of rhyming with each other are independent, but make up for this lack by the existence of a "middle rhyme." In other words, there may be said to be six verses in the stanza instead of four.

2. Gray's own note on the expression is: "Richard the Second (as we are told by Archbishop Scroop, and the confederate Lords in their manifesto, by Thomas of Walsingham, and all the older writers,) was starved to death. The story of his assassination is of much later date."

3. None that we know of. Both the edition of Mr. J. E. Wells, and that of Mr. H. Dawson, deal with the High School Literature.

4. See the advertising columns of this journal.

5. "The Lord, he is God."

6 (a) What is the central thought of the extract.

(b) Show the meaning and function of all the clauses and phrases.

(c) Explain the meaning of *who sink to rest, their hallowed mould, their knell is rung, that wraps their clay, a weeping hermit*.

(d) What is the syntactical relation of *to rest, all, cold, sod, than, pilgrim, awhile*?

(e) Explain the meaning of *sleep, brave, blest, returns, to deck, shall dress, turf, clay, repair*, and state whether these words are ever used in any other sense than that of the extract.

(f) What would be gained or lost by the substitution of *fall* for *sink*, *desires* for *wishes*, *adorn* for *deck*, *sacred* for *hallowed*, *traveller* for *pilgrim*, *encloses* for *wraps*, *return* for *repair*?

(g) Develop the meaning of *fingers, rung, dirge, pilgrim, repair, hermit*, by a statement of their etymology.

(h) What is gained by the personifications of the extract? To what extent are they natural?

(i) Criticize the appropriateness—on the ground of force and beauty—of the italicized words in: with *dewy fingers cold, hallowed mould, sweeter sod, their dirge* is sung, a *pilgrim grey*.

(j) Express in ordinary prose ll. 5-6, 7, 10, 11.

(k) Write a note on the versification on the basis of metre, rhyme, and alliteration.

7. Address any of wholesale booksellers that advertise in the JOURNAL. Write to the bookseller telling for what class you need the books.

8. Probably the Educational Department. A special edition of Earle may perhaps be issued shortly.

9. It takes up all the extracts in the Fourth Reader.

10. There is no other book published on the subject.

11. We cannot say.

12. Another unanswerable conundrum.

13. We know of no book wholly devoted to this subject, but most of the books of Rhetoric contain a chapter dealing with it. We can recommend as likely to render assistance, "Chittenden's Lessons in English Composition."

14. Because of the proximity of Dupleix and the French to the English at Madras. The servants of the company in Bengal has not come into contact with the French, and consequently has not been trained in war and diplomacy.

15. See answer to question 5.

16. Yes, the active.

17. A statesman deals with the affairs of state, a soldier is simply one engaged in the pursuits of war.

ITALY has 42,390 primary public day schools, in which are about 1,873,723 pupils. There are also 7,129 primary private schools, with 163,102 pupils, and 2,035 public and private infant schools. The expenditure for public instruction is 34,736,882 lire. Portugal has 3,567 public primary schools, with 177,685 pupils; 1,749 private primary schools, with 58,231 pupils; 171 night schools, with 5,722 pupils, besides 21 lycæums, numerous private middle-class schools, and 6 polytechnic, industrial and medical colleges, and the university at Coimbra. The school expenditure is 921,877 milreis. In Greece there are 2,699 schools of all sorts and 143,278 pupils, with an annual expenditure, for worship and instruction, of 2,892,716 drachmas.

THE opening lecture of the fifth session of the Woman's Medical College, of Toronto, was given by Dr. A. McPhadden, in the theatre of the Normal School a week or two since. There was a large attendance of ladies interested in the institution. Addresses were delivered by Mr. Goldwin Smith, Rev. Dr. Kellogg, Dr. Workman, and Principal Caven. The chairman said that the audience would be glad to know that the college was doing a very good work. It had eight new students last year, and the prospect for the coming year was very encouraging indeed. The lady treasurer reported a collection of \$2,300 for the purposes of the college, but there is much need of larger funds for the efficient development of this excellent institution.

Examination Papers.

ANSWERS TO EXAMINATION QUESTIONS.

MIDSUMMER EXAMINATIONS, 1887.

THIRD CLASS TEACHERS.

HISTORY.

Examiners: { M. J. Kelly, M.D., LL.B.
J. J. Tilley.

NOTE—Two-thirds of the value of this paper counts 100 marks—the maximum.

1. "But Cnut was more Englishman than Northman, and his system of government was an English system. The true foreign yoke was only felt when England saw its conqueror in William the Norman."—*Green*. Develop the full significance of what is here set forth.

2. Show how the introduction of the Feudal system affected the English people; trace its gradual abolition.

3. Sketch, briefly, the origin and progress of the Crusades; show England's connection with them, and their influence on Western Europe.

4. Under what circumstances and when were Ireland, Scotland and Wales united to England?

5. Edward I. has been called the "English Justinian." Prove his claim to the title.

6. Trace the claim of Henry VII. to the English crown. Give an account of his most eminent contemporary sovereigns on the continent, and mention three events which occurred during his reign and show how they have influenced the world ever since.

7. Write a brief sketch of the War of American Independence. State its causes and its consequences, (1) immediate and (2) remote.

8. English Literature of Queen Anne's age—write a short account of it; describe (1) its merits and (2) its defects.

9. Outline, briefly, the history of French Occupation in Canada. Show what rights were secured to the French Canadians by the treaty of Paris, and how and when these rights have been confirmed since?

10. What circumstances led up to Confederation? Show how the powers of the Dominion and Local Legislatures are limited by the Confederation Act.

BEST ANSWER.

I. Cnut retained the laws of the English, came to England and ruled as an English King. In Wm I's time, he came as a Norman, brought his Norman followers, gave to them all the power and offices of trust—took the land of the Saxon nobles from them and gave it to his Norman followers. The language of the Court and Law Courts became Norman French. The Saxons were not allowed any share in the government but were rather treated as a degraded people—in fact as slaves. The Saxons then felt the foreign yoke—under a foreign king—governed by foreign laws—ruled by foreign nobles and a foreign language spoken in the law-courts where justice was administered by foreign judges and in a foreign language.

II. The Feudal system introduced by Wm I, took the English folk-land or property of the people and placed it in the hands of the king as his personal property. It—by making the king absolute—took from the people much of their power in the lower courts and Witanagemot. It raised powerful nobles who oppressed the people and who on a/c of their power made war against the King or against one another. It divided the people into certain grades or classes according to the power each possessed e.g. Kings—Nobles & Higher Clergy, Vassals and Slaves—

In Jno's reign by the passing of Magna Charta it received its first check—In Hy. III's and Ed. I's reign, we have the power of the people extending and the baron's power decreasing.

In the Wars of the Roses the Rich Nobles being nearly all killed off—their estates were bo: by com-

moners—merchants who had risen—these possessed no feudal power.

Hy. VII abolished maintenance which practically did away with the Feudal System.

III. The Crusades began in the time of William Rulus about 1100 A.D.

Pafestine had fallen into the hands of the Infidels or Mohammedans, and the Christian people of Europe had been in the habit of making pilgrimages to Jerusalem to worship at the tomb of our Saviour.

Peter the Hermit on his return from one of these trips, burning with indignation at some wrongs he had suffered, roused the people to a sense of the indignity of allowing the holy City to remain in the hands of the Infidels of Europe and urged them to invade Palestine and rescue the Holy Sepulchre from the hands of the Infidels.

An army was raised composed of all the Christian nations of Europe, which invaded Palestine. This was the first Crusade. Several attempts were made at different times by different armies, which have been named First, Second & Third Crusades, &c. England had several nobles with their followers join in these crusades, but in Richard's I's reign, the people as a whole united and sent a force under Rich. to Palestine, which though successful for a time, had to retire without accomplishing their aim.

INFLUENCE—They brought the countries of Western Europe more together, which led them to become more friendly and to trade with one another. This was particularly the case with England and the continental powers.

They opened up commerce with Eastern countries of Europe and with the countries of Asia, which led to the enrichment of the respective countries. They rid the country of those turbulent spirits that lived only by fighting. And lessened the power of the barons, who, in order to be able to go to the Holy Land had to sell their estates, &c.

