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Editorial Notes.

PLEASE read the "Business Notices" issued by the publishers, page 300.

MR. L. O. STEELE, late teacher in the Parkdale Model School, has been appointed Inspector of Public Schools for the North Riding of the County of Norfolk.

TEACHERS will please observe that the second order for the twenty premium books will be forwarded to New York on Tuesday next. Those who desire to take advantage of the clubbing offer should write at once.

THE National Education Association of the United States, is to hold its annual meeting at Nashville, Tennessee, in July next. The President, Albert P. Marble, of Worcester, Mass., has already issued a preliminary programme of the General Sessions, in which the names of many prominent American educators appear.

PROF. HOLDEN, of Lick Observatory, says the astronomical season at Mt. Hamilton has been a great success. Since the middle of July careful observations have been made of Mars, over forty careful drawings having been made. These drawings show at least twenty of the principal "canals" spoken of by Schiaparelli, but no one of them was seen doubled.

MR. W. H. HARRISON, of Chicago, has undertaken to teach classes in the pronunciation of the English language. The peculiarity of his enterprise is that it is not to foreign-born students, but to native Americans, he offers his services. The implication is that the average American does not know how to pronounce his own mother-tongue, an implication which Mr. Harrison avers to be abundantly proved by the result of the tests to which he submits those who come to him for instruction.

THE question of salary is, naturally enough, a living one with teachers, and it would not be wonderful if some of them in their impatience and indignation should fall into the mistake of advocating measures which would be objectionable, as interfering with the liberty of others. That something may be done by combination and something by legislation to diminish the evil complained of is highly probable, but to compel teachers to become members of a society

or institute, such as "S. G. B." proposes, would be an arbitrary interference with personal freedom that would hardly be tolerated in Canada. Raising the standard of qualification on the one hand, and voluntary organization to increase the *esprit-de-corps* of the profession on the other, are probably the best means available under the circumstances.

Practical Problems in Arithmetic is now ready for delivery. It is a work most cordially recommended by practical educationists. It will furnish every teacher in the first, second, and third forms with all the arithmetical problems he requires—about 700—well arranged and graded for the respective classes. It is a coming book for these forms. Why should a teacher waste his time and wits in devising arithmetical questions, when for so small a sum he may have a book containing a supply for all time and all purposes? It will be sent, post-paid, for only 25 cents; or, for 30 cents, the publishers will send this little book and Grip's Comic Almanac together.

No. 4 of *School Work and Play* has made its appearance. The paper grows in interest with each number; and the flattering congratulations which the publishers have received, from teachers and other friends of the young, are certainly sufficient to encourage them to persevere. Many thousands more orders, however, will have to be received before the enterprise may be pronounced solid; and it will rest with the teachers, to whom the publishers have so candidly appealed, to say whether a paper of this kind, for Canadian boys and girls, shall be heartily sustained. Very many have done what they could in making up school clubs; but from large numbers of others the publishers are still waiting to hear. They will be glad to send No. 4 to any teacher desiring to see it for clubbing purposes. All of the departments are well sustained; and there is a fine contribution of great interest to boys and girls, from the President of the University of Toronto. Teachers need not fear to take an interest in this paper, for it will certainly be made as entertaining and instructive as possible to the pupils, and of as much assistance as such a publication may be, in the ordinary line of school work. It would certainly be a desirable thing for such a paper, encouraging children to cultivate the better class of reading, and providing instructive and improving methods of competition, to have a large circulation in every school in the country. Attention is drawn to the advertisement of *School Work and Play* on page 13 of this paper.

It is encouraging to learn that the Toronto School Board is making some vigorous efforts to overtake the "educational needs of the city by opening new schools or attachments in various quarters. But the hundreds or thousands of children of school age who are not in any school, and for many of whom there is no school accommodation, will remain a standing reproach to the city until ample room has been provided for all, and the compulsory clauses of the School Act vigorously enforced.

AN interesting exhibition is to be held in Atlanta, Georgia, next autumn. It is intended to illustrate the industrial progress of the colored race during the last twenty-five years, and is to be open to people of color from all parts of the world. The products of colored labor, ingenuity, skill and art, are to be displayed, and it is said that there is already a prospect of a highly creditable display. The negroes of the Southern States are said to be advancing in education, intelligence and productive industry more rapidly than their white fellow-citizens, and bid fair to become the dominant race in some parts of the South.

FROM certain indications we judge that an increasing number of the pupils in the High Schools are taking the Commercial course prescribed for the First Form. Teachers and pupils connected with this course will, no doubt, have read with interest the series of articles on "Promissory Notes and Drafts," contributed to our columns a few months since by Mr. Johnson, and which have since been published in pamphlet form; also the subsequent discussion between Mr. Johnson and Mr. Shaw. In the "Methods" Department, of this issue, will be found an interesting paper by Mr. Shaw on the same subject. This has been on hand for some time, awaiting its turn.

PROF. KING, of Oberlin College, in a recent paper read before a Teachers' Institute, giving "Some Impressions from a Visitation of Forty Ohio Schools," says that he was surprised to find how much within the control of the teacher the matter of regularity of attendance seemed to be. One superintendent reported that in a total enrolment of 467 there had been but ten cases of tardiness (the failure of a pupil to be in his seat at the ringing of the bell for order constituting tardiness) during the entire winter term. This superintendent uses a printed blank, notifying parents of a tardiness, and calling attention to the importance of promptness. Professor King's observations in this and other schools led him to the conclusion that "a determined teacher can do much to control the regularity of attendance at school, whatever the community."

BY permission of the author we commence, in "Hints and Helps" Department of this num-

ber, the publication of an article on "Arithmetic and the Reasoning Faculty," by Mr. W. A. McIntyre, B. A., Normal School, Manitoba. We commend the article to the careful consideration of our readers. The method proposed is a wide departure from established usage, a departure which has been made in Manitoba, we are told, with success. The article certainly seems to have the merit of distinguishing mental operations which, though quite different in kind, are generally confused. We leave its merits, however, to the judgment of our readers. It would have been more satisfactory, perhaps, could we have given the whole article in one issue, but that would have involved several weeks delay. As all the arithmetical processes treated of are subdivided into One-Step, Two-Step, and Three-Step methods, it lends itself naturally to division, and we have divided accordingly, giving the part dealing with One-Step questions in this issue.

IN the course of an interview with a newspaper reporter a week or two since, Principal Dickson, of Upper Canada College, said he was strongly of opinion that the excessive numbers in the classes in the Public schools was a source of weakness. He thought there should not be more than twenty-five or thirty in a class to get the best work. This is an educational fact and principle of great importance, upon which we have often insisted. The numbers named by Mr. Dickson as the maximum are, we suppose, as low as is at present within the range of the practicable. In order to have the ideal school, the maximum would need, in our opinion, to be reduced to about one-half of the twenty-five or thirty. That would depend, however, largely upon the capacity of the individual teacher. The important fact that should be pressed upon parents and trustees is that whenever there are more pupils in a given class than the teacher can deal with individually, so to speak, that is, with a knowledge of the work and success of each pupil, to a greater or less extent education proper ceases, and waste of the time and energies of both teacher and pupil begins.

THE great amount of illiteracy in English-speaking countries which pride themselves on being in the foremost rank in intelligence is startling and humiliating. In the United States, in spite of free schools and compulsory education, one person in every nine or ten cannot read or write. Probably another of the nine or ten can do so very imperfectly. Of course the foreign immigration and the illiterate masses both white and colored in the South, contribute largely to make this bad average. Professor March, in the December *Forum*, contends that one of the causes of this excessive illiteracy among English-speaking peoples is the badness of English spelling. According to a calculation recently made by Dr. Gladstone, in England, 720 hours, at least, are lost to every child in an English school in the study of spelling. An

Italian child of nine years will read and spell as correctly as English children at thirteen, though the Italian began his lessons two years later. It is about the same with the Germans and Swedes. This extra time is given to civics and useful sciences. From such facts Professor March argues forcibly that "the reform of spelling is a patriotic and philanthropic reform."

Educational Thought.

THE true teacher possesses such a knowledge of the nature and principles of his work as saves him from the control of a low and contracted view of his vocation, and from partial or complete failure to which such a view must inevitably lead.—*Johannot.*

UNREST, sorrow, tears, indicate in their first appearance whatever is opposed to the development of the child, of the human being. These, too, should be considered in education; it should strive and labor to find their cause or causes, and remove them.—*Froebel.*

IT is a vice of the common system of artificial rewards and punishments, long since noticed by the clear-sighted, that by substituting for the natural results of misbehaviour certain threatened tasks or castigations it produces a radically wrong standard of moral guidance.—*Spencer.*

MEN are born with *two* eyes, but with *one* tongue, in order that they should see twice as much as they say; but from their conduct one would suppose that they were born with two tongues and one eye, for those talk the most who have observed the least, and obtrude their remarks upon everything who have seen *into* nothing.—*Lacon.*

IF children at school can be made to understand how it is just and noble to be humane even to what we term inferior animals, it will do much to give them a higher character and tone through life. There is nothing meaner than barbarous and cruel treatment of the dumb creatures that can not answer or resent the misery which is so often needlessly inflicted upon them.—*John Bright.*

WE cannot know in another what we have not first known in ourselves. We study children through ourselves. "We've been there," and we know how it is. We have often urged the necessity of the study of the child. This is all-important for a teacher, but self-study should come first. This was the distinctive and decided teaching of Socrates. "Know yourself" was his constant command. In self-knowledge we find the basis of morals, intelligent action, and religion. So we affirm with Geo. P. Brown that "the shortest road to the knowledge of the child is through a knowledge of self."—*N. Y. School Journal.*

MR. MUNDELLA, vice-president of the Council, said in a recent address at the opening of the Tate Free Library in London: "The way to elevate man, to keep him in the paths of virtue, purity and nobility, is to make him a reading man." We believe this statement, strong as it is, to be no stronger than the facts in the case justify. Young men, men of middle age and old men, become loafers, vababonds, and too often criminals, because they do not know how to pass their time when not employed at work. But no one can be expected to work every day and from ten to sixteen hours a day. Some means should be devised by which the spare hours may not only be pleasantly but profitably spent. If there were no better way, it would be to the interests of the community that men who can do nothing else should be kept at work from early morn until nine or ten o'clock at night, rather than spend it in idleness, for such a course is pretty sure to lead to what is worse than idleness. But there is a better way—and this is to cultivate the love of reading in the young. Such a taste can be gratified at a trifling cost. Good reading produces beneficial results by keeping the reader out of mischief while he is reading, and by filling his mind with proper subjects for meditation and conversation at other times.—*Journal of Pedagogy.*

Special Papers.

*THE INFLUENCE OF THE SCANDINAVIAN LANGUAGES UPON ENGLISH.

BY D. R. KEYS, B.A.

THE authoress of "Robert Elsmere" has said one thing at least, the truth of which every modern student will admit. She calls the comparative instinct "that tool *par excellence* of modern science." It is twenty years or more since Prof. Freeman asserted that the development of the comparative method was the greatest intellectual achievement of our century. That method which found its first application in the study of the classic languages, as related to the Sanskrit, has been extended to every branch of scientific study, and in Germany, the great intellectual workshop of the civilized world, comparative study is almost a synonym for scientific study. We have even seen a professorship of Comparative Religion founded in an American college. The application of this method to the study of literature is, strange to say, the very latest of its victories; it is still stranger that this application should be made by the Antipodeans. The University of Sydney has established a Chair of Modern Literature and a New Zealand Professor has written a book on "Comparative Literature," attempting to explain literary development by scientific principles, and showing how that development has gone along parallel lines with the social development "from clan to national and even world-wide associations and sympathies. (p. 77.)

