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# The Educational Journal.

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

Vol. II.

TORONTO, NOVEMBER 15, 1888.

No. 13.

## The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A. Editor.  
H. HOUGH, M.A. Manager Educational Dep't

**Terms:**—One dollar and fifty cents per annum. Clubs of three, \$4.25; clubs of five, \$6.75. Larger clubs, in associations, sent through association officials, \$1.25 each.

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Rates of advertising will be sent on application.

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PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.

TORONTO, CANADA.

JAMES V. WRIGHT General Manager.

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## Editorial Notes.

THE articles on Promissory Notes and Drafts, by J. W. Johnson, Belleville, which recently appeared in our columns, are now published in pamphlet form.

MANY indications point to the conclusion that we are on the eve of some radical changes in our ideas and methods of education. How to educate towards, not away from, the farm and the work-shop, is the great educational question of the day.

WE are sorry that the exigencies of our space compel us to divide Mr. McKay's good article on "Our Examination System." We advise all our patrons to read the instalment given carefully, and look for the remainder in next issue. The question discussed is of vital importance.

THE recent Baptist Convention at St. Catharines, after an animated discussion on the question of religious instruction in the public schools, decided in favor of the view that it is no part of the duty of the State to enact any regulations or statutes by which the use of the Bible or religious instruction in the public schools should be made compulsory, and expressed its conviction that the entire Bible is the only compendium of Christian teaching which should be used in the public schools.

A TRAINING school teacher says that no one caution has to be so often repeated to young teachers as the one against talking too much. Many teachers fall into the habit of constantly urging and nagging the pupil. If the teacher keeps repeating, "Now think," "Can you think?" he really gives the child no chance to think. Silence is often golden on the part of the teacher. The stimulating effect of an expectant silence is better than any amount of urging. The disciplinary effect of an impressive silence is often stronger than that of any amount of scolding.

THE First Annual Report of the Board of Governors of the McMaster University has been published. The new departure about to be made by the establishment of a Normal Training Department in connection with Woodstock College is deserving of special notice. Chancellor McVicar and the governors deserve credit for taking so bold a lead in this important educational reform. The work at Woodstock will be watched with great interest, and if the experi-

ment proves to be successful—as no doubt it will if well conducted—other institutions will soon be found to follow it up.

A RECENT notice on the bulletin board at Toronto University seems to have caused considerable commotion. The notice was to the effect that all undergraduates required by the university regulations to attend lectures and not relieved therefrom, shall hereafter present certificates of attendance in all subjects in which they intend to be examined. The fact that such a notice should have been deemed necessary and should have created an excitement among undergraduates, is curious and suggestive. Why should the authorities have to compel students to attend lectures? Is not that the very purpose for which students go up to the university?

WE can fancy a cynical critic saying in reply to the last of the foregoing queries, "No, by no means. The average student goes up to Toronto University to prepare for certain examinations with a view to certain honors and degrees. In very many cases, probably as a rule, he finds that he can better and more easily prepare for the examinations by absenting himself from lectures and devoting the time to study or cramming of text-books." The answer would be, as we have intimated, sarcastic. But does not the fact that attendance at most lectures can be secured only by compulsion, suggest a query, first as to whether the lecture is the best method of teaching, and second, as to whether examination by examiners who are not teachers, is the best method of making students.

WE were glad to read in one of the institute reports on another page the discussion on the question of cleanliness in the school-room. The matter is one which needs to be pressed upon the attention of school boards. Closely connected with it is the subject of ventilation. That is a most difficult matter in many of the school-houses in the winter. But it is of vital importance. Foul air is the cause of more listlessness, headache, nausea, and other school-room ills, than anything else. Watch for it, and when you see signs of a general lassitude and sleepiness creeping over scholars and teachers, suspect that all are breathing air that has already had all its vitalizing qualities exhausted. Draughts and chills are to be carefully guarded against. But be determined by some means or other to have an abundance of pure air in your school.