IV. IRELAND was conquered and joined to England in 1171, by Henry II. The Parliaments were united in 1800.

CIRCUMSTANCES: Two Irish princes quarreled, one applied to Henry for help; he sent the Earl of Pembroke; who put down the Irish prince's enemy, married his ally's daughter and became King of Leincester. Hy. came over, and took possession of the country as Pembroke's feudal lord. In the reign of Geo. III. by Wm. Pitt, the parliaments were united.

SCOTLAND—was joined to England in 1603. i.e. the one king ruled both, their parliaments were not united until Anne's reign 1707. James VI of Scotland at the death of Elizabeth being the nearest heir was declared King of England.

WALES was conquered by Edw. I. 1277-1282. He defeated the Welsh, killed their king, and seized and held Wales as a dependent country. The parliaments were united in Henry VIII's reign 1536.

V. Edward I had two aims as a king. He wished to unite the British Isles in one Kingdom. He succeeded in conquering Wales and in partially conquering Scotland. He wished to give the people representative government and for that purpose in 1295—he called what is known as "The Model Parliament", to which were summoned representatives from cities and boroughs as well as clergy and nobles.

He recognized the principle of "What concerned all should be approved of by all". He also signed away his right of taxing without the consent of the people or their representatives the Parliament.

He was able to do much for the advancement of the people, because he had seen the consequences of conduct like his father's, and had travelled much in the East and had seen different forms of government, their good points and defects and was able to choose that which was best suited for the welfare of his English subjects.

VI. Edw. III had a son John of Ghent he had a son John of Beaufort
" " daughter Margaret Beaufort who married Owen Tudor—they had a son Henry Tudor Earl of Richmond, who afterwards became Henry VII.

Events—
Discovery of America 1492.
" " Canada by English 1497.
Abolition of Feudal Tenure—

VII. War of American Independence commenced 1775, ended 1783.

Events—
1775 { Battle of Lexington — Americans defeated, but @ great loss to English
Battle of Bunker's Hill—Drawn battle
Invasion of Canada by the rebels—Americans defeated

1776 — The Declaration of Independence was published.

1777—Battle of Brandywine River—English successful

1777—Battle of Saratoga—English defeated
1781 surrender of English @ Yorktown.

1783—Treaty of Versailles, by which the Americans gained their independence, and the boundary lines between Canada and United States were settled, brought the war to a close.

Causes—(1) Immediate—

The refusal of the Americans to pay the duty on tea; their boarding a ship and throwing overboard its cargo of tea, the removal to Salem of Boston's privileges as a port, and the attempted forcing of the American's to pay this tax.

(2) Remote.

In 1765—The Stamp Act was passed—The Americans claimed they had no right to pay taxes to England as they sent no members to the English Parliament; The Stamp Act was withdrawn, but new taxes on tea, lead, glass, painter's colors &c were levied. The Americans still claimed their right of no taxation without representation, and on the events mentioned above under "immediate" taking place, the war broke out.

Consequences—(1) Immediate—

The Americans gained their Independence. The English power in America was lessened.

(2) Remote—

This led England to be more careful in her dealings with her other colonies, and we find England making concessions to the Canadian people, which if she had made to the American's she might still have been the possessor of what now is "The United States."

Other nations of Europe had portions of their population dissatisfied. These, emigrated to the United States hoping in a free country to be freed from those bonds, under which they suffered in their own.

IX. The French settlements in Canada commenced about 1535. Nothing important in the way of colonization was done, until 1603—in the time of Champlain.

The country was placed in the hands of Fur Companies, who had full control. Their only desire being money—the people were neglected and settlements were few and far between. Had it not been for Champlain and the Jesuit priests, the country would have stood still.

In 1663—These companies were done away with and the country ruled by "Royal Government."

Frontenac—one of the French Governors did much to advance his colony—bought out settlers, opened up new parts of the country and protected his people from the Indians and English. Under him was carried on King William's War.

Later on we have Queen Anne's War and then "War of Boundary Lines", which was ended in 1763 by Treaty of Paris, by which all Canada was given into the hands of the English.

By the treaty of Paris—The French Canadians were to be left in undisturbed possession of their homes, goods and chattels—They were to enjoy the free exercise of their religion, and were to be treated as British subjects.

In 1774—The Quebec Act confirmed these rights, allowing them to hold their land by Seigniorial Tenure and to retain their Custom of Paris, and giving them lands for the support of the Catholic clergy.

In 1791—The Constitutional Act confirmed these rights, by reaffirming their right to these lands for the support of their clergy, & by allowing them to settle which way they should hold their land;

X—Dissatisfaction with the terms of the Constitutional Act led to the rebellion of 1837. This led to the Union Act of 1841. The results of the Union Act were beneficial but not quite satisfactory to either people or statesmen. In order to secure better government and make a union of all the British Provinces in North America so as to produce strength, the Confederation Act of 1867 was passed.

By the Confederation Act—

The Dominion Parliament is under a Governor-General appointed by the Crown, and whose consent must be obtained to every measure before it can become law.

They have power—to appoint Lieutenant-Governors for the various provinces—over emigration—postage—navigation—militia, and navy—custom duties—Indians—&c.

and the power to veto measures passed by Provincial Parliaments. This limits the powers of the Local Legislatures.

The Local Legislatures have control of—license—crown lands—education—penitentiaries—municipal affairs and the appointment of officers to administer justice, &c.

The British Parliament has the power to veto any measure passed by the Dominion Parliament.

In case of dispute between a Province and the Dominion the Privy Council of England decides.

VIII. Queen Anne's is one of the most brilliant reigns as re. Literature in English History.

To this age belongs—Addison, Pope—Swift—Dryden—Steel—Loche—Bolingbroke, &c.

Merits—Our principal poets belong to the artificial school. Their poetry was noted for its correctness of Syntax and beauty of style; as far as choice language &c goes.

DEFECTS—No attention (or at least but secondary attention) was paid to rhythm or naturalness and clearness of style. It was of a narrow, stilted style.

The prose writings of Addison, however, differ from these.

His style is natural and easy as well as beautiful. From nearly all his writings some moral lesson may be drawn—

Hints and Helps.

MATHEMATICAL KINKS.

BY T. P. HALL.

KINKS called last week to discuss theological education. He is a curious fellow, always trying to get me into deep water over things I don't know anything about, but in spite of his odd ways and strange appearance—tall and thin, slightly bald, with widely oval forehead, round eyes, and a nose the reverse of Roman—there is something about him I like. Well, as I said, he called one evening, and in his usual abrupt style began at once by expressing his conviction that mathematics should form the chief part of a theological course. "Wait a minute," he added, noting my astonishment, "wait till I get through, and you will see that I am right. You know, for instance, that the most fundamental question of Theology is 'What was the world made of?' Now what is your opinion?"

I suggested "world-stuff."
"No," he said very emphatically, "it was not made of your miserable world-stuff. It was made of nothing, and I can prove it. See here!" and he began marking on the table with a blue pencil. "Just look at this," and I looked.

$$\frac{1}{0} = \frac{1}{1-1} = 1+1+1 \text{ etc.}, = \infty$$

$$\therefore 1 = 0 \times \infty.$$

"The reason we cannot create anything is that we are finite. But it is perfectly plain that an infinite being could, by taking an infinite number of nothings, make one world."