A less comprehensive but better known work in which there is evidence of how this comparative method has affected the best minds of our time is the "Celtic Literature," of Matthew Arnold. Here we find the great critic endeavoring to analyse the genius of Shakespeare and refer part to his Teutonic, part to his Celtic blood. A marked feature of the best modern histories of literature such as those of Morley and Scherer, is this prominence given to the subject of foreign influence. It is rather curious that, under these circumstances, so little has been done in the way of attempting to trace the connection between the great northern group of Teutonic languages and our own English tongue, while the literary influence has been almost entirely overlooked.

This is all the more extraordinary when we consider that the historical facts regarding the close connection between the early history of England and that of Scandinavia are known to people who would not compare in knowledge with Macaulay's school-boy. For who has not heard that Danish kings ruled England for almost a whole generation and that, for centuries before, the incursions of the Danes had furnished the bulk of the material for the Anglo-Saxon Chroniclers. Probably the best known story in old English history is that of King Alfred and the burnt cakes, and this alone would serve to fix in every mind the fact that the Danes were a living force in England in those early days.

But not only was England north of Watling street almost recolonised by Norse settlers, Scotland and Ireland, too, submitted in part, at least, to the Danish yoke. The best proof of the Norse influence in Ireland is the syllable, *ster*, in the three provinces, Ulster, Munster, and Leinster, which, according to Worsaae, is the Norwegian, *stath'r*, place.

The name of Kilmainham is associated in the minds of Irish antiquarians not with the buried bodies of living Irish patriots but with the exhumed bodies of dead Norwegians, oppressors who made conquests in Ireland long before the days of Strongbow. Indeed, Christ Church, where Strongbow's tomb is still to be seen, was built by the Northmen, and when I saw it over twenty years ago, before its restoration, was said to be the oldest in Dublin. The list of Danish kings of Dublin, given by Lindsay in his "Coinage of Ireland," (Worsaae, p. 317) mounts up to thirty-five, and there were other kings of Limerick and Waterford. But these Irish kings must have been very numerous, for who ever met an Irishman that was not descended from one of them. Brian

Boru himself is reported to have married the widow of Aulaf or Olaf, one of these Danish kings of Dublin.

The effect of the Danish and Norwegian conquests in Ireland, as in England, was to prepare the way for the later conquests by the Normans under William and Strongbow. But enough space has been given to the historical facts of the case; it is time to consider the main subject of this paper.

That these historical events should be fruitful in effects upon law, language and literature was to be expected. What was not to be expected is the comparatively slight attention that has been paid to this influence. I was informed by Judge Sylow, of Copenhagen, that the laws of Canute are still studied in the Danish Law School, and that, according to Danish writers, our jury system was borrowed from Denmark. The English authorities, however, no longer admit this claim. Morley has pointed out the evidence given by Earl Godwin, himself, that bulwark of the Saxons. He "bore in his Danish title of jarl, earl instead of the Saxon ealdorman, a mark of the direct strength of Scandinavian influence."

And so passing to language itself every modern English grammar presents us with lists of words and forms. The most familiar and striking example of these is the present indicative plural of our verb "to be." The Norse form, *are*, has entirely ousted the old English *sindon*.

A very interesting local example must have struck many of the English specialists who read the Woman's column of the *Globe*. The fair editress, who is now writing up the Japanese, signed herself *Garth Grafton*. *Garth* is the Danish word for enclosure, and occurs in scores of English proper names. Now when this lady went West her place was taken by another clever anonyma, who adopts the pen-name of *Bel Thistlethwaite*. The *thwaite* in this word is the old Norse, *thveit*,—an isolated piece of land. The best illustration that could be given of the great power of this Danish element in our language is the effect it has had upon three out of the four most wide-spread words in the Indo-European family. Father, mother, sister, brother—all but the last owe their present form to the Danes. This will be readily understood by comparing them, 1st with the old English words and next with the Icelandic or old Norse forms.

Icel.	Fathir	Mothir	Systir.
Eng.	Father	Mother	Sister.
A.S.	Fæder	Moder	Sweoster, Sweostor.

How wonderful and wide-spread must have been this Scandinavian influence when it could so mould the names of our dearest relatives.

Of the Scandinavian languages, Icelandic best represents the speech of England's conquerors, as it has changed very little since the first settlement of the island in 874.

In some of the local old country superstitions the very language used proves that the Northman's mythology has not wholly succumbed to the power of the Christian religion. The state of being "*fey*" is dreaded by Lowlander and Highlander alike. Whence comes this word "*fey*"? We read in the *Edda* how the god, Baldr, whose purity and innocence were the salt that preserved all the other Æsir or gods of Valhalla from destruction, began to be haunted with ill-omened dreams, which threw all Asgard into terror. All soothsaying and explanation ended in this: that Baldr was doomed to die, that he was *feigr*, what the Scots still call "*fey*." But near as Scotland is to the hearts of some of us there is a land that is dearer still.

When I read in the *Toronto Mail*, of yesterday, (Jan. 1st, 1889,) in the Holiday Hodge Podge column: "Many people believe that if their first caller on New Year's Day is a fair-complexioned person, good luck will attend them during the year; if the person be dark-complexioned, however, nothing but trouble may be expected," I was reminded of the undoubted source of this superstition—the belief of the Northman that all the good and happy spirits were fair, while the malignant and unhappy elves were swarthy of hue. So far-reaching is the influence of the old Vikings.

There is another word which Cowper's fashionable dean never mentioned to ears polite, and which has been derived by Norse enthusiasts from Hel the daughter of Loki, whom Odin cast in Niflheim, the Norse Hades, where she had power over nine worlds to share them among the men that were

sent her. This nine-fold division of Hell and the notion that Hell was cold and dark remind us of Dante's division of the Inferno, and his conception of its lowest circle as a bed of solid ice.

But it is not my intention to dwell upon the mythology of the Northmen, interesting as it is. Neither do I intend to trace, any further, the Scandinavian influence upon our language. This has been done in his last work, by Skeat, and although he admits that his treatment is far from exhausting the subject, an essay of purely philological character is for the reader not for the hearer.

The more interesting and at the same time the more novel side of this subject is the Scandinavian influence upon English Literature. And here I will follow the example of our young debaters and define the meaning of my thesis. I propose to investigate the character of the literary influence of Iceland, Denmark, Sweden and Norway upon the literature of England throughout, at all periods of its history from the Epic of Beowulf and the Ruthwell Cross to the last production of one of our Canadian poets. In this wide sweep I can only touch upon the salient points of my subject, but if, in doing so, I awaken a desire on the part of anyone present to carry out a detailed examination of one or more of these authors touched upon, I shall deem the principal object of this paper accomplished.

The method I shall adopt is the historical, but the modern—the living literature of the present century will receive the lion's share of our attention. And first a word or two as to the character of this influence. It may be discerned in the nature of a writer's subjects or it may be found in the character of his style. The latter requires the nicest powers of discrimination while the former admits of a very mechanical treatment. To look over the table of contents of a poet's volume and pick out the subjects that are drawn from Norse mythology, or Norwegian story, requires no great critical skill and may be set as a school-boy's task. But the investigation of a poet's style with a view to determining the nature and extent of his indebtedness to the literature of the land of Thor is one of the most difficult tasks which the critic can set himself. One very obvious difficulty is that of learning three languages—each almost as hard to acquire as German, if taken by itself. This difficulty may be avoided in the present instance by taking advantage of the labors of several distinguished scholars who have given us a series of excellent translations from Icelandic, Norwegian and Swedish. If the objection be raised that we cannot catch the spirit of a literature through translations, I should answer that this limitation does not affect the question, as we are estimating the effect of these languages upon English literature and that which is incapable of being expressed in English cannot affect that literature.

The scholars spoken of above are Gudbrand Vigfusson and York Powell, whose great work on the Poetry of the Old Northern Tongue is a perfect mine of Archaic Icelandic literature and who have also edited the later poetry of Snorri, Olaf and Sturla. To William Morris, who more than any other has made England familiar with the Icelandic sagas; Edmund Gosse, who in his "Northern Studies" has given us not only a most interesting account of the literature of Sweden, Norway and Denmark, but a series of exquisite translations of the gems of modern literature in those northern lands; lastly, G. W. Dasent, who has so richly fulfilled the promise of his early article "The Northmen in Iceland," in the Oxford essays for 1858, by the "Fairy Tales of the Northmen" and "Burnt Njal," I am especially indebted. In addition to these writers I have consulted a number of others who have treated the subject of the Norsemen.

When one tries to describe the special characteristics of Scandinavian literature one feels constrained to take refuge in a comparison. As most lovers of literature at the present day are also lovers of music it will simplify matters to say that the character of this literary influence is the same as that of the musical influence to which Kjerulf, and especially Grieg, have so largely contributed. There is a certain simplicity, an absence of ornament, a bareness which is different altogether from the classical severity of the Greeks, but which possesses a charm all its own. There is also a quaintness born in part of this simplicity which is easier to feel than to describe. I shall illustrate my meaning by a pas-

*Paper read before the Modern Language Association, of Ontario.

sage from Morris' translation of the story of Gungl the Worm-tongue. (Read pp. 28-9.) The earliest monument of our language shows the Norse influence very strongly. I thought this afternoon that our President was going to tell again the story which he has made so interesting in the Pre-historic Annals of Scotland. But as he only alluded to that romantic narrative I may be allowed to give it in brief. The Ruthwell Cross it is well-known is inscribed with Scandinavian runes. This led the earlier scholars astray. An Icelander stopping in Edinburgh, a Mr. Repp, was bold enough to read the inscription as if it were Norse and even translate it as a reference to one of the Danish incursions. After this Prof. Thorkelin, of Copenhagen, showed even greater rashness, and made a new translation altering some of the words, referring the inscription to a marriage, and introducing several names of historical persons. In 1838, Kemble, the English scholar, offered a new explanation. The inscription, he declared, was in Anglo Saxon and had reference to the Cross of Christ. The strangest part of the story is the confirmation of this last view by the discovery in the Vercelli book of the original poem "The Dream of the Rood" from which the lines on the Ruthwell Cross are taken.

When we take up the oldest English poem, the Beowulf, we find a remarkable similarity between the myth of Beowulf's fight with the water-demons and the fight between Grettir and the water-spirits in the Grettir saga which Morris has also translated for us. This resemblance has formed the subject of a special paper by H. Gering, in *Anglia* III. The Germans have devoted more than one essay to the special subject of the Norse element in Beowulf, Sarasin, Sievers and Bugge, taking it up in Paul and Braune's *Beiträge* alone to which I would refer those who are interested in our older literature. The Germans, with their usual preference for the older periods, have devoted themselves specially to the determination of the Scandinavian element not only in the Old English Beowulf but in the Middle English *Ormulum*. The Middle English period is, indeed, very fruitful in evidence of the Danish influence, as we should expect it to be considering the large Danish infusion in the North and East of England. To this may be traced directly the sagas of King Horn and Havelok belonging to the latter half of the thirteenth century. Thoroughly Danish in character they tell the story of two heroes with many additions in the romantic style that had been introduced by the Norman conquest. Nothing so strikingly illustrates the effect of the Danish inroads upon our literature as do these two poems. With them our survey of the older period ends, and in leaving it, the remark may be made that hitherto the Icelandic or Old Norse has been the sole representative of the Scandinavian tongues, the others having not yet produced a literature.

(To be continued.)

Question Drawer.

WHAT country gives most attention to "Technical Education?"—R.

[Probably Germany. Sweden and France also pay a good deal of attention to it, and in the United States great progress is being made in this direction.]

PLEASE let me know what is required for matriculation in the Law Course.—M. J.

[Write to the Secretary of the Law Society of Upper Canada, Toronto.]

(a) HAS the Department yet authorized a text-book for teaching Agriculture in the Public Schools?

(b) What is the best work to read in Hygiene?—MAC.