INSTRUCTIVE as well as amusing was the answer of the refractory pupil who, after having acquired notoriety as an incorrigible, and even as a teacher-fighter, and having been expelled from several schools, had suddenly veered around to good conduct, and brought home an excellent report from a new school to which he had been sent. "The fact is," said he, "nobody in the new school seemed to want to lick me, and there was no use in being bad." The remark throws much light on the philosophy of bad-boy nature. The worst punishment, as well as the most powerful corrective that could be administered to many an "incorrigible," would be to make him feel that "no one wanted to lick him," but that every one wished to do him kindness. Such boys are often on the alert for evidences of ill-will. They want something to resent, some excuse for feeling injured and revengeful. To give them no provocation, no word of distrust or dislike, nothing to resent, is to disarm them.

MANY teachers are, we know, sceptical in regard to the possibility of getting the average schoolboy or girl to study from pure love of study. Yet we are convinced that the thing may generally be accomplished. It would be easy but for the false methods adopted either at home or school. It is quite as natural for a healthy child to delight in mental as in physical exertion. In neither case does it enjoy best the easiest amusement by any means. Why should there be less delight attached to the exercise of the mind than to that of the body? The fault is too often in the tasks and the dry rote methods. Most of us know children who, once started on the alphabet track, have taught themselves to read, and enjoyed the exercise quite as much as the learning to ride or skate. Often the parent finds it more necessary to repress the ardent young learner within the bounds of moderation than to urge him on. Why should not the joy of gaining knowledge and truth be continuous and perpetual?

A LETTER to teachers on the subject of the Industrial School at Mimico is crowded out, but will appear in next issue. For our own part we believe industrial schools, somewhat after the Mimico pattern, are amongst the most sensible and beneficent institutions of our day. Whether looked at on the economical, the educational, or the moral side, they are directly in line with philanthropy and progress. Economically, the cost of detecting, trying, and punishing a single criminal would as a rule support a good many boys at an industrial school, with every prospect of saving several of them from lives of crime. Educationally, the training imparted in such schools, when well conducted, is, so far as it goes, exactly of the kind needed to produce intelligent, industrious, and capable citizens. Morally, with every boy or girl snatched from the gutter and trained for a life of honest industry, an atom of humanity is transferred from a lower to a higher level, and the whole

plane of the national character is correspondingly elevated. Multiply the atom by hundreds and thousands, and the happy effect upon society will soon become abundantly manifest.

In a recent note on geographical terminology, Mr. H. J. Mackinder, M.A., points out that one of the great difficulties encountered in the learning of geography is the inaccuracy and paucity of the terms applied to physical features, and one of the worst of these is the use of the word ocean. The present use of the word ocean is perfectly fatal to beginners. Mr. Mackinder illustrates the insufficiency of the terms as at present used, by reference to the fact that what is called the Pacific Ocean represents 50,000,000 square miles, the Atlantic 25,000,000, and the Arctic Ocean, even including Hudson's Bay, only 4,500,000 square miles. Much misunderstanding might be saved if this were called the Arctic Sea. In the same way, for the expression of height, lowness, and flatness, the Germans had much more varied words than ourselves. There was for a high plain, *hoch Ebene*, and for a low plain, *tief Ebene*. "Tableland" gave the idea of flatness and height, "plain" did not. Therefore we had no expression for the vast contrast between high plain and low plain. He would suggest that future text books might adopt the terms "high plain" and "low plain."

ONE possibility of the Industrial School may yet prove of great practical importance. With the spread of higher intelligence and the study of education as a science and a profession, corporal punishment is falling into disuse. The probability is that in a few years it will have disappeared for ever from the schools, or at least from all those of the better class. What shall take its place? What shall be done with the incorrigibles, when they have been found amenable to none of the motives which can be legitimately appealed to by the teacher. Expulsion seems to be the proper last resort. But so long as there is no other institution ready to receive the dismissed youth until he qualifies himself for the prison or penitentiary, expulsion seems equivalent to ruin. Hence it is often forbidden, or delayed, to the great detriment of the school, which is in a manner compelled to keep the black sheep to the danger of the whole flock. When industrial schools become sufficiently common and well established, the problem will be solved, the way made plain. Let dismissal from the public school be made a passport to the industrial, and the best interests of all concerned will have been served.