I was obliged to confess, after rubbing the place where my bump of calculation should have been found, that my theological training had been too scanty to enable me to follow him. "Oh, its all right," he said cheerily. "Some people have to let such things soak their way in. You will see it in a day or two. By the way, did you ever study Algebra? It is a fine subject, but very unreliable, very. Take, for example, the proof that 6 and 7 make 11. Let me have some paper, please. You should not let your furniture be marked up in this way, or you will end your days in the poorhouse. Well, see,

$$\begin{aligned} \text{Let } a &= x+1, \\ \text{then } a^2 - (x+1)^2 &= a(x+1) - (x+1)^2 \\ \text{or } (a-x-1)(a+x+1) &= (a-x-1)(x+1) \\ \therefore a+x+1 &= x+1 \\ \text{and } a+x+2 &= x+2. \\ \text{Put } x &= 5, \text{ and } \therefore a = 6, \\ \text{then } 6+7 &= 7. \end{aligned}$$

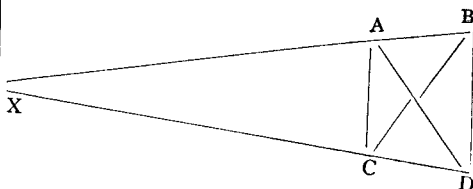
"Well," said Kinks, "it does not come out straight, but never mind, that is often the way in Algebra. Very likely I got confused with that unknown quantity, x. Let us take something without any x in it.

$$\begin{aligned} \text{Let } a &= b \\ \text{then } a^2 &= ab \\ \text{and } a^2 - b^2 &= ab - b^2 \\ \text{or } (a+b)(a-b) &= b(a-b) \\ \therefore a+b &= b \\ \therefore 2b &= b (\because a=b) \\ \therefore 2 &= 1. \end{aligned}$$

"What do you think of that?"
I hastened to change the subject by remarking that nothing is certain but geometry.

"Geometry! My dear sir! All the higher branches of mathematics are unreliable, and contradict the plainest principles of arithmetic.

"Take an instance in geometry. You, of course, have always accepted Euclid I., 37, as proved. Well, let us look at it from another point of view. All mathematicians are agreed that safer results are obtained by the method of approximation to limits than by striking straight at your point, and we will adopt that plan.



"Let ACD, BCD be two triangles on the same base CD, and let AB and CD produced meet in X.

"Then $\triangle BXD$ is to $\triangle AXD$ as BX is to AX . (Euc. VI., 1.)

"And $\triangle BXC$ is to $\triangle AXC$ as BX is to AX . (Euc. VI., 1.)

" $\therefore \triangle BCD$ is to $\triangle ACD$ as BX is to AX . (Euc. V. 19.)

Now let X move away from A and C.

"As CX becomes infinite AB becomes parallel to CD.

But our proportion, since it holds in all cases, holds in the limit when the lines are parallel; and since BX must always be greater than AX, the triangle BCD can never be equal to the triangle ACD. I am not surprised at Euclid making such a blunder. He lived a long time ago, and was not acquainted with our accurate modern methods of research. Yes, he did his best, poor fellow. [With tears in his eyes.] Good night."

A LANGUAGE EXERCISE FOR JUNIOR PUPILS.

BY R. J. SANGSTER, MATHEMATICAL MASTER
CAYUGA HIGH SCHOOL.

"TWO prominent defects were plainly visible throughout the papers: (1) a very noticeable lack of clearness of thought and expression, leading to extreme prolixity, great vagueness, merging sometimes into a total want of meaning, often into absolute nonsense; (2) lamentable ignorance of grammatical construction."—*Mr. Haultain's Letter to The Week.*

It is possible that "lack of clearness" and grammatical solecisms are not confined to the examined. The following sentences from the letter in question are respectfully submitted as an exercise for criticism in the grammar and English classes:

- (1) "The competition *between* schools."
Criticise the use of *between*, in relation to the idea which the writer evidently meant to convey.
- (2) "The lowest forms of the High Schools do the work of the Public Schools, and the first years of the University do the work of the High Schools."
Which are the harder workers, those lowest forms, or those "first years of the University"?
- (3) "Thus to strew with roses, the really thorny path which leads to success in teaching seems to me to be worse than folly."
What is the "thorny path" referred to? What are the roses? Whence obtained? Who strews them? Develop carefully by paraphrase the exact meaning of this sentence, and show just how far it stands removed from the verge of "absolute nonsense."
- (4) The proposed "Minute" is to contain among other things, "the more salient sins of omission and commission," etc.
What sins may be considered "sins of omission and commission"? One example will suffice to prove the existence of a class of sins hitherto unknown.
- (5) "The more glaring faults."
Distinguish between "more glaring faults," and "more salient sins," shewing that there is no ground for any suspicion of tautology.

(6) "I believe there are many old and experienced teachers, who will bear me out when I say I believe the youth of Ontario are yearly sacrificed," etc.

Does this presuppose in the minds of the teachers a knowledge of Mr. H.'s belief on this point? If so, state how, in your opinion, they may be supposed to have qualified themselves to bear him out "when he says he believes," etc., and also define exactly what is meant by "bearing him out" when he says he believes, etc.

(7) "The cost of printing and distribution."
Would you prefer *distribution* or *distributing* here? Give reasons.

(8) "That I have not divulged or made public."
What is the distinction between *divulging* and *making public*, in this connection?

(9) "They (the candidates) think being educated means being made fit for a sphere for which they are not suited and for which they were never born. They think education means a smattering of two or three languages, sciences, or literatures."

Must not the candidates be guilty of conscious folly in striving after an education of which they have such opinions? Do you think the writer of the sentence meant what he wrote, or something quite different? Give reasons.

(10) That "truly infinitesimal fee—the two dollars."

Define clearly the meaning of *infinitesimal* and state any reasons that may suggest themselves for supposing that the word correctly describes, or otherwise, the dimensions of the sum of money named from the point of view of the average candidate.

QUERIES FOR SELF-EXAMINATION OF TEACHERS.

1. Do you love your work and take a genuine interest in it?
2. Are your pupils happy in their school life?
3. Do you do all in your power to make the school-room attractive?
4. Are you cheerful, enthusiastic, methodical in your work?
5. Are you always at your post on time?
6. Do you give your undivided attention to school duties during school hours?
7. Do you habitually read educational books and journals?
8. Do you make special and adequate preparation for each day's work?
9. Do you endeavour to have each child feel that you are personally interested in him?
10. Do you keep parents fully informed of the doings and progress of the children?

—*The School Teacher.*

In an address before the Wentworth teachers, the Rev. Dr. Burns, who contested Hamilton in the recent Dominion elections, deplored the general ignorance of young men regarding even the most fundamental principles of government, and the lack of ordinary understanding of political economy. He would make way for the study of the principles of government and political economy by the exclusion of technical grammar. He held that studying rules of grammar cannot make a man a correct speaker. At the same meeting Dr. McLellan emphatically condemned diagrams for grammatical analysis.—*Southern Counties Journal.*

AN excellent idea was recently put into practice by a number of young lady teachers in Toronto. Over thirty of them, teachers in the third-book classes of the Public schools, assembled in the Parliament street schoolhouse. Mr. W. Armstrong, headmaster of the school, conducted the exercises, and gave a practical illustration of his methods of teaching. He put his pupils through the ordinary course of study, which included arithmetic, writing, geography and dictation. In the afternoon the chair was taken by Inspector Hughes, and the business of the morning session was discussed. A similar course of instruction was arranged for at the Wellesley street school the following day.

TORONTO, NOVEMBER 15TH, 1887.

Editorial.

CHARACTER-FORMING.

THE reputation of an upright and self-respecting man is one of his most cherished possessions. It is protected as such by the laws of every enlightened country, in the severe penalties inflicted for libel. Shakespeare's estimate:—

"Who steals my purse, steals trash.
But he that filches from me my good name
Robs me of that which not enriches him,
And makes me poor indeed."

commands the hearty assent of every high-minded man. Nevertheless, reputation is far from being his most precious possession. He has that which is of infinitely higher value, his character. The vital distinction between the two words, or rather between the things they denote, is not always kept clearly enough in mind. A man's reputation is merely the opinion other men may have of him; his character is that which he is in the innermost depths of his own being. A false and libellous statement may do great temporary injury to the best man's reputation, without his knowledge, or in spite of all his efforts. His character no one can touch without his own consent.

Is then the character necessarily more safe from injurious assault or influence than the reputation? By no means. The opposite is nearer the truth. The ways in which a man's reputation may be assailed are comparatively few, but the ways in which his character may be injured, especially in the formative stages of youth and early manhood, or womanhood, are legion. In fact there is a period in the history of the growing character when it may be said to be plastic to every touch. It is the fact that this plastic period may be roughly defined as the school period which gives to the work of the teacher a dignity and responsibility second only to those of the parent. Realizing this, the conscientious teacher will lose no opportunity to make a right impression, or to change the figure, to give the twig of moral ideas and habits a bent in the right direction. And this can often be done, as we have before pointed out, more effectively by a proper use of some incident, or by the use of some concrete, practical case, than by any elaborated and studied course of instruction. We have in mind, just now, a couple of illustrations which may help to make this clear.