[(a) No. See Question Drawer in JOURNAL of Jan. 15. (b) Presumably the "Manual of Hygiene," authorized for Training Schools.]

PLEASE give, through your paper, the recipe for making a composition for making a printograph, to print a number of copies from one manuscript; or inform me where I can get such an article, and oblige.—TEACHER.

[We cannot send you a recipe which we can recommend. Perhaps some reader will kindly do so. The printograph, or lithogram, can be had from city dealers for about \$3.00. See advt. of "Cyclostyle" in this number. This is much more satisfactory, no doubt, though more expensive. Schools should be supplied with something of the kind by trustees.]

1. Do you consider it advisable to pass from the "Kindergarten Course No. 2" to the "Public School Course No. 3" in drawing; or would it be better to use "Nos. 1 and 2 of Public School Course" first, after leaving the Kindergarten?

2. What "Speller" would you recommend for use in a Public School?

3. Where could I get a good, reliable dictionary with the pronunciation of proper names in full, and what would it cost?

4. What rule, if any, governs the spelling of geographical names? Notice, for instance, various spellings for Watchish Mts., north of Quebec.

5. After July 1st., 1889, will teachers be allowed to introduce or use in schools other than the P. S. History? If so, what kind?—SUBSCRIBER.

[1. We should suppose Nos. 1 and 2 would be necessary. Will some teacher of experience give his opinion? 2. As none is authorized none may, we suppose, be used. Were it otherwise, we would not recommend any "speller" other than the Readers. Spelling is, in our opinion, best learned through language and dictation lessons. 3. We know none better than the "Concise Imperial Dictionary," which can be had at this office. See advt., also "Notice" at top of Editorial page. 4. No rule but usage. 5. No; unless the use of Jeffer's Primer is continued by resolution of trustees.]

1. SHOULD talking be prohibited during school hours?

2. Should class-mates sit together?

3. Is the new Grammar all the text-book required for composition?

4. Will there be an Entrance Examination held in Dec., '89?

5. Can there be anything done to prevent stutering?—A YOUNG TEACHER.

[1. Our answer would depend upon what is meant by "talking." Talking, in the ordinary sense of the word, cannot certainly be permitted without serious detriment to both work and order. At the same time the fewer arbitrary prohibitions, of what can hardly be absolutely prevented, the better. Aim at having the children so fully occupied with their work and so deeply interested in it that they will have neither time nor inclination to talk. 2. We see no reason why they should not. But that is a question upon which we should like to have the verdict of experience. 3. No other is prescribed. What is not contained in the Grammar can be best had by reproduction and other exercises. 4. We suppose so. The law provides for semi-annual examinations. We are not aware that it is to be changed. 5. Regular exercises in the articulation of the difficult sounds and syllables will generally do much to remedy the defect.]

1. A YOUNG teacher in Algoma has to take the duty of sweeping the school room, the trustees neglecting to hire some one to do it. Is he entitled to compensation?

2. Is a special school meeting, held at night, lawful?—BETA.

[1. THE "Regulations" make it the duty of the teacher to see that the school-house is in order for the reception of the pupils, and "to employ (unless otherwise provided for), at such compensation as may be fixed by the Board of Trustees, a suitable person to make fires, sweep the rooms, etc." No teacher or pupil can be required to do the work unless regularly employed for the purpose. 2. Yes, if due notice has been given.]

To whom should I apply for information regarding the Civil Service Examination?—H. W. H.

[Address the Secretary of the Board of Civil Service Examiners, Ottawa.]

WHAT are the texts in Latin prescribed for Second Class certificates in July, 1889?

[Homer, Odes iii.; Livy, xxiii.]

I. PLEASE suggest a good book containing suitable selections of short stories for use in school.

II. Can a person who passes the Junior Matriculation Examination exchange his certificate for a Second Class Non-Professional?

III. Is Greek required for Junior Matriculation?

IV. Can a candidate write on the Second Class Non-Professional, and also on the Junior Matriculation Examinations in the same year?—S. L.

[I. WRITE to one of the educational booksellers advertising in our columns, describing what you want. II. No. III. French and German may be substituted for Greek, except in certain of the Honor courses. IV. The questions are the same, and the examinations, of course, simultaneous.]

THE Drawing paper in the recent examination for entrance to High Schools, was, I consider, a rather unfair paper both for pupil and teacher. Please state on what the examiners base their questions on this subject. I always understood that it was the drawing of objects, designs, etc., but the recent paper did not deal much in that line. Is there any text-book on this subject for the guidance of teachers in preparing pupils for entrance; if so, what?—E. E. G.

[The Regulation respecting *Drawing* is as follows: "Drawing Book No. 5, of the Drawing Course for Public Schools. Pupils may present their school work in drawing in any blank exercise book, so long as it covers the prescribed course, and no discrimination will be made in favor of work contained in the authorized drawing book." On looking over the questions referred to, which were published in the JOURNAL of Jan. 15th, we do not see how the drawing of objects and designs could be made much more prominent.]

Music Department.

All communications for this department may, until further notice, be addressed to A. T. Cringan, 23 Avenue St., Toronto.

IN last number the end of the second step was reached, and, if pupils have been thoroughly drilled, there will be no difficulty experienced in dealing with the third step. Before proceeding, however, it will be well to review the work of the preceding steps, by oral and written examinations similar to those prescribed in a former paper for review of the work of the first step. The subjects of the third step are necessarily more complicated than the preceding steps, and the teacher with no previous experience in teaching singing will find it necessary to study the various points thoroughly before attempting to teach the lesson.

In *tune*, two new tones are added, viz., *fah* and *lah*, which, with the five tones previously taught, will complete the major scale. In comparing the tones of the first and second steps we found that the intervals of the *DOH* and *SOH* chords are exactly alike. A reference to the diagram at the side will show that the *FAH* chord is also similar in construction. The new tone (*fah*) will be the first in order of introduction, and must be approached from the *doh* below. This will give exactly the same interval as from *si* to *d*, with which pupils are already familiar. Great care must be taken to impress the difference in the mental effect of the tones *fah* and *lah*, as they resemble each other to a certain extent.

LESSON ON THIRD STEP.

Prepare black-board by writing diagram of second step modulator, leaving space between *m* and *s*, and *s* and *t*. Drill class in singing from modulator. Give ear exercises in which pupils anticipate a new tone. Which tone is sung on No. 4. Teacher singing to *laa* || *d m d s* || *d m d r*, || *d s d m* || *d m d f** | The three first exercises will prepare for the fourth, in which the new tone will be discovered at once. T.—Which tone did you hear on No. 4? m C.—A new tone. T.—I will sing the same phrase again, and you will sing it after me. d (Repeats phrase.) At what place in the scale shall we place the new tone? C.—Between *m* and *s*. T.—Quite correct. The name of the new

tone is *fah*. (Writes it in position.) Now sing from my pointing. (Points d s d m d d d f f f m) You seem to have a little difficulty in singing *fah*, but you will find it much easier when you have studied its mental effect. Listen while I sing, and tell me what you think of the character of *fah*. (Sings several phrases in which *fah* is made prominent.) C.—It has a *dull* sound; it is solemn; it is gloomy. (Such answers may not be given at first, but a repetition of the exercises will elicit them readily. The writer has received as many as sixteen different answers to this question, all tending to show that pupils had grasped the idea of the mental effect of the new tone.) T.—There seems to be a difference of opinion regarding the character of *fah*. Let me try to help you. Just suppose that you are at play in the yard, when a boy comes up to one of you and tells you that there is a policeman in the school-room wishing to speak to you. How do you think you would feel about it? C.—We would feel rather serious. T.—But suppose this same boy should run up to you and tell you that “teacher says you are to have a half-holiday,” how would you feel about it? C.—We would feel happy. T.—Now that you see the difference between those two situations, perhaps you will be able to tell me which one *fah* most resembles. C.—The serious one. T.—Yes, *fah* is really a very serious, gloomy tone. Now practice singing from the modulator, and think of the effect of *fah* each time you sing it.

As soon as possible after *fah* has been taught, *lah* should be introduced, as *fah* is more easily sung in connection with *lah* and *doh*. The same method as above will be used, being careful to approach *lah* from *fah*, thus . . . d f f s . . . d f f l . . . The mental effect of *lah* is sad and plaintive.

Do not keep your pupils too long on this lesson, as the mental effect of the new tones is so depressing that they will quickly become dull and even unable to respond readily to your questioning. The introduction of some bright song, previously learnt, will serve to counteract the depression.

Pupils will now be prepared to study Exercises 71 to 87, also songs Nos. 104, 5, 6, 9, 110, 112, etc.

English.

WHAT IS PURE ENGLISH?

BY A. STEVENSON.

I HAVE been lately asked in a newspaper discussion if I defend slang. It would be difficult to answer this question categorically. What is meant by slang? As is the case with other highly complex abstract terms the connotation of the word slang cannot be defined with any satisfactory degree of precision. Many words that were once condemned by some critics as slang are classic now, and no two language doctors of to-day would agree as to what words were to be included under the term. The same person, even, condemns one year the expression that he employs freely the next. So that the word slang, as used by the individual speaker or writer, seems to include only the forms of speech of which he at that time disapproves. It is quite probable, therefore, that I would be prepared to defend some, even many, perhaps, of the expressions which my critic would condemn. Indeed, it is probable that all the words that at one time or another have been called slang, had quite as much reason for their creation and use as the so-called correct forms. I do not at present recollect a single corrupt or slang term that has not its analogy in the accepted language.

We are naturally so conservative in our tastes that it often happens that we denounce words that are new to us simply because they are new. The unfamiliar is considered ugly, a common process of transition of idea which is well illustrated in the history of such words as uncouth and outlandish.

It is another common condition for the book-learned to be intensely prejudiced in favor of the special vocabulary and forms of construction in use among their own class. This is especially true of those whose education in language has been chiefly confined to the crystallized structure of the Latin and Greek tongues. Such a prejudice is a quite natural product of the ordinary methods of education. And so long as scholars keep these prejudices to themselves no one else will find any fault. But when they set out to force them upon

others there is good ground for objection. Before the book-learned can claim any superiority here it will be necessary for them to show some inherent absolute fitness which their words possess beyond those they condemn in the illiterate. This it would usually be quite impossible for the censors to do. For it must be admitted once for all that any special form of language is merely a fashion, and that its so-called rules, apart from any physiological basis, are but conventions, fads, or accidents, and not absolute and eternal verities like the principles of mathematics.

It is fair to judge from my critic's letters that speaking generally, he condemns all variations from the book dialect as corruptions and slang. He admits development, but asserts that “development is not corruption.” It is permitted for me to say here that philologists now use these words as almost interchangeable and attach no notion of degradation whatever to the term corruption as they employ it.

The accidents that made the East Midland speech the dialect of English books justify no exclusive claims to “propriety” and “correctness” in its behalf. Neither Chaucer nor Wyclif set himself up as a pope in language, and if he had done so that presumption would not form a solid basis for argument. Moreover, it does not affect the case the least that scholars, having followed the manner of speech used by these two and subsequent authors, set them up as standards and authorities, making fetishes of them and stoning with stones any one who will not likewise fall down and worship. This has been the way of the world in the past, but no principle was ever proved by that method. In asserting principles, mere authority goes for nothing; this question always is pertinent: What are the facts?

I have here some words that may serve to show that the usages called pure English are exceedingly arbitrary, inconsistent and fluctuating, and that there is no basis for the assumptions of grammarians that imply an absolute standard and permanent symmetry and regularity in the forms of speech. So numerous are these irregularities in the accepted book dialect that when a critic ignoring them condemns others of the same kind in common speech, there is strong ground for the suspicion that “his English is spoiled by too much grammar,” and Latin grammar at that.