An old parish clerk was to give out the following notice:—"On Sunday next the service in this church will be held in the afternoon, and on the following Sunday it will be held in the morning, and so on alternately until further notice." What he actually did read out was:—"On Sunday next the morning service in this church will be held in the afternoon, and on the following Sunday the afternoon service will be held in the morning, and so on until further notice."

## Educational Thought.

WE all desire to see our own people take their place worthily beside the older nations, and contribute something to the education of the world. But such a consummation, devoutly as we may wish for it, will not come unless we take pains to make it come. A nation does not grow with the easy spontaneity of a plant; its development is its own act, and involves infinite labor and patience. Canada is giving manifest signs that the higher intellectual life is not indifferent to her. Perhaps she still exhibits something of the immaturity and over-confidence of youth, but she has also its hopefulness, its buoyancy, its enthusiasm. The universities will be false to their trust if they do not turn this abundant energy to fruitful issues. It is their function not to produce men of genius—no university can do that—but to prepare the soil out of which genius may spring. Our universities ought to have a large share in the process of moulding the character of our people. Great scholars, thinkers and men of science do not arise by chance; they are the natural outgrowth of fit conditions.

BROADLY speaking, the university is the mediator between the past and the future, the life of thought and the life of action, the individual and the race. There is, and can be, no "self-made" man. Any one left to struggle single-handed with the forces of nature would soon find nature all too powerful for him. Without association and mutual helpfulness there could be no progress in the arts or in civilization. So without our schools and colleges we should all be condemned to a narrow, monotonous existence, unilluminated by any higher interests, and all scientific discovery, artistic creation, and deeper comprehension of life would be cut off at their source. How stagnant would that society be in which each child had laboriously to discover for itself those elementary truths which it now learns without effort and almost without consciousness! It would be, as Plato says, a "society of pigs."

THE universities are, or ought to be, the custodians and interpreters of the best thought of all time. The narrow experience of the individual needs to be supplemented by the wider experience of the race, and only he who has taken pains to enter sympathetically into this wider experience can hope to live a complete life. By a study of the masterpieces of literature a man comes to see the world "with other larger eyes;" in history he learns how nationalities take shape, flourish and decay; in the record of philosophic systems he is carried back to the insignificant springs of human thought, and forward as they deepen and widen into a noble river that flows on with ever-increasing volume and energy; in the study of science he makes acquaintance with those eternal laws which make the infinite Mind visible to us. The result of this wide culture, if it is pursued in the right spirit, is to make a man look at things from a large and unselfish point of view, and to call up in him a passion for all that makes for a higher national, social and individual life.

THE aim of the university is to produce noble, intelligent, unselfish men, and if it fails in that it has failed of its high vocation. The true ideal is to lift men to an altitude where they shall be able to contemplate human life as an organic whole, ruled by the idea of order and law, and where they shall be moved as by a divine constraint to consecrate their life to the common weal. With this comprehensive idea and this far-reaching enthusiasm, the true university will inspire all who submit to its influence; and for the realization of such a university almost no labor and no sacrifice can be too great.—*Professor Watson.*

THE Convention of the French teachers of Essex County was held at Tecumseh, Oct. 27. The work of the morning consisted of teaching, and finished by an unexpected surprise to the Inspector, Mr. Girardot, who was presented with a very handsome gold-headed cane, accompanied by an address. Mr. Girardot made a suitable reply, thanking the teachers in a few appropriate words.

## Special Papers.

## OUR EXAMINATION SYSTEM.\*

CERTAIN DEFECTS; A FEW, REMEDIES SUGGESTED.

The prominence given to our school examinations by the Education Department, the teacher, the pupil, the trustee, and the public in general, is my justification or reason for asking you, as practical educators, to consider with me for one half-hour our examination system and its bearing on the education of the masses.

Examinations should among other things accomplish the following results:—

(1.) They should serve as accurate and practical tests of the student's knowledge in order that (a) he himself may know and (b) that the teacher may know how thoroughly each is doing his work.