Is there a single teacher who reads these lines whose righteous soul is not sometimes shocked and vexed with youthful plagiarisms? The exercise copied from a neighbor, the composition stolen from a book or written by a big brother or sister at home, is coolly palmed off, or attempted to be palmed off, as the work of the pupil himself. In many cases it seems very hard, almost impossible, to arouse any genuine sense of shame, of wrong-doing, in connection with such pen-and-ink falsehoods. Even grown men, and candidates for the Christian pulpit,

have been known to do this mean thing. In a recent number of a leading American educational journal was an article by a Mrs. M. L. Bayne, from which it appeared that the writer had almost made a business of writing graduating essays for college and high school girls and boys, the genuineness of which, she says, was never, so far as she is aware, questioned, though in some cases the teacher must have been a silent party to the deception. And the writer goes on, with strange moral obliquity, to excuse and defend the practice.

Several Canadian political journals have recently called attention to the fact that not only is there a vast amount of smuggling just now being done in Canada by men and women who are not only deemed honest and respectable, but are in many cases active members of Christian churches, and that these men and women see nothing dishonest, nothing morally wrong in the practice. We have known persons, particularly ladies (?) who would look with round-eyed astonishment at one who ventured to suggest that it is not right to cheat the customs, especially in a small matter.

It would be superfluous to point the moral taught by such facts. They are full of suggestion for the teacher. The great want of the age is conscientiousness, or moral thoughtfulness, and what we may perhaps call moral intelligence as the outcome of such thoughtfulness. Let the teachers of Canada see to it that it be not their fault if the next generation of Canadians are not the peers of any people under heaven in all those manly and womanly qualities, which will constrain them to spurn deceit, untruthfulness and fraud in every form, and without which there can be no true nobility of character.

INDUSTRIAL EDUCATION.

THE annual meeting of the Victoria Industrial School at Mimico, on the 29th ult., was an occasion of considerable educational interest, by reason both of the proof afforded of the successful working of the school itself, and the prophecy it contains of large future development of the idea the school represents.

From the report read by the principal it appears that the first boy was received into the school on June 14, 1887. The number in school on 30th September was 33; received since up to date, 9. These are employed in baking, cooking and doing the general work of the kitchen and dining room, laundrying and general housework, tailoring, carpenter work, farm and garden work, draining, etc. Most of the boys, up to the time of entering, had either been truants from school or had never attended school for any length of time. They are, therefore, not far advanced in their studies, but most of them are apt scholars and are giving very good attention to study during the short time they are in school each day. The progress they are making is very encouraging. In the Sunday school, which has been held twice each Sabbath, they receive instruction from the superintendent. A few times they have been taken to the churches of the neighborhood. They are especially fond of singing, and in this fact the superintendent wisely discerns a possibility and promise of excellent moral and religious results.

The Cottage Home life of the boys is specially worthy of notice. The evenings are spent in reading, talking, playing innocent games, singing

and studying various lessons. Many of the boys are becoming close readers, and eagerly look for everything new that is placed on the table. The superintendent bears witness also to the great sympathy they exhibit when one of their number is ill, or has met with a mishap. As a rule the boys are quite contented with life in the school. In two or three exceptional cases, only, has a run-away impulse seized any of them.

The following account of the work done during the few months the school has been in operation and its estimated value is suggestive:

"In the tailor shop, besides learning to do the various kinds of sewing necessary, and in addition to all needed repairs, they have made working pants for the boys, thirty-six pairs; jackets, four pairs. In the housekeeping departments all the washing, ironing, scrubbing and cleaning was done by the boys. The farm and garden boys, in addition to all the work required in cultivation—hoeing, weeding, etc.—have done the greater part of the work in excavating and building walls of root house, valued at \$80; 700 feet of tile draining, \$20; building fence around pasture field, \$10; taking up and relaying sidewalk, \$10; building waggon shed, \$5; grading and levelling, \$80; total, \$205. From the garden have been used beans, beets, corn, carrots, cucumbers, cabbage, onions, peas, radishes, spinach, squash, tomatoes and turnips, at the market value worth \$106, which with the value of farm products sold amounted to \$1,086. The carpenter instructor began work on September 1st, and as yet has no shop. With his boys he has built a cow stable for about five cows."

This is surely a very good showing for two or three dozen young boys, most or all of whom would have been, but for the school, leading idle, useless, wretched, perhaps vicious lives. Can any thoughtful person doubt that it pays better, in every possible point of view, to rescue waifs from the slums and train them up for useful citizenship, than to leave them to be educated in the gutters, for the poorhouse or the penitentiary?

The Industrial School of the Mimico type represents, of course, but one phase of industrial education. The whole broad question is beginning to press for solution, especially in its relation to the public schools, or any system of national education. Some observations we had in mind to make in regard to this larger question must be kept for another article.

Contributors' Department.

TEACHERS AND READING.

BY JASAU.

WHILE reading your comments on "Do Teachers Read?" I thought of a book which I had read entitled "Highways of Literature," by David Pryde, M.A., published by Funk & Wagnalls, New York. I thought that a few of the rules for reading laid down by the author in his first chapter would be not amiss, considering their value. In the first place he contrasts the man of no culture and the cultured man. The poor, unlettered rustic, never having been taught to read or think, uses only his five senses to receive knowledge. The past and future are to him a blank, and his soul is tied to his small circle of acquaintance. Not so the accomplished man of letters. His head is clear, heart sympathetic, and fancy lively. Eye and soul are intent on what he reads. He is lost to all about. He explores the Nile with Livingstone, stands by the stake with Latimer, views the destruction of the Bastille, accompanies the Puritan soldier

at the head of his Ironsides, or receives entirely new impressions, worthy volumes of thought, from the master-pieces of English literature. He lives in every clime and communes with every age. He becomes a greater and nobler being, approaches more nearly the perfect man daily. Books are the instruments of miraculous power in the hands of any scholar, hence also in the hands of a teacher.

He then treats the subjects under two heads—(1) What books are we to read; (2) how are we to read them. (1) What books are we to read? The true method of deciding what we are to read is (1) to read first the one or two great standard works in each department of literature, and (2) to confine then our reading to that department which suits the particular bent of mind. Read, for example, Shakespeare, Bacon, Milton, Gibbon, Scott, Burns, Carlyle, and Emerson. If you cannot read all of them read one, two, or three. Put yourself in the author's place, live in his spirit, make his work a part of your soul. You have done so, but now want to extend your reading. Then what should you read further? (1) Books that interest, (2) books that call into play the mental powers, and (3) books that make us more fit for every day duties. These three must act in harmony. A dime novel will perhaps interest you, but never will call the mental faculties to work, nor yet tend to fit you for every day duties of life. Then how ought we to read these books? Do not sleep upon a subject, yet do not make yourself a literary glutton. Do not charge your mind either as you would a musket, to be fired off at the first opportunity. Then how? (1) Know something about the author. (2) Read the preface carefully. This the author calls an appetizer. (3) Take a comprehensive survey of the table of contents. This will correspond to a bill of fare. (4) Read with attention concentrated. Lose, as it were, yourself in the thoughts before you. (5) Note the most valuable passages as you read. Locke, South, Carlyle, and other great men did this. (6) Write or speak in your own language a summary of the facts you have learned. (7) Apply the results of your reading to your every day life.

These rules laid down by the author of "Highways of Literature" are applicable to all, but more especially applicable to teachers. What teacher has time to dawdle over a book with the mind on other matters, in defiance of rule four? What teacher cannot make notes of valuable passages and cannot use them to proper ends regardless of rule five? Is there a teacher who has not opportunity to relate, at least, from time to time what he has read? The teacher's work exposes to the view of every teacher a place for facts, or tales of history, biography, science, etc. Pupils look to hear something new, something their text-books do not contain. Besides this, such an exercise on the part of the teacher is strictly in accordance with one of the greatest educational principles, namely, it excites interest and attention. Rules six and seven are somewhat similar as far as the teacher is concerned. Can any teacher say truthfully that he cannot apply the results of his reading in every day duties? If a teacher cannot, who can? Again, if the teacher forms the habit of reading so as to use it in every day duties, the thought will come up to him, for instance—"How applicable that will be when I come to teach the geography of the West Indies, or when I come to teach the Treaty of Utrecht, or the Great Rebellion, etc."