The purists are shocked at the depraved taste of the man who is content to say “onc't,” “twic't,” and “suddent,” but it is in quite good form with them to say whilst, amongst, amidst, against, hoist, peasant, tyrant, and ancient (1). Yet in both sets of cases alike the final *t* is excrescent; what reason then is there in adopting the one and condemning the other so violently? A similar case of accepted corruption is the *d* in sound, lend and wicked (2). There is, too, the fashion of adding the initial *n* in nickname, newt and nugget (3), and dropping the original initial *n* in apron, adder and orange (4). In pronouncing “often” and “soften” it is correct to drop the *t*, but on no account is it allowed to drop the *d* in “and” or the *g* in “ing.”

The sounds denoted with us Canadians by the letters *r* and *l* seem to be struggling for existence of late in the speech of the educated classes in England, being usually stifled into “aw” and “w.” But we are blamed if we do not give the broad tone to a in such words as calm, psalm, and drama.

Again, it has been accepted as proper in the book dialect to transpose *r* and the vowel in bird, third and burn (5); to substitute *r* for *s* in art (verb); were and forlorn (6), and to add *r* to the original of groom in bridegroom, or to use the sibilant instead of *r* in frozen; but it is considered as vulgarity of a deep dye to meddle with *r* in “cartridge,” “partridge,” “are not,” “dares not,” or “burst.” Whence this sacredness here? Then it is called wrong to use done and seen to denote past time, but it is considered quite orthodox to use other participles in this way, as spun, flung, stung and wrung.

I have heard smart students, educated in the ordinary school grammars, mildly ridiculing old country people who spoke of “childer,” the students thus showing their ignorance that “childer” is an original form and our plural a corruption (7). And what agony the critics of old times must have been in when “you” first began to be used as a singular form and “its” as a genitive! By the way it was not the profane vulgar, but this same class of critics, who made the dis-

covery that the genitive *-s* was a corruption of “his”! and they were at great pains to restore the “purity” of the language in this respect (8).

Further, the critics of to-day themselves use the double genitives (9) ours, yours and theirs freely, and are not conscious of wrong; but if one were to use a similar construction and say our'n, your'n, their'n, how intolerable it would be! We can say myself and thyself, using the genitive, but it is not permitted by the grammarians to say his-self. This last word sounds strange to the book-learned, but not to those who use it and who are more consistent here than we are.

Our Saxon ancestors (10) used the double negative for emphasis, but it is not “right” now. It may do for the French but not for us. Nor must we ever use the adjective form in *-est* when only two objects are spoken of (11), nor even a double superlative for emphasis (12) though these constructions are common among the best old writers on whose language our modern critics base their assumptions when they can.

The common expression “it is me” is put down for correction in every set of exercises in “false syntax” I ever saw. This is probably because it does not tally with a rule borrowed straight from Latin grammar. It seems to be no harm, however, for the French to use a similar construction. Yet if the objective form cannot be used in the subjective relation, on occasion, who can justify our regular use of the old dative in the accusative relation? this very word, me, for instance, and thee, you, him and them, as well (13). It is equally difficult to understand how the critics can consent to the use of the demonstratives she, they and them, instead of the original personal pronouns which they displaced.

With respect to “guess” and many other so-called Americanisms, it is well known that these words were used by Chaucer, Wyclif, Gower (14), and other early writers in precisely the same sense as the Americans use them. On the other hand, English writers might be accused of “corrupting” American words. Here is an instance just at hand. In the *Illustrated News*, dated Jan. 12, 1889, the name toboggan is applied to a sleigh with runners and a high frame.

I think that it has now been proved what I set out to establish, that there is really no absolute standard by which to judge of the forms of speech, and that there is no scientific basis for such distinctions of good and bad, correct and incorrect, as are drawn by grammarians. My main object, however, is to enter a strong plea for the study of English in a more liberal spirit and by a more scientific method than has hitherto been followed. We should study our language historically back to the oldest writers, and comparatively by noting the varied idioms and word-forms or sounds, which are in use in all the different districts where English is spoken.

NOTES.

- Abbreviations, A. S.—Anglo-Saxon; E. E.—Early English; M. E.—Middle English; O. F.—Old French.
- (1) A. S., *anes*; M. E., *ones*; M. E., *twiës*; M. E., *whiles*; M. E., *amiddes*; M. E., *amonges*; M. E., *ayaines*, (all genitives); M. E., *hoise*; O. F., *paisan*; O. F., *tiran*; M. E., *auncien*.
 - (2) M. E., *soun*; A. S., *lænna*; E. E., *wikkë*.
 - (3) M. E., *ckename*; A. S., *efeta*; M. E., *ewte*; older forms of *nugget* are *niggot*, *ningot*, said to be from “an ingot” (Skeat).
 - (4) O. F., *naperon*; A. S., *nædre*; Span, *nananja*.
 - (5) A. S., *brîd*; A. S., *thridra*; A. S., *brennan*.
 - (6) Art=*as*=*thu* (Skeat); A. S., infinitive *wesan*; Loren, pp. of A. S., *Leósan*—to lose; A. S., *bryd-guma*; A. S., *froren*.
 - (7) “Of mouth of childer and soukand.”—English Psalter, A. D. 1300.
 - (8) “William sent Harold hys body to Harold hys moder.”—John of Trevisa, A. D. 1387. An egle hys nest.—*Ibid.* A child hys brouch.—*Ibid.*
 - (9) *Vide* Morris' Historical Grammar.
 - (10) “Ne nan ne dorste nan thing ácsian.” A. S., Gospels, Matt. xxii. 46.
 - (11) Chaucer, Sackville, Spenser, Marlowe, Shakespeare, Bunyan, Goldsmith, all used this construction, occasionally at least.
 - (12) “The most unkindest cut of all.”—Julius Cæsar.
 - (13) The original accusatives are *mec*, *thec*, *ewic*, *hine*, *tha*. The original personal pronouns displaced by *she*, *they*, *them* are *heô*, *hí*, *hem*, respectively.—*Vide* March Anglo-Saxon Grammar.
 - (14) Of twenty year of age he was, I gessë.—*Canterbury Tales*, Prologue. Thei . . . gessiden [him] for to be a fantum.—Mark vi. 49. More than the couthen gesse.—*Confessio Amantis*, Book V.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—
MIDSUMMER EXAMINATIONS, 1888.

THIRD CLASS TEACHERS.
BOOK-KEEPING.

Examiners: { J. J. TILLEY.
C. DONOVAN, M.A.

NOTE.—Only 6 questions are to be answered, but of these the 4th, 5th and 7th must be three.

1. (a) Mention the advantages that Double Entry possesses over Single Entry as a system of Book-keeping.

(b) Explain how a set of Single Entry Books may be changed to Double Entry.

2. Give the meaning of the following commercial terms:—Blank Credit, Way Bill, Balance of Trade, Lien, Tariff, Trade Discount, Assignment, Bill of Lading.

3. (a) When are Interest and Discount debited? when credited?

(b) When will the excess in an account be placed on the debit side? when on the credit side?

(c) To what extent are the shareholders of a chartered bank liable in this country?

(d) Explain the meaning of *limited* in the following:

"THE AUXILIARY PRINTING COMPANY,"
(Limited.)

4. Give both A's and B's Journal entries for the following transactions:

(a) A bought from B \$800 worth of goods, giving in payment his note for 3 months, bearing interest at 8 per cent per annum, for \$500, and a check on the bank for the balance.

(b) B bought from A \$600 worth of goods, giving a sight draft on C, of Hamilton, for \$400, cash \$100, balance to remain on account.

(c) A has this day paid his note in favor of B, giving him \$300 worth of goods and cash for the balance. Face of note, \$500. Discount allowed, \$20.

5. (a) A shipped to B, to be sold in joint account, 975 bbls. apples, invoiced at \$1.80 per bbl. 450 bbls. were taken from his warehouse, and the rest were bought from C, and paid for by check on the bank. On sending the apples away he paid charges in cash, \$45.

(b) B, on receiving the apples, paid freight, \$120, and cartage, \$15, by check on the bank.

(c) B sold the whole assignment to D at \$2.60 per bbl., and received in payment F's note in favor of D, due in 3 months (discount at the rate of 8 per cent. per annum) for \$300 and a check on the bank for the balance.

(d) B charged \$40 for selling the apples, 2 cents per bbl. for storage, and \$7.50 for insurance. He then rendered A the Account Sales and settled with him in full by a sight draft on K.

(e) A received the Account Sales and remittance.

(1) Give A's Journal entries for (a) and (e).
(2) " B's " " " (b),(c) and (d)

6. J. M. Henry settled his account of \$170 with McIvor & Co., giving them his note for \$100, and \$70 in cash. In his Journal entry Henry made the following entry of the transaction:

McIvor & Co., Dr. \$170
To Bills Receivable.....\$100
" Cash..... 70

Make the cross entry necessary to correct this.

7. Give Day Book entries requiring the following Journal entries:

(a) John Carson, Dr. \$800
To Bank..... \$600
" Cash..... 200

(b) Bank, Dr. \$1000
To Bills Receivable.. \$600
" John Carson..... 400

(c) John Carson, Dr. \$700
Bills Payable..... 300
To Bills Receivable.. \$700
" Interest..... 50
" Cash..... 250

8. Post the entries in No. 7.

ORTHOEPY AND PRINCIPLES OF READING.

Examiners: { M. J. KELLY, M.D., LL.B.
CORNELIUS DONOVAN, M.A.

NOTE.—Not more than 5 questions are to be attempted, of which Nos. 3, 5, 6 and 7 must be four.

1. Define and illustrate the distinction between vowels and articulations, and name at least three defects common in the use of the latter, and state how they may be remedied.

2. "There is an essential difference between the movements of the voice in speech and in song." Explain this statement fully.

3. Indicate, by short horizontal lines, the rhetorical pauses in the following, and underscore the accentuated words or groups of words:

"I, who was fancy's lord, am fancy's slave,
Like the low murmurs of the Indian shell,
Ta'en from its coral bed, beneath the wave,
Which, unforgetful of the ocean's swell,
Retains, within its mystic urn, the hum
Heard in the sea-grots, where the nereids dwell—
Old thoughts still haunt me, unawares they come
Between me and my rest, nor can I make
Those aged visitors of sorrow dumb."

4. Discuss the relations of "inflection," "accent," and "emphasis, and distinguish them in the following extract:

"There is not an evil incident to human nature, for which the Gospel doth not provide a remedy. Are you ignorant of many things it highly concerns you to know? The Gospel offers you instruction. Have you deviated from the path of duty? The Gospel offers you forgiveness. Do temptations surround you? The Gospel offers you the aid of heaven. Are you exposed to misery? It consoles you. Are you subject to death? It offers you immortality."

5. Distinguish between *radical* and *final* stress and indicate them, with reasons, in the following extracts:

(i) "Weave the warp and weave the woof,
The winding-sheet of Edward's race,
Give ample room, and verge enough
The characters of hell to trace."

(ii) "O Tiber! father Tiber! to whom the
Romans pray,
A Roman's life, a Roman's arms, take
thou in charge this day!"

(iii) "I know not how others feel, but as for
me:—Give me liberty or give me
death!"

(iv) "And nearer, clearer, deadlier than before!
Arm! Arm! it is—it is—the cannon's
opening roar!"

6. Indicate the variations of feeling manifest in the following extract, and the changes of movement, pitch, and time, necessary to express its full meaning:

"Fill high the bowl with Samian wine!
Our virgins dance beneath the shade—
I see their glorious black eyes shine;
But gazing on each glowing maid,
My own the burning tear-drop laves,
To think such breasts must suckle slaves."

"Place me on Sunium's marbled steep,
Where nothing, save the waves and I,
May hear our mutual murmurs sweep;
There, swan-like, let me sing and die:
A land of slaves shall ne'er be mine—
Dash down yon cup of Samian wine!"