(2.) They should train the pupil to think readily, to reason correctly and to express his thoughts in good English.

Our university and departmental examinations will be of little avail in effecting the latter object, inasmuch as the candidate never again sees the answers he has hastily written and has therefore no opportunity of noticing wherein they might be improved, whether as to grammatical construction, the use of more elegant expressions, or as to a more logical sequence of ideas. But what university and departmental examinations fail to do herein may be most effectively accomplished by means of the ordinary weekly or monthly examination. And here I may note that one of the most important factors of examinations as an educator is entirely overlooked if the teacher fails to point out clearly to each pupil at least his most glaring mistakes; not merely mistakes that concern the particular subject in hand, all of which ought to be dealt with, but mistakes of every kind, whether they be mistakes grammatical or mistakes logical; whether they consist in the use of inelegant phrases, badly constructed sentences, or badly formed paragraphs, or whether the mistakes consist in a bad arrangement of the ideas apart entirely from the language used. The most effective method of preventing the repetition of ungrammatical expressions and the recurrence of mistakes that have once actually occurred is by pointing out to each pupil his own mistakes—mistakes that may not be of common occurrence, that may be even peculiar to the particular pupil. This is a point that cannot be too much emphasized. One hour spent in correcting errors that a pupil actually has committed is worth a year spent in dealing with errors that he never makes.

If, then, as we have already hinted, departmental examinations serve merely as a means of grading candidates without exercising any beneficial educative influence, it follows that these examinations should be as few and far between as possible. But of this more anon when we come to deal with entrance examinations. I now wish to direct your attention to what I consider

THE GREATEST EVIL OF OUR EDUCATIONAL SYSTEM, an evil that may be traced partly to the competitive nature of our departmental examinations and partly to sources hereafter indicated. The evil I refer to is the tendency to turn our schools into factories for producing and furnishing the raw stuff for the different and already over-crowded professions. Is this statement doubted? I appeal to your own knowledge and experience for proof. How many boys, I ask, return from college—the keystone of our educational arch—to follow the plough? How many stand behind the merchant's counter or at his desk? How many are professional descendants of old Tubal Cain? Survey your college classmates and tell me how many are agitators of the clodded field. How many can you class as horny-handed sons of toil? How many in any manner earn their bread by the sweat of the brow? Let us go a step further—How many of your High School or Collegiate Institute fellows who have taken a full High School course, do you find in any of the aforementioned walks of life? We say that a very small minority will be found where there should be a majority. If so, the question naturally suggests itself, "How comes it that we have a minority, and that an infinitely small one, where we should have a majority?" Is there anything in our education system, considered theoretically, that

tends towards this undesirable result? If not, is there anything in our education system and methods, or rather in their practical working, that leads to this abnormal state of affairs? Or is it a case of the survival of the fittest? Is it that the fittest enter the professions, and that the unfittest, having been distanced or flagged in the education race, withdraw from the course and enter some sphere of manual toil? The last question we may safely answer emphatically and unambiguously in the negative. As keen intellect, as shrewd judgment, as much staying power will be found to-day on the farm and in the work-shop as will be met with in the dissecting room, in the forum, or beside the sacred or the pedagogic desk. Why then do not the former take as full a school course as the latter? Necessity, you say, determines the course of many. Quite true; but are there not a goodly number of intelligent parents who meet you with the question, "Of what use is algebra, geometry, and such like to my son, who intends (let us suppose) to farm?" This is a question that has often been hurled at me; and I ask you to consider whether it is the query of a philosopher or of a fool. To me there appears to be more philosophy in the interrogator than in the authors of numbers of our educational edicts and prescripts. Why do I think so? It may be reasoned out thusly: Life is short; granted. We cannot master everything; granted. Of two studies affording equally good mental gymnastics, we should first study that which has in it the element of practical utility. Grant this and it may easily be shown that there is more philosophy than folly in the above question.