The aforesaid rules can easily be acted upon, and hopes are entertained that they will be of value to many. System is well in all things, in reading pre-eminently so.

EDUCATIONAL DEFECTS.

BY E. L. EMBREE, B.A.

THE charge of incompetence made by Mr. Haultain against the teachers of English in our high schools has been disavowed by Mr. Dearness and others in the columns of the JOURNAL, and if more on this point were necessary, much more might be said. I agree with your statement in the issue of October 1st, that to "insufficiency of the language training" is due to a large extent "the lack of clearness of thought and expression" of which Mr. Haultain complains. It has been my experience that our pupils think better than they express themselves. The growth of the language faculty seems not to have kept pace with the development of their powers of mind, and this is, in great part, due to the fact that, from the very beginning of their school life, very much time is devoted to imparting knowledge, and very little to discovering by oral or written tests to what extent the knowledge imparted has been assimilated by the pupils, or with what degree of facility and clearness they are able to give expression to their thoughts.

It is frequently said by public school teachers, and perhaps with good reason, that they have not time to give proper attention to this all-important part of education, either because their classes are overcrowded, or because the necessity of preparing their pupils for the promotion and entrance examinations is continually pressing upon them. We have the same pressure in the high schools, perhaps not to the same extent as formerly, when pupils expected to be "put through" for an Intermediate within one year after passing the Entrance Examinations, and when the competition between schools was so keen that the pupils used to dictate terms to the masters. Yet the evil still exists, and is still fostered by competition; and in our efforts to rival one another in the manufacture of teachers, we are hastening the time when the profession will be in the hands of mere boys and girls.

The masters need not complain if by advertising results of examinations they have led the people to believe that the value of their educational work is fairly and fully tested by written examinations, and have thus prepared a lash for their own backs. Who has not heard of public school teachers losing their positions, or having the tenure of them rendered very precarious by the failure of their pupils to pass the Entrance. And there is great danger, too, of the same test being applied to high school teachers. For instance, a few days ago I received a letter from a gentleman in a western town asking for a statement of the results for Whitby of the Departmental and University examinations for 1887. I declined to give this statement because I could not conceive what interest those not in any way connected with the school could have in such statistics, except for the purpose of comparing results, and judging therefrom, often very unjustly, the work of other teachers; and because I knew that comparisons of results of examinations had often been made for the purpose of injuring teachers. I think it is time for teachers to arrive at some understanding upon this matter, and to show that they believe their work to be capable of producing results, the most enduring and beneficial, of which written examination can furnish no possible test.

To this high pressure in our schools are due, without doubt, most of the defective results we see in our educational work, but it is unfair to talk of the evils of cramming and of the lack of thoroughness in the schools as if they were unique in this respect. The other day I heard a shoemaker remark that the days of custom-made work were numbered, "for," said he

"there is nobody learning the trade, and if a boy should spend a few months at the trade, and just get beyond the leather-spoiling stage, he would then demand the highest wages." This hurry and rush is found in every line of work, and the consequence is that we have bad workmen in every department. We need not wonder then to find our educational system affected by evils which permeate the whole of society, producing a feverish hurry and bustle in our whole mode of living. However much we may regret it, I fear we shall not go more slowly in educational work unless the brakes are put on everywhere throughout our social system.

LIFE, LABOR, AND LEISURE AT CHAUTAUQUA.

BY THOMAS O'HAGAN.

It must not be thought that only an atmosphere of labor rests upon the bosom of Chautauqua. Those who so desire it may daily pass by the halls of intellectual strife to find recreation in the countless sports and pastimes that lend enjoyment to a summer sojourn at Chautauqua. The athletic clubs directed and trained by Prof. Anderson of the Adelphi Academy, Brooklyn, develop the physical element and manifest a generous appreciation of Juvenal's *Mens sana in corpore sano*. I must confess however that it will require a good deal of dumb-bell exercise to dislodge the indigenous dyspepsia that finds a comfortable abode in the storeroom of the average American, through the medium of hot biscuits and tropical pies. A little Canadian tobogganing might help to shake it out. Americans are said to have an eye to business, but if wearing glasses be an index of failing sight the whole nation will soon have to go it blind. "Why is it?" I asked an American one day "that so many young people over here wear glasses?" The answer came readily "You must know sir that we are a nation of dyspeptics and there is a sympathetic relation between the eye and the stomach." I am aware that the late Henry Ward Beecher attributed much of the scepticism of the age to bad digestion, adding, "When my stomach is out of order, the kingdom of heaven is out of order."

It would be a good thing for American women, and indeed for that matter Canadian women too, if they would take long tramps through the country as they do in England, even though it should flatten their feet and promote a number three to the dignity of a number five. Better the glow on the cheek than the aesthetic pinch of a number two. Health is wealth especially to the intellectual votary.

But the most pleasant and profitable phase of recreation at Chautauqua is found within the circle of the amphitheatre with its lectures, literary, philosophical and scientific, its readings, *musicales* and *moot courts*—all contributing to enjoyment and capable of satisfying the varied mind and taste which characterize the multitude that from every quarter of the American Republic seek instruction and rest beneath the shadow of Chautauqua. During the months of July and August it is one continual round of programmes. Some items indeed have been well worthy of countenance. A few very inferior—scarce becoming to the ornate prospectus and prosperous outlook of Chautauqua University. This is an age of such rank individualism and deep research that in my opinion a crank who believes that the garden of Eden was situated at the North Pole should be debarred from residing in a temperate zone—especially in the capacity of a lecturer within the circle of the Chautauqua amphitheatre.

Teachers' Meetings.

WEST BRUCE TEACHERS.

THE autumn meeting of the West Bruce Teachers' Association was held in Kincardine on Thursday and Friday, 20th and 21st October. The vice-president, R. D. Hall, presided during the morning session, on Thursday, and the president, T. Rankin, of Port Elgin, at all the other sessions.

FIRST DAY.

The morning session was short, and the only business done was the reading of the minutes of the annual meeting. The afternoon session opened at 1.30 p.m., with 50 teachers and 27 model school students in attendance. Miss M. Murray read "Our Folks" in very good style. A short paper on "Seat employment for Junior Pupils" was read by M. J. McKenzie. The subjects he said were few, and the teacher must present them in various ways, in order to give all possible variety. He made several valuable suggestions respecting the character of exercises that should be given in the junior classes, in the forming of sentences from assigned words, the committing of poetry to memory, the making of figures and the writing of words, also the drawing on slates of the figures in the readers, and others of the same kind indicated by the teacher. Inspector Campbell confirmed Mr. McKenzie's suggestions, and drew special attention to writing, and showed the best course to pursue in giving first lessons on that subject. The order, he considered, should be first strokes, then the letters i, u, o, a, and then loop letters. The exercise should always be carefully examined.

"Music in Our Schools" was taken up by P. D. Muir, model school assistant. The object was to show the proper method of introducing music. The plan adopted was to lead the pupils in attendance to discover as far as possible variations in sounds, and to give appropriate names to different sounds. Steel wires of different lengths were fastened in a vice, and the different sounds made by causing them to vibrate, were by the directions of the teacher discovered and named by the pupils. In this way high and low, long and short, loud and soft sounds were distinguished, also the terms pitch, length, and power as applied to sound were fully explained. The analogy between spoken and written language was used to explain the connection between sounds and notes as they are seen on the musical staff. The importance of music as a factor in education was clearly pointed out, and teachers were urged to use all possible talent and influence to make its use in our schools universal.

F. C. Powell, in dealing with "The Use and Abuse of Text Books," directed the attention of teachers to the importance of the order of presenting any subject, and also to the character of the exercises that should be given in different subjects. In these matters the majority of teachers of short experience would find text books valuable aids. Definitions, rules, and maps, found in text books, are usually good and should be used. A knowledge of the thing defined should always precede the learning of the definition. The importance of text books for the purpose of reference was explained. The practice of some teachers in preparing notes on different subjects, and having pupils commit these to memory was strongly condemned. Such practice would make the pupil too dependent, and render him incapable in many respects of acting for himself. The object should be to educate the mind, not to stuff it. The following practices were strongly condemned:—1. The teacher condemning in presence of young pupils the book in use. 2. Requiring pupils to answer in the words of the book. 3. Asking only such questions as may be answered in the words of the book. 4. Committing definitions to memory before they are understood. 5. Constantly following the order in the book. 6. Neglecting maps. 7. Constantly following set questions.