(a) Mark the emphatic words in the second stanza, assigning reasons for so doing.

(b) With what qualities of voice should ll. 1, 5, 8 and 12 be read? Give reasons for your answer.

7. Divide into syllables, mark the accented syllables and the correct sounds of the vowels and italicized consonants, in the following words: *Acclivous*, *anchovy*, *aspirant*, *capuchin*, *invalid* (adj.), *invalid* (sub.), *mischievous*, *irrefragable*, *stalactite*, *cicerone*, *epicurean*, *inchoate*, *obligatory*, *precedence*, *sanhedrim*, *spinach*, *tapis*, *volteux*, *yclept*.

EAST MIDDLESEX PROMOTION AND REVIEW EXAMINATIONS,

NOVEMBER, 1888.

GEOGRAPHY.

SECOND TO THIRD CLASS.

Time, 1 Hour.

LIMIT OF WORK.—SECOND CLASS.—Local Geography. Map of school grounds. Definitions of the chief divisions of land and water. Talks and stories about animals, plants, people, air, sun, moon, and shape of the earth. Pointing out oceans and continents on the Map of the World.

1. (a) Name four domestic animals.

(b) What is cheese? Tell what you know of its manufacture.

2. Some apples have in them what are often called worms; how do they get there?

3. (a) Name a plant of which the root is used for food by man.

(b) Another of which the underground stem is similarly used.

(c) One of which the leaves are so used.

(d) One of which the petals or stems of the leaves are so used.

(e) Two of which the seed is eaten.

(f) And three which have edible fruit.

4. Draw a map or picture showing a lake, an island, a cape, a peninsula, and a river. Write or print the name on each.

5. (a) Which continent is longest from north to south?

(b) What ocean between America and Australia?

(c) What ocean between America and Africa?

6. Write your full post-office address, including the county and Province.

7. (a) What is the name of our county-town?

(b) Why is it called the county-town?

(c) What direction is the county-town from this school house?

8. (a) Show by a drawing the appearance of the moon when it is called new moon.

(b) How many weeks from one new moon to the next?

(c) How can you show that in a year the moon moves through more space than the earth?

ARITHMETIC.

SECOND TO THIRD CLASS.

Time, 2½ Hours.

LIMIT OF WORK.—Numeration and notation (Arabic) to 1,000,000. Roman notation to the number of the year. Accurate and rapid mechanical operations in the four simple rules. Practical applications of the four simple rules. Easy factoring. Multiplication and division by factors. Writing, adding etc., dollars and cents. Mental Arithmetic.

1. Write in words 12,030, 5,018, XLIV. and XCV.

2. Subtract 68,497 from 700,000; then, 68,497 from the remainder, and keep on subtracting 68,497 in like manner until you have exactly 357,515 left.

3. There are one hundred and eighty-four pages in your book, each page averages 19 lines, and each line eight words. How many words in your book?

4. What remains when 297 is taken out of 12 millions as often as possible?

5. A dealer bought 849 barrels of flour at 9 dollars a barrel, he sold 647 barrels at ten dollars a barrel and the rest at eight dollars a barrel. How much did he gain?

6. Divide 333,143 by 132, using the factors 11 and 12 by short division, and prove your answer by multiplying without factors.

7. Mrs. F. sold 27 dozen eggs at 19 cents a dozen, and 19 lbs. of butter at 24 cents a lb. She bought 39 yards of calico at 14 cents a yard. How much money had she left?

8. Here are seven numbers: 319, 1097, 864, 321, 69, 2080, 98; multiply the two that are most nearly equal, and from the product subtract the sum of the largest and the smallest.

9. Add 486978, 13, 987, 869786, 584, 6867, 56466, 39, 8648.

Hints and Helps.

KANSAS CITY SCHOOLS AS SEEN BY A CANADIAN TEACHER.

BY JOHN WALLIS.

DURING the past three months I have had an excellent opportunity for observing some of the features of the Public and High Schools in this great and growing city of the West, and there are some things about them that are preferable to the city schools of Ontario. It would be obviously unfair to compare with them the country schools of Ontario.

There is no uniform system of marking in the schools. Every six weeks, during the school year, a report of each pupil's progress is sent to the parents, but the teachers are bound down to no set system to determine the pupil's place in class. Not that the teachers do not have a system; but each one is free to adopt that method of marking that he can use with best results. A similar plan prevails in the teaching of every branch. So long as the results are satisfactory, each principal and each teacher is free to adopt the method he or she can do best with. I do not think any principal would think of dictating to an assistant *how* any subject should be taught; certainly the superintendent would not. A better method would be suggested, only. A teacher who failed to show good work would be warned, encouraged and aided to do better, but if that failed would be dismissed. Since the same great principles underlie all good teaching, methods do not differ so very greatly among good teachers in fact, though outwardly they may not seem at all alike. Here, the School Board and city Superintendent wish to give all possible freedom to the teachers.

There is exceedingly little done here for its educational value alone; algebra, botany and similar subjects of limited value, except as a means of mental training, are not taught in the Public Schools, although pupils continue in the Fifth Reader two years before entering the High School. Much less arithmetic is taught than in Ontario of that kind which consists of problems of no practical utility. By far the greater part of physical geography taught is about the United States, an intelligent knowledge of the other countries of the world, only, being required.

There is less conservatism than in the schools of Ontario. I was present as a delegate at the Provincial Convention at Toronto a few years ago, when the subject of giving marks was very fully discussed. The Toronto teachers were very well represented, and one after another spoke against the practice, and a resolution condemning marking was unanimously passed. A few days after the teachers of Toronto began their work and their marking, compelled to do that which several at least had so recently condemned. If a similar resolution had been passed here, and had a marking system been in use previous to its passing, it would have been a death-blow to it. It is not expected here that the principal of a large city school can teach fifty children and discharge all the duties of principal at the same time. It is true the principals do teach five or six classes a day; but there is an assistant for each room, and the principal has an opportunity of properly discharging his duties without feeling that he is leaving one room without a teacher.

I think I may safely say the feeling of *rush* to prepare pupils for promotion examination is almost unknown here. The work to be done over for promotion is quite explicitly laid down, can fully be done over, and then supplementary work may be done. No prizes for the best pupil or the highest marks; no scholarships; but the pupils are taught

to work from good motives. Very seldom are pupils whipped; a child that will not obey is reported to the parents, with a warning notice that the misconduct must cease, or the child will be suspended, and a child that will not obey is very promptly sent home. It is held that the parents are the proper persons to administer corporal punishment: and only when they send written permission is the teacher supposed to use the rod, and then only in the presence of some reliable witness. The children are not allowed to impose on a teacher, they are, as I have said, sent home—suspended—promptly, if they will not behave. Before a suspended pupil can return to school, the parents must get the consent of the city Superintendent, and few care to be put to that trouble. So it is quite a serious thing for a child.

In some things the schools here will not compare favorably with the schools of Ontario; but of that another time.

ARITHMETIC AND THE REASONING FACULTY.

BY W. A. M'INTYRE, B.A., NORMAL SCHOOL, MANITOBA.

THE study of Arithmetic has a great practical value, but in addition to this it has a value peculiar to itself in the opportunities it affords for developing the reasoning faculty. Yet many, who have studied the subject for years, contend that their reasoning powers have not been strengthened thereby, to any extent, but that the study of History has done more for them than the study of Arithmetic. It may be that they undervalue the discipline obtained through the latter study, or it may be that they speak the literal truth. In either case we are forced to the conclusion that there is something wrong in the presentation of the subject in many of our schools, otherwise such a statement would not be made. My object is to point out one or two errors commonly made, and to suggest what I consider better methods than those now followed by many.

There is a law in teaching, that we should proceed from the Simple to the Complex. If we observe this in the development of the presentative and representative powers, why not observe it in seeking to develop the reason? Our arithmetics to-day are for the most part graded according to rule; I have failed to find any in which questions are arranged strictly according to the difficulties they present in the matter of reason. Questions in the Simple Rules, proposed to children of eight or nine years, are in many cases much more difficult than those in Interest, Stocks, Exchange, Insurance, etc., which are proposed to the same children when they have reached the age of fourteen. Our text-books are arranged practically. Sufficient importance is not attached to the fact that this is the study through which we hope to strengthen and develop the reasoning powers.

But is there any plan whereby questions can be arranged according to the difficulties they present in the reasoning process? Let us examine:

When a child works with, say, six objects, there are five, and only five, types of questions which we may propose.

A. (*Addition*).—Willie has 4 blocks in one hand and 2 in the other hand. How many blocks has he altogether?

S. (*Subtraction*).—Willie had 6 blocks and gave away two blocks. How many had he left?

M. (*Multiplication*).—2 apples cost 3 cents each. How much did they together cost?

D. (*Division*).—How many apples at 3 cents each can be bought for 6 cents?

P. (*Partition*).—If you pay 6 cents for 3 apples, what does each apple cost?

It is customary to apply the name *Division* to both the last two questions, but this is manifestly incorrect, as the results are totally different. In the case of *Division* the result is 2 apples. In the case of *Partition* the result is 2 cents. Moreover, the work performed by a child in arriving at a solution is by no means the same in both cases.

Again, if it is wrong to denote both operations by the same name—*Division*—is it not equally wrong to represent the operation by the same arrangement of figures? In the former case the mechanical part of the work will be shown as follows:—3 cents) 6 cents.

2 times.

In the latter case it will be represented thus: $\frac{1}{3}$ of 6 cents is 2 cents.

These five types of questions may be known as *one-step* questions, since they involve but one step of reasoning. They are the simplest of all arithmetical problems, and should certainly be those first proposed to the child for solution.

(To be continued.)

Educational Meetings.

SOUTH YORK TEACHERS' INSTITUTE.

A CONVENTION of the South York Teacher's Association, was held in the Assembly Room of the Parkdale County Model School, on Thursday and Friday Oct. 25th and 26th inst, 1889

The President, Mr. D Fotheringham, opened the convention with prayer. Mr. S. Jewett introduced a discussion on Arithmetic, for Entrance to High Schools. He solved problems on blackboard, and they were discussed as he went on.

Miss Jennie McGlashan gave an object lesson on "The Hand." She quickly gained the attention of the children, and kept it well sustained to the close of the lesson.

Mr. R. W. Hicks H. M., of Queen Victoria School, Parkdale, gave an address on "Teaching History in Public Schools," in which he recommended, that the degree of mental development should be considered in selection and treatment of facts, and arrangement of text-books. Books on History for young pupils, should consist to a great extent of biographies, descriptions of striking events and of manners and customs.

Mr. Wm. Douglas, of Ringwood, illustrated a new system of teaching writing. He proved to be a master of his art, and succeeded in imparting some of his enthusiasm to his audience. He advocated teaching rapidly from the beginning.

Miss Sarah Noble, of Parkdale Model School, read a humorous essay on "Geography for a Second Book Class." This has already appeared in the JOURNAL.

On the Thursday evening, the Rev. Prof. Clark of Trinity College delivered his well-known lecture, on Kingsley's "Water Babies" to a crowded and appreciative audience. Choruses were given by the pupils of Queen Victoria School, led by Mr. R. W. Hicks, and by the pupils of the Weston public school, under the management of Miss Moore. Miss Fleta Holman gave dramatical recitals. The audience showed their satisfaction by recalls to which Miss Holman obligingly responded.

On Friday morning a discussion on Prose Literature was introduced, by J. A. Wismer B. A., H. M. of Parkdale Model School. He said that too much attention was paid to formal grammar, and too little to style. The study of Literature and the practice in Composition should go on together.

Mr. J. C. Rutherford of Richmond Hill taught an excellent lesson on Composition, to a Second Book class. His plan was to perform a number of actions and ask pupils to state, orally and in writing, what had been done. He recommended the teacher to give object lessons, or read stories and let pupils reproduce them from memory.