But before we make any suggestions as to what we consider necessary reforms, let us notice the

## INFLUENCE OF DEPARTMENTAL EXAMINATIONS

on the student in his choice of studies, a choice that naturally tends to determine his vocation for life. Parents, trustees and the general public judge a teacher and a school mainly by examination results. The common school teacher who passes the most entrance pupils is, *ceteris paribus*, a deificus in the neighborhood. The High School or Collegiate Institute that shows the longest list of successful candidates at the university and the departmental examinations, is unhesitatingly declared the best school; is held forth in the press and in all annual statements and through all advertising mediums as the best school. Each and every teacher is therefore naturally desirous that his school should stand the ordinary tests and show to good advantage when thus tested. And here, let me say, that I do not wish to be understood as belittling examinations *per se*. Examinations have their place and generally serve as fair tests of a student's knowledge. I have no sympathy with the oft-repeated statement that a student may stand examination tests well and still be a blockhead. Occasionally it is true you will find a man who has headed the class lists at every examination enter a profession for which he is wholly unfitted, and while in that profession be justly pronounced a decided failure. But such a case is a very uncommon exception. The man who excels as a student will generally excel in life. "If I had not been Premier of Great Britain I should have been Archbishop of Canterbury," is Lord Beaconsfield's announcement of his belief in the general principle that the man or the boy who does well for the time being, the work allotted to him will, at another time, or under other circumstances, do equally well entirely different work. But to return, I repeat that I do not wish to be understood as adversely criticizing our present departmental examinations. I do not wish to be classed with the many-headed monster through who raise the annual wail as regularly and as surely as the annual examination is held. Having spent four years as a High-School teacher, and having during that time prepared candidates for the different examinations, and having also been one of the entrants' examiners, I have had a fair chance of judging whether our university and departmental examiners so prepared their papers as to select the fittest and to reject the unfittest; and, year after year, I have been surprised at the accuracy of the examination as a test. I cannot recall one marked exception to the rule that the fittest invariably survived and that the unfittest as invariably perished.

(To be continued in next issue.)

## English.

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

## ENTRANCE LITERATURE.

SHE WAS A PHANTOM OF DELIGHT.

BY W. M. M'CLEMENT, S. S. 6, SENECA, HALDIMAND CO.

1. Explain the meaning of the title of the lesson and give your opinion as to the appropriateness of the title to the subject matter of the poem.

2. Who was the subject of the poem?

3. (a) State a few facts about the author's life.

(b) Give a list of his poems with which you are familiar, stating which pleases you most, and why.

(c) Name the chief characteristics of his poems.

4. "She was a phantom of delight." How?

"When first she gleamed upon my sight." At what period of her life?

"Sent to be a moment's ornament." Give the true meaning of this in your own words.

"Her eyes as stars of twilight fair,  
Like twilight's too her dusky hair."

What familiar figure of speech is here made use of? Bring out clearly the appropriateness of the comparison.

"But all things else about her drawn  
From May-time and the cheerful dawn."

Why does he say, "drawn from May-time and dawn"?

"Dancing shape." Meaning of *dancing* here.

"Image gay to haunt, to startle and waylay." Show why these words are possibly the fittest that could be used in this stanza.

"Her household manners light and free." Explain.

"Steps of virgin liberty." Why "steps of liberty"?

"Sweet records, promises as sweet." What were the records and what the promises?

"And now I see with eye serene  
The very pulse of the machine."

Why does he see with "eye serene"? Why "pulse of the machine"?

"A traveller between life and death." Give the comparison.

"A perfect woman, nobly planned,  
To warn, to comfort and command."

Explain in words of your own selection.

5. Give the subject-title of each stanza of the poem.

6. In what relation in life does the writer stand to the subject of the poem in each successive stanza? Give reasons for your opinion.

7. What written direction would you give as to the reading of the first and third stanzas?

## SHE WAS A PHANTOM OF DELIGHT.

BY E. RICHMOND, MARNOCH.

BEFORE entering upon the study of the poem, have a short talk about the author, the reaction he caused in poetry—his admirable depth of pathos, his purity of sentiment and his refinement. The poem should be criticized especially as to the two last qualities.