N. D. McKinnon could not support any teacher in confining himself to prepared questions in such subjects as geography and grammar; but considered that these questions were of considerable value to pupils in preparing lessons. A. Campbell considered the ideas set forth on text books and their use quite satisfactory. He considered many of the last changes made in text books unsatisfactory, as the new books were not improvements on

the old ones. Some of the new text books, particularly the History, and Campbell's large Geography, were severely criticised by several teachers. Mr. Arnott, of Tiverton, found in practice that a great deal could be done in history by having familiar chats with his pupils on the leading facts. Mr. James McKinnon had considerable faith in familiar talks, but found it was necessary to have some books for reference to which pupils could refer when reviewing the subject, and also to enable absent pupils to prepare back work.

The public entertainment on Thursday evening was largely attended and very successful.

SECOND DAY.

Business opened Friday morning with 60 teachers and 27 normal school students in attendance. A recitation, "Poverty Section," composed by a teacher in the county of Huron, was very well given by Mr. William McDonagh, and afforded considerable amusement. Mr. A. H. Smith, B.A., of the High School, took up the subject of "Physics." He said public school teachers and ministers should not attempt to be specialists, but should be acquainted with matters and things in a general way. He pointed out the importance of cultivating the senses of the child by presenting suitable objects and giving simple experiments. Facts and principles must in this way be made plain and interesting to children, else they will be slow in comprehending them. The distinction between sensations and preceptions was well illustrated, and the great importance of the discriminating power of the mind and its cultivation in education was fully explained. Reason shows itself first by observing differences and drawing comparisons. The physical sciences are little more than a broad application of the same idea. The study of physics was little more than the careful examination of objects and the noting of differences in structure, character, and effects produced by variation in temperature, pressure, and associated substances. Mr. Smith confined his own illustrations to atmospheric air. By means of an air-pump, tubes, bottles, water, etc., he showed very satisfactorily the elastic force of the air, and also its pressure and tendency to press equally in all directions. He also explained in the same connection the working of the common pump and the sucking of water through a straw or small tube. The effect of the air from the lungs upon lime water was very well shown by means of a glass bottle and two small tubes. The teachers present showed great interest in the several illustrations, and Mr. Smith displayed considerable tact in his explanations and the happy hits made while presenting the different experiments. He is science master in the High School, and has just lately been graduated in arts by Victoria university.

Mr. F. C. Powell presented his report, as delegate to the Provincial Association last August. The report was full and carefully prepared.

The subject of "Etymology" was ably discussed by Mr. Freer. To give exact and clear expression to our ideas the exact value of words must be mastered. This can be done only by studying the sources, forms, and uses of the words used. The chief sources are the Latin, Greek, and Saxon. From the first we get about 500 root words, from the 2nd, 300, and from the last 100. These root words are the vital parts of most of the words now in use. The character of the words introduced from the different languages was shown by examples of different kinds. The effect of the Latin words introduced before the Norman conquest, and those since that event was well shown. The formation of words by adding prefixes or affixes to roots as from *duco*, come educate, education, educational, from *capio*, come receive, deceive, perceive, perceptions, etc. Many other examples were given. It was pointed out that sound is a very unsound guide in discovering the derivation of words and that for this reason many blunders have been made in the etymology of words. Many derivations are obvious but others are very obscure and in not a few cases it is quite impossible to tell the origin, such peculiar changes have taken place. The etymology of such words as *furlong*, *Derby*, *bishop*, *candle*, *sovereign*, *tidy*, *teller*, *taffy*, etc., was fully explained. The various influences that have played a part in fixing the present value and use of words were traced in connection with several words, as *villain*, *dunce*, *handkerchief*, *bus*, *flannel*,

rascal, *minister*, *modern*, *bombast*, *secret*, *widow*, *girl*, *imps*, *silly*, *calico*, *cherry*, *knave*, *jeopardy*, *granny*, *tennis*, *dandelion*, *idiot*, *bankrupt*, *saunter*, *bit*, *sexton*, *woman*, *canard*, *petrel*, *canon*, *cannon*, *salary*, *policy*, *foolscap*, etc. It was shown that some words became degraded in meaning, a few improve and many shift in meaning. The influence of analogy and commercial intercourse received considerable attention. The amount of valuable history to be obtained from the careful study of words respecting individuals, nations, and modes of thought, was proved to be large, reliable and curiously interesting. Mr. Freer has favored the association with several valuable papers, but the one on etymology was considered by many teachers as one of the best he ever gave. He always shows a complete mastery of any subject on language or literature. Mr. Campbell expressed himself as highly pleased with the paper on etymology and made a few remarks on the subject also.

An excellent essay on "Mental and Moral Seed Sowing" was given by Miss M. H. Yemen. The influence of mind over mind is immense. The child learns by imitation, from parents, playmates, and teachers. The teacher's actions, language, and modes of thought become the pupil's. Hence the necessity of setting before them models of neatness, in dress, in propriety, in conduct, elegance in language, and logical connection of ideas. Mental and moral truths should be sown in love. The teacher must possess in the fullest sense the confidence of the child. His sympathy for the pupils must be broad and genuine. As the mother is trusted so must the teacher be trusted. Sixty or seventy little souls are daily drawing from the teacher's fountain and the source should be pure and rise high that the influences may be good and lasting. The love of the good and the beautiful, the polite and the kind, the true and the honorable, should be inculcated daily and hourly by word and deed. Great, said Miss Yemen, is the responsibility of the teacher and he should realize his responsibility and by God's grace discharge his duties honestly, honorably, and lovingly.

The subject of "Illustrative Maps" was taken up by Mr. R. D. Hall. The United States of America was indicated in position and outline on white cotton. The different products of the States were shown by attaching specimens and pictures to the map. On Connecticut was placed the picture of a clock; on New York the picture of a cow; on Ohio and Indiana the picture of hogs, and on some of the territories east of the Rocky mountains pictures of sheep and cattle. The mining and timber regions were indicated by pieces of gold, silver, copper, iron, coal, wood, etc., placed in position on the map. The corn, wheat, rice, tobacco and cotton belts were shown by suitable specimens attached to the map. The lines of shipping and trade were indicated by pictures of ships and trains of cars. The whole effect of the map was good; and enabled the mind to grasp through the eye the location of the leading products of the country. It was shown that the same plan could be applied to Canada, England, or any country. And also that it was not confined to geography, but might be utilized in teaching history as well.

Messrs. Powell, Campbell and Rankin regarded the illustrative maps as a new departure, and considered that the idea should be developed and regular maps prepared upon the designs indicated. The fact is the new idea is an indirect application of the kindergarten system.

Mr. Colin Morrison read with very good effect a piece entitled "The Children."

Inspector Campbell gave an address full of excellent advice to young teachers. They should, he said, if possible, spend one or two days in the section before the beginning of the school year, and should get some idea of the people and children before entering on new duties. They should be very careful about selecting a boarding house, and should visit the school-house and ascertain its condition and urge upon trustees necessary repairs and supplies, as experience shows that success in obtaining them is then most likely. During the first few days make the best possible impression, as first impressions are lasting. Be watchful and ascertain the standing of the pupils in all the classes, and make preparations for an examination, should such be found necessary. Should the classification be very unsatisfactory make necessary changes, and

aim in so doing to have the support of the trustees and parents; be cautious and take only such steps as have been well weighed, and can be supported by reason and common sense. Remember pupils and parents are watching and discussing every move you make, and a favorable decision is of vital importance to you. Look carefully after details; success, in any calling, and especially in teaching, depends on mastering details. Visit parents occasionally and strive to be as friendly as possible, but avoid all familiarity and gossip with both parents and pupils. The trustees should always be regarded as your friends and treated as such; then you will have their best support, except in rare cases. Avoid spending your evenings in low amusements; such a course will injure your health and render you unfit to discharge your duties. Even those with whom you associate will despise your course as beneath the profession and unworthy of an instructor of the young. Your reading and company should be such as to improve and elevate, to increase your store of knowledge and perfect the professional training received while attending the model school. You should set constantly before your pupils the best possible model of neatness, order, kindness, sympathy, and sincerity. You should reduce to practice the excellent advice given in Miss Yemen's admirable essay.