Miss Gertie Black sang "Under the Eaves."

Mr. Rees read an essay on reading in Fourth Book classes. He said that the teacher should explain and illustrate, and take a little work at a time. He should attend to purity of tone, and distinctness of utterance and drill on inflections. Pupils should show intelligence and read with expression.

The President gave a report of attendance at the convention. Out of 115 teachers, 108 were present. The Model School students sang a chorus, entitled "Sailing."

Mr. Fotheringham named Messrs. Hand and Bull to act with himself, as a committee on the limit of work for uniform promotion examinations, to report at next meeting.

Mr. A. T. Cringan gave an address on the Tonic Sol-fa method of teaching music in schools. He stated that Tonic Sol-fa was used in most schools in Great Britain. He formed the convention into a class, gave examples of methods, and explained principles. The convention was a decided success. Votes of thanks were passed to outsiders who had assisted. The next convention will be held on Feb. 21st and 22nd, 1889.

BUSINESS NOTICES.

WE desire to secure the service of one active, reliable member of every Teachers' Association, who will undertake to represent the JOURNAL at Conventions, on commission. Apply as soon as possible, with note from Inspector or President. In cases where arrangements are already in existence, no reply will be expected, as they will not be interfered with.

WE direct attention to the announcement of the merits of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once.

Now that the season for holding Conventions has returned, we desire to repeat our request that Inspectors and Secretaries of Associations send us programmes of their forthcoming Conventions as soon as issued. We desire to make announcements of such Conventions, with somewhat fuller particulars than may be found in a Departmental list. Moreover, as this list contains only the names of Inspectorates in which Teachers' Institutes are held, a great many Conventions of Teachers, not being upon the list, are unknown to us, and unannounced. Give us an opportunity to make your operations known to the whole body of Teachers, all of whom take an interest in what concerns the profession. Also, please send us a summary of proceedings.

TEACHERS' INSTITUTES.

Wentworth, at Dundas—Feb. 21 and 22.

Halton, at Milton—Feb. 28 and March 1.

Mr. Inspector Tilley will attend both of the above meetings, and will, in each case, deliver a lecture on the evening of the first day.

South York, at Parkdale, Feb. 21 and 22.

Editorial.

TORONTO, FEBRUARY 15, 1889.

"THE STORY OF A SCHOOL."

THE *Popular Science Monthly*, for February, contains a most interesting and suggestive article, by James Johannot, under the above heading. The article purports to be the history of the author's experience as principal of a Normal School, established at Warrensburg, Missouri, in 1872. "Entire control of the school, without interference from the superintendent or the regents," was the stipulated condition on which Mr. Johannot undertook the work.

The first thing that engaged attention was, naturally, the preparation of a course of study. "A brief inspection of various catalogues showed that little thought had been bestowed upon the order of the subjects in the course." Deeming this a matter of primary importance Mr. Johannot discarded the catalogues, tried to forget that a school curriculum had ever existed, and set to work to frame a course of study on philosophic principles, as deduced from the natural order of growth in mind and the corresponding sequence in the sciences. This attempt to arrange subjects in the order of their dependence as determined by comparative science, resulted somewhat as follows: First, the physical sciences, their treatment beginning with observation of material objects and passing to a consideration of forces and of the laws of physical relations. Another line of study treated of man and his environment, and starting with geography led up through history, literature and civil

government to mental and moral philosophy, and later on to rhetoric, logic and political economy.

"Besides these two main lines of thought there were two subordinate ones, dealing respectively with language as a science, and with mathematics." In language a new and wide departure from the customary was made. Latin and Greek were excluded, it being determined that the time that could be had for linguistic study was needed chiefly for constructive work in the vernacular. "I determined," says Mr. Johannot, "to make the study of English thorough: I realized the power gained by an accurate and easy mastery of our own tongue, and I fully appreciated the æsthetic value of English literature in the cultivation of a refined and discriminating taste. The constructive work was so managed that familiarity with composition preceded analysis, and the principles and rules of language were developed out of the pupil's own work. Grammar came out of language, not language out of grammar. The critical work of grammar and rhetoric was placed in the advanced course along with logic."

In this spirit, and in accordance with the principles and methods thus indicated, the whole course was arranged. Assistants, like-minded with the principal, were carefully chosen, with respect to their fitness in special directions. The plans of each had their recognized place in a co-ordinate work. "One of the chief defects in colleges and academies to-day is this lack of co-ordination. Without it the scientific method in its integrity is impossible, and instruction proceeds as though each science were independent. Time and strength are laboriously fretted away, with the result of chronic discouragement on the part of both professor and student."

"I declare," said one of our most observant pupils, as he came out from recitation one day, "the teaching in all the classes is somehow alike! It makes no difference whether we are in natural science, mathematics, or language, we are going the same road, and each lesson throws a new light on all the others."

Our space-limits will admit of but a few illustrative hints from those supplied in the article. In botany, for instance, books were unopened, except to aid in analysis. Physics was taught in the laboratory, and illustrated by apparatus which teachers and pupils united in making. In the development lessons, by a series of questions quite on the Socratic method, the disjointed and vague ideas which the class possessed in regard to any given subject were patiently drawn out, and attention directed to the more obvious relations between the ideas presented. The pupils were then left to work over the lesson, and arrange and present it in due order. This process became a guide, and pointed out the way for the next step in the investigation. In topical recitations the words of the textbook were not accepted. Day by day pupils were called on to tell what they knew of given subjects in clear and connected discourse. Thus every lesson became a language

lesson of the most practical kind. Written work, too, had a large place, as it should have in every school. The plan made provision for at least one written exercise a day for each pupil.

A most excellent feature of the school work is thus described:—"Drawing came in everywhere, being a mode of expression as natural as language, and indispensable to the acquirement of clear ideas; pupils soon made constant use of it, though, from lack of early training, their efforts had no pretensions to artistic merit."

As to methods of discipline, these were all "intricate and intimate parts of our whole work. We had no rules, no class-markings, no roll of honor. We rejected the whole military system, as tending to produce mechanical, routine work. The abrupt tone of command was not heard within our walls. Directions were given in the form of requests. Teachers and pupils observed towards each other the usual courtesies of social life. No premium was offered for study. We relied on natural incentives. Exercise of faculty is the chief source of pleasure in the young, and we furnished abundant scope for it. The time being filled with pleasurable occupations, calling into activity the whole nature, there was less temptation to misdemeanors than in the ordinary conditions of home life. . . . The school as a whole soon attained a character of its own, derived from the aggregate of its members, and, reacting upon them, it became a potent force in stimulating the moral growth of individuals. This aggregate moral power was exerted for the most part unconsciously, but it was effective; and in time reached proportions which rendered my interference unnecessary."

We would gladly give much more fully the details of this grand experiment, but want of space forbids. We wish every teacher could read the article. It would be to many a revelation and to most or all an inspiration.

A change finally came through the operation of causes arising out of the re-enfranchisement of the South after the civil war. With these we need not concern ourselves. Though our article is long we cannot bring ourselves to close without quoting one more paragraph, giving Mr. Johannot's summing up of results.

"Our experiment came to an end. Of the various innovations made upon custom each had justified itself. The effort to make character the end of education had more than fulfilled expectation. During the last year not a single case of misconduct was reported to me, nor was the behavior of one of our students criticised by the citizens. We had a reign of influence. The forces that govern conduct came from a growth within of just and kindly impulses. A watchful supervision had always been maintained, but into this had entered no element of espionage. The peculiar character which the school attained, both on its mental and moral side, was due to the several factors of influence—scientific methods of study, philosophic succession of subjects, and a never-ceasing, but an apparently incidental, attention to moral training."

STATE EDUCATION.

"INQUIRER'S" letter in another column is well worth reading and thinking about. The argument against State education is cleverly put, and, save in one particular, logically developed.

In the article referred to we laid it down as a first principle that the education of children is primarily a function of the parent, not of the State. Is it then true, as "Inquirer" maintains, that to be logical one must either deny that first principle, or condemn our public school systems as an usurpation of parental rights? Both horns of the dilemma seem formidable. Are we absolutely shut up to the one or the other? We are sure that our first principle is correct. It is an axiom of both civics and ethics. Nor can we be persuaded that an institution which bears on the whole such excellent fruits as the Modern Public School system can be radically wrong in theory. Where, then, is the fallacy?

It is, if we mistake not, in certain assumptions, unconsciously made by "Inquirer." His argument in the first place, tacitly assumes that the State is something which is wholly distinct from the parents, and which may be conceived of as in opposition to them; whereas, in a free country and under constitutional forms of government, the State is, in the main, nothing more or less than the parents themselves, organized and acting in unison through their appointed agents. Now it is not to be supposed that each parent, or one in a thousand of the parents in a State, could personally educate his own children. Nor could one in a hundred provide separately for the education of his own. The expense of employing competent teachers would be quite beyond the ordinary means of the individual. The only way in which the duty could be performed would be by parents uniting in groups to organize and sustain schools. Experience would soon teach that the larger and the more completely organized the groups, the more economically and efficiently could the work be carried on. As such groups must necessarily be local in character, it is evident that all the parents residing in a given locality must unite in the support of their schools. Those who for any reason should neglect or refuse to do so would thereby shut themselves out from the only opportunity of educating their children at a cost within the means of the greater number. Hence it would come to pass that the only workable system would require that the opinions and preferences of the minority should yield, within certain limits, to those of the majority. What would the result be but a close approximation to the state of things now existing? The fact that the organization embraces the whole Province, and deals with other matters affecting the general welfare does not change the relation so far as the work of education is concerned. The State is not, we repeat, some absolute and alien power, existing outside of or in opposition to the people. It is the people themselves, working together as an organized body for the better accomplishment of such functions as are common to all the members of the body. Parents, as the individuals primarily responsible, may make the mistake of relegating too large a portion of their duties to their children to the agency they have organized, that is, to the State, but the State can hardly be

said, in any proper sense, to have usurped the functions of the parents.

The question then resolves itself simply into that touching different ways of accomplishing the same end. That some ways are better than others must of course be admitted. There is also, no doubt, a mischievous tendency, on the part of multitudes, to resign the duty of parental instruction and control too exclusively to the agency they have created. This is an evil to be corrected, but no proof that the system under which it becomes possible is bad in itself.

We might point out various other subordinate assumptions which seem to us to underlie "Inquirer's" argument. He seems to assume, for instance, that the schools are wholly under the control of the State, or general agency, whereas the fact is that under our system the parents in each community have, practically, the management in their own hands. They may, through their trustees, virtually determine what the character of the school shall be, what kind of teachers it shall have, etc. That is to say, every parent has still great influence in determining the kind of agents he will employ to do that part of the educational work he cannot do in person. As we have often argued, we think this local control should be carefully guarded and, as far as possible, extended.

It must not be forgotten, too, that no individual parent who can, or thinks he can, do better for his children's education, is obliged to send them to the public schools. All that the State, representing the parents and other citizens as an organized and corporate whole, demands is that the education shall be given. Thus there can scarcely be a question of how "parents can become alive to duties from the exercise of which they are excluded by law." There is really no such exclusion.

The theory that the State should provide schools only for the children of destitute parents, and compel other parents to do the work themselves is clearly impracticable. It would, in the first place, separate a large class of citizens, many of them exemplary in conduct, from their fellow-citizens, as a kind of paupers, in the receipt of public charity. This could tend only to evil to the whole. Then again, in enforcing the duty on negligent parents, the Government would be obliged to prescribe a standard and to see that the work was really done. This would involve oversight and examination, would make uniformity necessary, and would approach pretty nearly in the end to a school system, not very different from the present.

Literary Notes.

MANY educators, who would be glad to use science in the training of young pupils if they knew just how to go about it, will be interested in the practical directions given in an article on "Natural Science in Elementary Schools," by J. M. Arms, to appear in the March *Popular Science Monthly*. Mr. Arms writes with a full

appreciation of the true aims of science teaching, and from an experience of ten years in the work.