Correspondence.

UNIFORM PROMOTION EXAMINATIONS.

To the Editor EDUCATIONAL JOURNAL.

DEAR SIR,—The above subject was ably and judiciously introduced by Mr. W. E. Groves, Principal of Wingham public school, at the recent convention of the teachers of East Huron.

This subject has been before the teachers of West Huron for some time, and it appears that West Huron teachers have asked those of East Huron to consider this important matter. A committee of five are now preparing a scheme to be distributed among East Huron teachers for their careful consideration, prior to their next convention. As the "JOURNAL" reaches the study of many Huron teachers as well as the studies of many teachers in other counties, probably having, or about to have, the aforesaid examinations, would it not be well for such teachers to discuss this subject as to its merits and demerits in the columns of our esteemed organ? These examinations are either going to benefit us as teachers, and education, or else they are going to hurt us and educational affairs in our county. Our "EDUCATIONAL JOURNAL" claims "to be devoted to the advancement of the teaching profession in Canada." Such examinations are either going to help or hinder this advancement. Which will it be? Let the opinions of experienced educators attest. Let teachers of counties wherever this system is in vogue speak candidly on this subject. Let the whys and the wherefores, the advantages and disadvantages of the method be discussed. It is a matter of importance to the teachers of East Huron, of West Huron, yes, of every county in the Province. Is there any other way in which teachers may so effectually interchange their thoughts on this or any other like subject, as through the columns of our "JOURNAL" and the four convention days?

Let the teachers of East Huron at any rate, make no leap before a careful look, which they might make either in rejecting or adopting Uniform Promotion Examinations. Yours truly,

AN EAST HURON TEACHER.

DISTINGUISH clearly between a "Federal Union" and a "Legislative Union.—M. H.

[In a federal union each of the confederating States or Provinces retains its own local government and legislature, handing over to the central authority the control of legislation and executive administration in such matters only as are deemed to belong to all the States in common, and so to be of national concern. Legislative Union implies the doing away with all local governments and legislatures, and entrusting all public affairs to the central legislative and executive authorities.]

Book Reviews, Notices, Etc.

OUR EXCHANGES.

The Forum for November is an excellent number. We have read with especial interest "Christianity and Communism" by Rev. Van Dyke, jr., and "What is the Object of Life" by W. S. Lilly. The latter digs down to foundation facts and principles, admirably.

Our Little Men and Women comes again with its twenty pages of stories and pictures for youngsters just beginning to read for themselves. It is as good for its use as a pair of perfect skates and clear ice are for their use. Children ought to have as much fun in learning to read as in learning to skate. D. Lothrop Company, Boston, will send a sample copy for five cents in postage stamps.

The Century Magazine and *St. Nicholas* come to us freighted as usual with a varied store of good things. In the *Century*, a number of Lincoln's letters are for the first time given to the world. In "Open Letters" there is, *inter alia*, a communication on the education of the blind, by one of their number, Edward B. Perry. The leading attraction of *St. Nicholas* is "Pansies," one of Miss Alcott's charming short stories.

Scribner's Magazine for November is a very richly illustrated number, and has for its leading article an interesting paper by William F. Apthorp, the musical critic of the *Boston Transcript*, on "Wagner and Scenic Art." Another illustrated article in the *Magazine* is a very interesting description by John S. White, LL.D., of "The Viking Ship" which was unearthed several years ago at Gokstad, in Norway, and which gives a complete idea of the ancient ship-building methods of the Vikings.

"A LADY OF THE OLD SCHOOL" is the opening paper in the November number of *The Atlantic Monthly*. It is a most charming resume of Mrs. Susan Lesley's "Recollections" of her mother, Mrs. Lyman, of Northampton, and of the society which she gathered around her. Amongst other noticeable articles, are Percival Lowell's on Oriental Art, a continuation of his series on "The Soul of the Far East," the sixth paper of Mr. Hamilton's French and English series, and a careful description of the "Red Cross" society and its work by Helen H. S. Thompson.

The Illustrated London News is now re-published in New York. The American edition is, of course, an exact reproduction of the English, and is, we believe, equal to it in all respects. The number for Oct. 22nd shows the English view of the trial yacht race, illustrations in connection with the State of Ireland, Our Homeless Poor in St. James' Park at Midday, the British Mission to Morocco, and Sketches on the River Congo. A Sleeping Beauty represents a handsome tiger at rest, while Christening Sunday presents infancy surrounded by admirers. The price of the number is ten cents. Every newsdealer has it. The office of publication is in the Potter Building, New York City.

In the October *North American Review*, Messrs. Hugh Black and E. Gordon Clark reported the discovery of a most interesting literary mare's-nest—the fact namely, that the application of Lord Bacon's *omnia per omnia* cipher to the epitaph over Shakespeare's tomb had disclosed final proof of the Baconian authorship of the Shakespearean comedies. In the *Critic* of Oct. 29th Mr. George Parsons Lathrop and Mr. Walter Learned apply the same cipher to an almost equally famous epitaph—the quatrain beginning "Stop Careless Youthe as You Pass by," of English and New England churchyards—with results even more astonishing. For a strict application of the cipher to the "Careless Youthe" epitaph reveals the secret of the plays' authorship much more clearly than Messrs. Black and Clark were able to show it by means of the Stratford inscription. Apart from the cipher, too, the single line, "Stop Careless Youthe as You Pass by," furnishes (using the *l* of "Careless" twice) this startling anagram: "Out, Shaccspeare, You stole B's Playys."

Educational Notes and News.

THE janitor of one of the Charlottetown, P.E.I., schools receives \$315 per annum, while the principal receives but \$350 and the vice-principal \$112 50.

A TEACHER having asked his class to write an essay on "The Results of Laziness," a certain bright youth handed in as his composition a blank sheet of paper.

THE new building of the Mount Forest High School will be opened by the Minister of Education on the 18th inst. An interesting programme of exercises has been arranged.

EIGHTY years ago, society in Turkey forbade women to learn to read. The Sultan has now started schools for women. The spread of Christian civilization has wrought the change.

JOHNS HOPKINS' University holds 17,000 shares of Baltimore and Ohio Stock, which has steadily yielded \$136,000 in income. The institution, it is said, may be much crippled by the depreciation of this investment.

THE best educated part of Mexico is the state of Vera Cruz. Even there, however, according to the consular report of Mr. A. Baker, only 20 per cent. of the population can read, and but 10 per cent. can both read and write.

IT seems that among the most popular of the works read at a Parisian free library, is "Ivan et Noe," by "Voltaire Scott." It is pleasing to find that so accurate a knowledge of English literature is growing among our lively neighbors.

THERE are now in New England 191,000 people who can neither read nor write; in the State of Pennsylvania, 322,000, and in the State of New York, 241,000, while in the United States there are nearly six millions who can neither read nor write.

IN Austria-Hungary there are 36,259 schools of all classes, and 4,784,523 pupils and students. In Austria the educational expenditures are 11,598,638 florins annually, and in Hungary about 6,579,718 florins, including the appropriation for public worship.

IN France 131,734,827 francs are expended on public instruction, and 12,936,655 on the fine arts. There is an elementary school for every 472 inhabitants, and a primary attendance of 3,888,086. Of the entire appropriation this year 81,460,000 francs were set down for primary education.

THE alumni of the University of Paris numbered nearly 11,000 last year. Of these, no fewer than 3,786 were studying for the legal profession, while 3,696 were attending the courses in the school of medicine. Pharmacy engaged the attention of 1,767 students, letters of 928, and science of 467.

THE sum collected through the efforts of Principal Grant towards the endowment of Queen's University is \$190,000, and \$60,000 is yet required. It is now proposed that the graduates and friends of the college try their hands at securing subscriptions to make up the deficiency. This they will surely do.