AMONG the fifteen or sixteen attractive articles in the February *Atlantic* "The New Talking-Machines," by Philip G. Hubert Jr., will be turned to with interest by many of the readers of this favorite magazine. The article is clear and practical, and yet sets before us visions of the future achievements of the phonograph which would be startling, could the public be startled by any scientific wonder in these times. On the whole the number seems to be an average one in point of interest and merit, which is saying a good deal for it.

THE February number [No. 40] of the Riverside Literature Series (published monthly at fifteen cents a number by Houghton, Mifflin & Co., Boston) contains tales of the White Hills and sketches by Nathaniel Hawthorne. Among the "Tales of the White Hills" are "The Great Stone Face," a story about the Profile or Old Man of the Mountain, which is one of the most powerful and famous imaginative writings in all literature. The Sketches comprise, "Sketches from memory," "My Visit to Niagara," "Old Ticonderoga," and "The Sister Years."

"REVIVAL of Hand Spinning and Weaving in Westmoreland," is a charmingly written account of a very curious industrial experiment which has recently been successful in England. The article is illustrated by pictures of the neighborhood scenery, and of men and women at work after the old fashion. In an illustrated article on "The Portraits of Mary, Queen of Scots," Mr. Laurence Hutton has told briefly what is now known on this interesting subject. He says, "That Mary wore false hair, and of many different colors, there is every reason to believe."

In an open letter to the editor of the *Chautauquan*, in the February issue, the Rev. Lyman Abbott answers these questions: What will be the effect of "Robert Elsmere"? Is it a dangerous book? Should children be allowed to read it? How shall its arguments against be answered? Can we preserve Christianity and let the miracles go? Was Robert Elsmere a Christian? Can one be a Christian and abandon, as Robert Elsmere did, his faith in the divinity of Jesus Christ? An article by Prof. Herbert B. Adams on "A Summer Meeting in Oxford," in the same issue, shows how English university men have adopted the Chautauqua plan of summer assemblies and home reading circles.

winter

THE frontispiece of *St. Nicholas*, for February, is a charming drawing by Mary Hallock Foote, having a quaint little remarque upon its margin. Joaquin Miller begins the text of the number with a poem telling how "The Gold that Grew by Shasta Town" was discovered by a little girl. Arlo Bates recounts in verse the glee of Jack Frost over "The Snow Flowers." Then comes Noah Brooks's very timely account of "The White Pasha," telling in a plain and interesting way the thrilling narrative of Stanley's past achievements and probable whereabouts. The paper is illustrated by a striking portrait of the great explorer, and will give many of the older readers of the magazine their first clear idea of the state of affairs in Central Africa. Amongst a variety of other matter, instructive and amusing, is a well-illustrated article upon Japan.

THE truth is that ignorance and indifference are almost the same; we are sure to grow interested, as fast as our knowledge extends, in any subject whatever.—*W. B. O. Peabody.*

School-Room Methods.

PRACTICAL COMPOSITION EXERCISE.

BY W. G. W.

WRITE a short composition by answering the following questions.

1. How many days are there in one year? (Common).
2. How many weeks are there in a year?
3. How many days in a week?
4. Give the names of the days of the week.
5. How many months are there in a year?
6. Give the names of the months.
7. How many seasons are there?
8. Give the names of the seasons.
9. Name the months of each season.

FIRST LESSON IN FACTORING.

BY W. G. W.

PLACE the following or similar numbers on the board as follows:—

$$12 = 3 \times 4; 10 = 5 \times 2; 9 = 3 \times 3; \\ 16 = 2 \times 2 \times 2 \times 2; 28 = 2 \times 2 \times 7.$$

Before placing the factors of the numbers opposite the sign of equality ask these questions: What numbers multiplied together give 12? 10? 9? What three numbers multiplied, etc. give 28? What four numbers multiplied etc., give 16?

Then place the factors on the board as the answers are received.

Now 3 and 4 are called the factors of 12, since when they are multiplied together they give 12. 5 and 2 etc.

Why do you call 3 and 4 the factors of 12? Why are 5 and 2 etc., etc.

What then are the factors of a number? The factors of a number are those numbers which when multiplied together produce the given number. After going over the lesson until all thoroughly understand it, give the pupils examples to work for themselves. e.g. Resolve into factors,—15, 108, 128, 555, 1089.

THE VERBS "LIE" AND "LAY."

1. *Lie*—Lie, lay, lain.
2. *Lie*—Lie, lied, lied.
3. *Lay*—Lay, laid, laid.

The first verb means to be placed or to place one's self in a horizontal position; to rest; to remain; to have place or position.

Illustrations:

His room-mate *lies* in bed until noon.
The book *lies* on the table.
The apples *lay* on the ground all winter.
He has *lain* on the floor since morning.
The river *lies* between the two cities.

The second verb means to utter what is not true; as, The boy *lied* to his father.

The third verb means to put or place; to bring forth; to charge.

Illustrations:

He *laid* (placed) the book on the table.
They have *laid* the foundation.
The hen *laid* three eggs.
The coloring should be *laid* on thin.
Lay these papers on your desk.

Lay is often used for *lie*, and *lie* is sometimes used for *lay*. This confusion in the use is due, in some measure, to the fact that *lay* appears in both verbs. We say, "A mason *lays* bricks," "A ship *lies* at anchor," "I must *lie* down," "I must *lay* myself down," "I must *lay* this paper on the desk," "He *lies* on the grass," "He *lays* his plans well," "He *lay* on the floor," "I *laid* it away," "He has *lain* in bed long enough," "We have *laid* up some money," "Hens *lay* eggs," "The ship *lay* at anchor," "The hen *laid* one egg." *Lay* always expresses transitive action, and *lie* expresses rest. —*Popular Educator*.

ENTHUSIASM is the element of success in everything. It is the light that leads, and the strength that lifts men on and up in the great struggle of scientific pursuits and of professional labor. It robs endurance of difficulty, and makes a pleasure of duty.—*Bishop Doane*.

BOOK-KEEPING.

BY S. W. SHAW.

BEFORE criticizing Mr. J. W. Johnson's reply to S. W. Shaw, and further comments on book-keeping in connection with notes and drafts by J. H. P., I wish to state that my remarks are not made as a theorist but as a practical accountant, having kept or superintended the keeping of books for the last thirty years. If books, by double entry, are worth keeping at all, they are worth keeping well, and the number of bookkeepers employed must be in proportion to the business done. It is a false economy to keep books in the slipshod style recommended by your correspondents. Every entry should be made so as to be a complete record of a transaction, and, as far as practicable, the ledger or ledgers should be the only book, to which it should, at any time, be necessary for any one, except the bookkeeper, to refer. This remark applies to wholesale businesses in particular as, in many retail businesses, it may be advisable to relieve the ledger of an extra amount of detail by referring to one other book.

My first introduction to a set of books, was to some kept by a firm doing a large wholesale business, combined with the ownership of six sailing vessels. There was also a small retail business in connection therewith. The variety of books kept was large—ledgers, day books, journals, cash books, cash journals, bills receivable books, bills payable books, petty cash books, copies of bank pass books and ready-money books. A balance sheet was required monthly. The labor at the close of the month was enormous, the day books to be journalized, the cash books to be journalized; agreeing the totals of each and then entering into the ledger, made the usual date of the appearance of the balance sheet about the 6th of the month. My aim became to get these balance sheets out on the 1st of each month, and, after some months practice, by commencing the journalizing some days beforehand, combined with great accuracy, by sitting up nearly all night the last day of the month, I generally succeeded. But even then there was this great drawback that, when an account had to be made out in the middle of the month, the ledger could only be consulted for details up to the end of the previous month, the remaining items had to be picked out from the day and cash books, with a possibility of some being overlooked.

Pointing out to the principals the disadvantages of this plan, I obtained permission to keep the books on a more simple system, which was as follows: Every book in the office except the day books and the ledgers was abolished—journals, cash books, cash journals, bills receivable books, etc., all were put on one side. Every transaction made was entered at once into the day book and immediately into the ledger. All cargoes advised were at once placed to the debit of floating stock and the credit of the shipper and when unloaded taken out of floating stock, and charged to the purchasers or the various stock accounts, as the case might be. The ledger showed the cash in hand, the bills receivable in hand and the liabilities thereon, the bills payable, the cargoes at sea, the various stocks of merchandise in hand, and the exact state of the account of any debtor or creditor without reference to any other book, and a balance sheet could be taken out at any moment. No more sitting up all night—the office closed at six and by seven the balance sheet, which would have been in course of preparation during the day, was out and correct, as a rule, although of course there were occasional instances in which the balance sheet did not agree at the first trial, but these occasions were rare.

I have carried out the same system in a brick manufacturing establishment, where some forty millions of bricks were made annually, where the ledger showed the position of every brick on the field at its cost value through all its various stages, and the whole office staff consisted of a man and a boy, and the man who kept the accounts knew nothing whatever of book-keeping until he kept these; so no alarm need be felt by employers about such a system on the score of expense. I have carried out the same system in a large iron works, producing finished iron, and again on a farm.

Independently of the convenience of having one's ledger always posted up to date, this system has the practical advantages of at once showing, where

several branches of business are combined in one, which are the profitable ones and which the reverse.

To arrive at these accurate results every entry must be made systematically and no inaccurate short cuts made, although the actual amount standing to the debit of a man by the short cut may be correct. For instance, if John Lovell & Sons draw a bill on Robinson & Johnson in favor of R. Miller Son & Co., this is as much a bill receivable of John Lovell & Sons as if they had drawn the bill on Robinson & Johnson in their own favor and endorsed it to R. Miller, Son & Co.; because if Robinson & Johnson fail to pay it they, John Lovell & Sons, are still liable for it, and if an accountant were to examine the books of John Lovell & Sons at any time prior to this bill becoming due, he ought to find it recorded in the ledger under the head of bills receivable, so that he could include it amongst their liabilities.

Further, Brown renews for me half the amount of a note for \$500. The note comes into my possession—from whom? From Brown. Before putting this document away, it must be entered in the books. The only possible entry is bills payable Dr. to Brown \$500. That document is done with as regards the bookkeeper. Presently the bookkeeper has handed to him for entry a cheque in favor of Brown, for \$250 and a bill payable in favor of Brown for \$253.50 both of which he debits to Brown, the one by the bank and the other by bills payable. He then finds Brown is to the debit \$3.50 and if he has not been told, asks why. Being informed he credits Brown the \$3.50 to interest.

Take the supposition of your correspondent J. H. P. I have to renew a note for Smith for \$100. It is in the cash box and shown as an asset in the ledger under the head of bills receivable. I cancel it and send it back to Smith and immediately debit him with \$100. Smith pays me \$50 and a note for \$53 which I credit him with and charge him \$3 interest and balance the transaction. If I were to put the \$50 cash which Smith pays me on account of the note, to the credit of bills receivable, I should still have to debit Smith with the unpaid balance of the note, with an explanatory item showing how it was arrived at, and no saving of work. These are the only possible methods by which the account of Smith in my ledger, will show a complete record of my transactions with Smith. It may also happen that I want to know how much Smith's total liability to me may be. I ought to be able to see it at once by turning to his account, but under the short cut system, there may be a lot of his notes renewed, which only figure in bills receivable, and then I have to make deductions: in this instance to take \$50 from \$100. It is a slovenly and unsatisfactory method of keeping accounts which all the writing in the world cannot justify. If a business cannot afford a proper staff of clerks it is not worth much. For such there is single entry with its extra simplicity. Enter what a man owes and when he pays cross it off—very cheap is this system but dear at the price.

I will wind up this lengthy letter, by mentioning a plan adopted with each monthly balance sheet which consists in appending thereto a small book called "proof of the balance sheet," and applies to every account in the ledger which does not carry its proof on its face. For instance, the bank accounts in the ledger on January 1, do not agree with the balance shown on the bank pass-book, because cheques drawn at the end of December have not been presented at the bank, etc. All these are shown and the discrepancy explained.

Again it is a well known fact, that there are often disputed accounts extending over months or years—these items are put down in this "proof of accounts" in detail and carried on from month to month until settled. They are put down when the transaction is fresh and many a weary hunt over old papers is thereby saved.

Again, when proving the bills receivable with the bills in hand, it is as well to make out a complete list of the total liabilities on bills receivable, alphabetically arranged, with the total connected with each firm. Bills received and discounted are apt to be forgotten, or at all events one is not always aware that the amount of one man's paper was so much. The same with bills payable; a list of the bills due according to date, agreeing with the ledger is useful for the principals, as well as proof.

With a balance sheet such as I have described, the principals of a firm have on their desks on the 1st of each month, a complete statement of their affairs to that moment, and with the "proof of the accounts" such as I have described, they have no questions to ask. Even if it does take a few hours extra (which I deny on account of the ulterior saving of time) it is well worth the extra expense.

Correspondence.

WHAT IS WRONG?

To the Editor of the EDUCATIONAL JOURNAL.

YOUR article headed "A first principle in Education" is very timely and very instructive. There is just one question about which we are not at one, and I wish to add a statement of the case from my point of view. I assert that the state has in fact exceeded due bounds in assuming the parental function of educating children. The relation in which a government stands to the body politic is in many respects like that of a physician to the human body. Law as well as medicine is intended to assist, not to supplant, nature. It is a doctor's duty to make a diseased member of the body perform its natural function, if he can. No substitute which he can devise will do the work as well. In like manner, when the state finds many parents able but unwilling to procure instruction for their children, its right as well as its duty is to make them do the work which their parental relation imposes on them as a duty. The State may do by this legislative enactment. It can say to such parents:—Unless you provide instruction for your children I shall visit you with pains and penalties. This is what it does in a parallel case. If a well-to-do parent neglects to feed and clothe a child of his, the law constrains him to provide food and clothing. It is only in the case of destitute parents that the State takes on itself the parental function of providing food and clothing. This is the right course to pursue also in the matter of education. Let the State provide schools and teachers for the children of destitute parents. Let negligent parents be brought to a sense of duty by a legal sanction of the law of nature. The State would then co-operate with nature, and parental love would still be the chief motive in supplying funds for school purposes. Instead of proceeding thus the State now says in effect to parents:—The parental function in school matters is abolished by law; you are simply so many citizens to be taxed for the education of the whole community; the teacher, instead of representing parental authority, is henceforth a State official; and the children do not owe their education to you as parents but to all as citizens, and to me as the organ of civil law. Such a momentous revolution must work either great good or great evil. The displacement of social forces is so great—the very organs of the body politic are so deeply affected by it—that the "happy day" to which you refer in your article must soon become an absolute impossibility. How can parents become alive to duties from the exercise of which they are excluded by law? Biologists tell us that when an organ ceases to be used it gradually disappears in succeeding generations. This takes place also in the organism we call society. The adoption of a public school system for all implies a gradual decay of the very sense or consciousness of parental duties in school matters. To be logical one must either deny your first principle or condemn our public school systems as an usurpation of parental rights. INQUIRER.

THOSE EXAMINATIONS.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—I think the teachers of this Province deserve praise for the self-restraint they exhibited last summer, with regard to the paper set by the Department on the subject of Botany. That paper was based on a new edition of Spotton's Botany that was not issued till a few weeks before the examination, and, in fact, was never seen by the greater number of the candidates who had to face the paper. A more distinct case of injustice was never known in Ontario. But the teachers had the good sense to make no great outcry about it. It was evidently a supreme blunder; and we all

make mistakes, and sometimes very painful ones; the mischief was done and no amount of growling would have made matters any better.

But, perhaps, the Honorable Minister and his learned committee will suffer a word of friendly exhortation in regard to the future. They are all open-minded men, susceptible to the influence of reason and common sense, and anxious to promote the best interests of sound education. Their anxiety to maintain a high standard of excellence has, however, not unfrequently betrayed them into egregious mistakes such as those committed in setting the Botany and the Latin Grammar of last year. Now, if they would adopt the rational rule of announcing on the first of January the details of all the examinations for the following year, such annoying mistakes would be largely prevented. It is time now that the subjects of the third class examination in 1890 were made public. Most of the students who will go up for that examination are already at work in the High Schools, and it would be a great help to teachers to place before their pupils the exact course contemplated. I trust the Minister will see the force of this observation, and remember that when he wrote for his own certificate the course was fixed and certain for a long time before the examination, that the texts were prescribed so far in advance that they could be thoroughly mastered. Let us have done with this transition period. Mr. Ross has been at the head of his department a long time, and yet there are rumors of more new text-books. Now, most of the universities consider it necessary to give two years' notice of any changes in their courses of study, and they take special pains to guard against sudden and unexpected changes. It requires about four or five years to make a complete change in the curriculum of Toronto University. This is reasonable and just. What hinders the Department from following so good an example? Why should the 1890 candidate be kept in the dark any longer as to the precise details of his course of study? This uncertainty fosters "cram" to an extent not generally appreciated.

One other point, and I close. By all means let our examiners acquaint themselves with the papers set at Cambridge, Dublin, London, Kensington, Harvard, etc., so that they may keep our standard as high as any in the world. But they should not permit themselves to transfer questions from these papers to our own without carefully ascertaining that our authorized books cover the ground. It would be quite proper also to make sure that the third-class paper is not more difficult than the second-class paper on the same subject. *Verb. sat. suf.* Yours truly, PAX.

TEACHERS' SALARIES.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—I have read with some interest the correspondence to your journal with reference to this topic, because I believe it to be a subject that demands our attention and requires the united efforts of the teachers of the province in order that a remedy may be provided. I regard the low salaries of teachers and the competition among them in trying to get a "place to teach" as not only the bane of the profession, but also a lamentable injustice to the rising generation; for is it not a fact that no good teacher remains long in the profession, simply because he can succeed better financially in some other business? That a man who has been a successful teacher will invariably succeed at any other business and will command a good salary, need not be demonstrated since it is only he who has tact, energy and ability who constitutes a good teacher, and a man of this style will succeed no matter where he is placed: hence our ranks are filled to a large extent,—not by striplings, many of whom have scarcely the ability to make the necessary agreement with a board of trustees and who trust to their fathers to secure positions for them.

In the article appearing in your journal of January 1st "A Male Teacher" seems by the tone of his writing to censure, indirectly, the Inspector, because of his not having received a larger salary last year, and because he has no school this year.

But is there not another standpoint from which to view this Inspector's actions? I think there is. Why should any Inspector desire to see the teach-

ers under his jurisdiction teaching on low salaries? Would not every Inspector throughout the province, much rather be at the head of a prosperous set of schools, having good teachers and all receiving large salaries, than be chief of a class having the opposite qualities? I think that it is only reasonable to suppose that they would.

If, as "A Male Teacher" states, the school was a good one, and the attendance large, (and with the term "a good school" I always associate the thought "a prosperous community") then the section was able to pay a "good salary" to a "good teacher" and probably would have done so had not our friend "A Male Teacher," as well as probably a score others, offered his services for the paltry sum of \$350 per year; and I venture to express the opinion that had "A Male Teacher" engaged with the same board to teach the same school at a salary of from \$450 to \$500 per annum, the Inspector would not have "used his influence to break the engagement." Certainly he might, and with good reasons, too, have expressed doubt as to the wisdom of engaging an inexperienced man to take charge of a large school but at the same time have given his influence to make "A Male Teacher's" work a success.

Certainly the trustees are not at fault for engaging a teacher at as low salary as possible, when the applicants are all strangers to the board and when the "cheap teacher" has equally good certificates and recommendations as those who ask a larger salary, but we do think that they are acting unwisely when they advertise for a teacher and engage a man without first having him apply personally or having in some way ascertained something of his past record.

We, as teachers, should try to impress upon the parents the folly of entrusting to a perfect stranger the moulding of the destinies of their children. Hence the teacher, of himself, can do much to put down the practice of advertising and undermining.

But there are other tactics that might be adopted. Mechanics and workmen form societies for their protection, merchants and manufacturers form combines, doctors have their minimum charges, and ministers, in some denominations at least, have a minimum salary; then why should not teachers form a society also for their mutual protection? Why not make it compulsory, by legislation, for a teacher to become a member of the Institute, in the county in which he is teaching; and in order to become a member require him to conform to certain regulations, some of which may refer to salaries?

I see no reason why we cannot have legislation on this point. I can see no harm but rather an inestimable benefit resulting from a law requiring that no teacher, upon penalty of forfeiture of certificate, shall teach, or engage to teach for a salary under a certain sum that may be agreed upon. Again, the Normal Schools are about to open, and in all probability, will be filled to their utmost with persons preparing for professional certificates, and these persons have a great deal to say in the matter of salaries. Would it not be well, then, for these teachers, in training, to form themselves into societies binding themselves not to engage to teach any school for a salary, say less than \$450 per annum? And, in the meantime, have the subject brought before the teachers in their Institutes, and have them take action upon it and not "lay it on the table until the next meeting."

This proposition, of course, has its objectionable points, but it is time something were done and I would be pleased to hear other views on the subject. Jan. 12, 1889. S G. B.

"HE who checks a child with terror,
Stops its play, and stills its song,
Not alone commits an error,
But a great and moral wrong.

"Give it play, and never fear it,—
Active life is no defect;
Never, never, break its spirit,—
Curb it only to direct.

"Would you stop the flowing river
Thinking it would cease to flow?
Onward it must flow forever,
Better teach it where to go."

For Friday Afternoon.

KEEP TRYING.

If boys should get discouraged,
At lessons or at work,
And say, "There's no use trying,"
And all hard tasks should shirk,
And keep on shirking, shirking,
Till the boy became a man,
I wonder what the world would do
To carry out its plan?

The coward in the conflict
Gives up at first defeat;
If once repulsed, his courage
Lies shattered at his feet.
The brave heart wins the battle,
Because through thick and thin,
He'll not give up as conquered—
He fights, and fights to win.

So boys, don't get disheartened
Because at first you fail;
If you but keep on trying,
At last you will prevail;
Be stubborn against failure;
Try! Try! and try again;
The boys who keep on trying
Have made the world's best men.
—The Advance.

AN INSCRIPTION.

SOME years ago the *Dublin Mail* published the following communication from a correspondent:—"I enclose a copy of an inscription in mediæval Latin from a stone discovered during the excavations now proceeding at Cork Hill, near which stood a church dedicated to a saint and missionary known to the chroniclers by the name of Uncatus Ambulans. The inscription is as follows:—

'I SABILLI HERES AGO
FORTIBUS ER IN ARO
NOSCES MARI THEBE TRUX
VOTIS INNEM, PES AN DUX.'

Upon this the *Freeman's Journal* observed that, though not versed in antiquarian lore, it offered a translation which might suit all purposes. This was the translation:—

"I say, Billy, here's a go,
Forty 'busses in a row.
No, says Mary, they be trucks.
What is in 'em? Peas and ducks."

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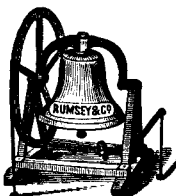
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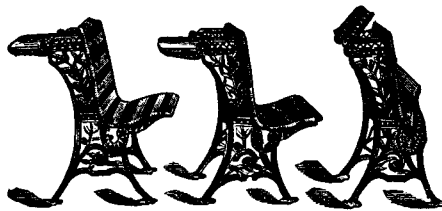
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- French—*Scribe*—Le Verre d'Eau.
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