THE Teacher's National Reading Circle, of Boston, Mass., seems to be doing good work. The Committee on Examination for certificates of progress in First Year's work have issued a circular requesting of the members a thesis upon some topic connected with the special course each has pursued.

PHIL ARMOUR, the millionaire meat-packer, of Chicago, has given \$400,000 for a mission which is said to be a model of its kind. It is established in Chicago, and there are 1,000 children on its roll call. There is a school, a kindergarten, and a dispensary connected with this mission, to which only the poorest are admitted.

DURING the recent convention of legislators in Quebec. Hon. G. W. Ross, Minister of Education, formed one of a party who visited Laval University and studied its educational methods. The Minister also had an opportunity of comparing notes with Hon. Gedeon Ouimet, Superintendent of Public Instruction for Quebec.

IN Germany, where education is general and compulsory, there are, in addition to the regular schools, twenty-one universities, and in the elementary schools there are 157 pupils to every 1,000 inhabitants, the largest proportion of any country except Switzerland, which has the same. The expenditure for public worship and instruction is 55,852,894 marks.

THE Council of Arts and Manufactures for the Province of Quebec have commenced a course of lessons in the Government buildings on St. Gabriel street. Freehand drawing, model and object drawing, mechanical drawing, architectural drawing, modelling, lithography, decorative and painting classes, and stair building and building construction, will all be taught free.

THE following from a Houston Co. paper may refer to a worthy young man, but it is none the less pertinent: We hear that La Crescent has secured an excellent teacher for its school, because he is from La Exe. Crosse. He is a law student, almost ready to be admitted to the bar, and only teaches a term to get money to continue his studies. We suppose he will take a great interest in school matters.

AT the recent meeting of the South York Teachers Institute, a number of interesting addresses were delivered and excellent papers were read. Miss C. M. Hart, Normal school, Toronto, read a paper on Kindergarten work. Mr. Wm. Houston, M. A., gave an address on English literature. An object lesson on "color" to a first book class was given by Miss M. Jelly, Parkdale Model school, and Mr. J. Latter described his method of teaching grammar to beginners.

AT a recent meeting of the National Science Association of the Toronto University College, the newly elected President, Mr. Frank T. Shutt, M. A., announced his intention to award, as a parting legacy, through the Association, annually, a medal to that member who sends in the best thesis on some original work in one or other of the branches of the natural sciences. The life and work of Sir Humphrey Davy were briefly reviewed by Mr. Shutt, in his inaugural address.

AT the last meeting, held Oct. 29th, 1887, of the Wilmot Teachers' Association the following resolution was discussed and carried: That whereas differences between employer and employee have been settled satisfactorily to both parties by conciliation and arbitration, Resolved, that in the opinion of this Association, a similar method should be applied to the settlement of disputes between Trustee Boards and teachers, and that teachers have an equal voice with the trustees in selecting the arbitrators.

THE hazing at Yale was this year carried to a senseless and disgraceful extreme. Ten freshmen were found bound and gagged in the chapel one morning. Another trick was to pull ten or twenty freshmen out of bed at midnight, and, after blackening their faces with burnt cork or lampblack, provide them with brooms and make them drill for hours. Five of the ringleaders of the hazing committee have been expelled, and twenty other higher classmen received from 10 to 20 marks each on suspicion of having been concerned in the matter.

MR. LABOUCHERE, who recently visited Ireland, says of the Young Irish: "Now that opportunities are given to the children to go to school, a perfect craze for education has been developed. A youthful English agriculturist is glad when he can shirk school, and when he is at it he scrambles by rote through the lessons that he hates. A youthful Irish agriculturist would consider the deprivation of schooling to be the severest of punishments, and makes it his business thoroughly to understand all that he is taught. Young Ireland is far ahead of young England; indeed, in their generous love of learning, I can only compare them with the Scotch."

THE members and ex-members of the Literary Society in connection with the Goderich High School united a short time since in presenting Mr. Strang, the Headmaster, and Mrs. Strang with a very beautiful and expensive silver tea service as a

mark of their esteem and affection. Accompanying the presentation were letters from ex-pupils of the school now living in all parts of Canada and the United States. Mr. Strang is deservedly very much affected by this testimonial of his pupils' regard, as it was entirely spontaneous on their part; and so carefully concealed was their action, that he had not an inkling of their kind intentions until he was called upon to accept the handsome gifts which manifested them.

THE adherents of the new Universal Language system, known as "Volapuk," have just held a Congress at Munich, presided over by Prof. Kirchoff, of the University of Halle. It was decided to use the home spelling for proper names, to drop the ceremonial form you (employing thou in the singular), and to make some few simplifications in spelling and grammar. The most important action was the establishment of a "Volapuk" academy to whom all future grammatical and lexicographical difficulties shall be submitted. Eighteen academicians were elected, representing Germany, Hungary, Austria, Holland, Russia, Sweden, France, Spain, Portugal, Italy, Asia Minor, England, and North America. The American representative is Mr. Charles E. Sprague, of New York.

AT a recent meeting of the Toronto School Board, the report of the Committee on School Management recommended that a copy of the Temperance Text-book, recently authorized by the honorable the Minister of Education, be provided for each city Public school. The Committee of the Whole recommended the Board to refer back the clause on the Temperance text-book. In the Board Mr. Spence moved in amendment to the report that the clause on Temperance text-books be referred back in order that the committee may consider the question of arranging time-tables and examination papers so as to secure the study of the text-book named by all the pupils in second book classes and upwards, and all matters relating to Temperance education, and report at the next meeting of the Board. Mr. Spence's amendment was adopted.

"I WONDER what my great-grandfather would say to me if he could come back to earth," said a young lady lawyer to a newspaper reporter recently. "He was so angry with my grandmother when he discovered that she had gone beyond the four fundamental rules in arithmetic that he kept her shut up for a week on a diet of bread and water, and commanded her to let all books alone forever—except the bible. He thought it a disgrace, poor man, that a daughter of his should be willing to pursue such masculine studies, and when she confessed that she liked to do sums in the Rule of Three, he felt justified in resorting to severe measures to check such unna ural propensities. If he could see two of his great-granddaughters practicing medicine and one aspiring to law, he would think that grandmother's love of study had broken out in a worse form in this generation. What ghostly flagellations he would bestow!" and she laughed, shrugging her shoulders.—*Halifax Critic.*

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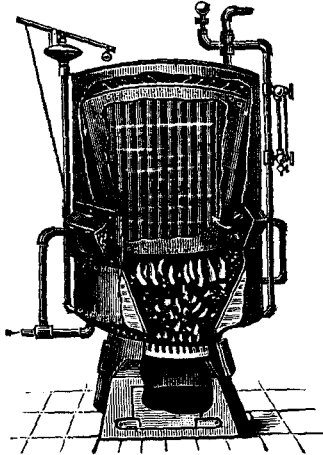
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(Signed) A. CARMAN,

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MONDAY, DECEMBER 5TH.

9.00 a.m.—10.30 a.m., Science of Education ;
10.40 a.m.—12.10 p.m., School Organization and
Management ; 1.30 p.m.—2.30 p.m., History of
Education ; 2.40 p.m.—4.10 p.m., Methods in
Classics.

TUESDAY, DECEMBER 6TH.

9.00 a.m.—10.30 a.m., Methods in English ;
10.40 a.m.—12.10 p.m., Methods in French and
German ; 1.00 p.m.—2.30 p.m., Methods in
Science ; 2.40 p.m.—4.10 p.m., Methods in
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The examination in Practical Teaching will
be held on *Wednesday, December 7th*, and the
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The written examination in Hygiene and
School Law and Regulations, and in Methods
in Drill, Gymnastics and Calisthenics, shall be
held by the Principal and Masters on *Friday,*
December 2nd, from 9.00—10.30 a.m. The
practical examination in Drill, Gymnastics and
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(2) Candidates holding University qualifica-
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Methods in Greek or Methods in French and
German. These candidates may also take such
other subjects as they may wish to have mentioned
in their professional certificates.

Candidates who have already attended a
Normal School, and hold Second Class Pro-
fessional Certificates, shall be exempt from the
examinations in Hygiene, and School Law and
Regulations ; and in Drill, Gymnastics and Calis-
thenics, unless they desire special mention of
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For further details see Regulations 194-199.

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