The three stanzas in the poem express Wordsworth's feelings respecting his "Phantom of Delight"—(Mary Hutchinson, whom he married in 1802)—in a three-fold aspect:

First, her peculiarly attractive powers, which so much influenced him on his first seeing her.

Second, her moral, mental and physical beauties, observed upon further acquaintance.

Third, her character—discovered upon close intimacy with her—as a being thoughtful and having all the faculties "nobly planned," a being having an object in life, living in a pure and serene atmosphere, a being worthy of our imitation.

\*Paper read by A. G. McKay, M.A., at the West Grey Teachers' Association, Owen Sound, October 5, 1888.

STANZA I.

"Phantom." Give different meanings.  
 "Gleamed." Expressive of something bright and full of life.  
 "Moment's ornament" has reference to beauty or shortness of life.  
 "Eyes, hair." Is there anything characteristic about these?  
 "To haunt." Explain these words. What suggests their use?

STANZA II.

"Spirit." She was a woman, naturally and spiritually.  
 "Light and free." Give words expressing a contrary meaning.  
 "Virgin liberty." Girlish freedom.  
 "Countenance." Explain the meaning of the word and point out in what the beauty consisted.  
 "Records, promises." Her past life had been one of purity, and her future promised the same loveliness as the past.  
 "Creature, food." She was a creature subject to all our weaknesses, but yet superior in many ways.  
 "Sorrows, smiles." Apply properly the ideas expressed in these words.

STANZA III.

"Pulse, machine." He fully understands the essence of her being. He sees her entered upon the pilgrimage of life, and her earnestness in living a useful, cheerful life, has been appreciatively learned.  
 "Reason, will, endurance," etc. Explain and apply these epithets.  
 "Perfect." Give similar adjectives.

QUESTIONS.

1. Distinguish:—Phantom, apparition; steps, motions; to haunt, to startle; to warn, to comfort.
2. What words are similar in meaning to fair, hair, sight, meet?
3. What is the pulse? Explain.
4. Change all the infinitives in the extract to participles.
5. Expand the words:—Image, light, human, simple, perfect.
6. Select words from the extract that may be used as different parts of speech.
7. In your own words give the chief characteristics of "The Phantom of Delight."

ENTRANCE LITERATURE.

EXAMINATION PAPER ON LADY CLARE.

FOR notes on Lady Clare see No. 22 of the JOURNAL.

1. Tell in your own words the story of Lady Clare.
2. Is "Lady Clare" a good title? Select others.
3. What words are the most important in ll. 5, 9, 18, 19, 20, 24, 29, 32, 34, 38, 47, 48, 50, 64, 66, 70, 76, 77.
4. Explain:—"The time when lilies blow," "I trow," "Lovers long betrothed," "Love me for my birth," "As I live by bread," "Put my child in her stead," "Keep the secret for your life," "Will cleave unto his right," "In a russet gown," "She went by dale and she went by down," "The Flower of the Earth," "A laugh of merry scorn," "The next in blood."
5. In what respects does the mother gain your sympathy? What is the most lovely thing about the character of Lady Clare?
6. Quote stanzas showing the love of mother and daughter, and a desire to have a wrong made right.

FIRST CLASS LITERATURE.

QUESTIONS FOR HOME STUDY, GIVEN IN TORONTO COLLEGIATE INSTITUTE.

1. "There is in *As You Like It* a play within a play." Explain.
2. "Twice scenes are inserted merely as stop-gaps without affecting the action." Name these scenes and justify their insertion.

3. Discuss the statement:—"The characters in the play are worked out by words rather than action."

4. "In this play the social position and qualities of the characters are more in question than their moral characteristics." Give your opinion of the foregoing statement.

5. Why has Shakespeare represented Celia as deserting the Duke rather than being banished by him because of her intercession for Rosalind?

6. What is the moral of the play?

7. What is the teaching of the philosophy of Touchstone?

8. What purpose did Shakespeare accomplish by the addition of the "Melancholy Jacques" to the *dramatis personæ*?

9. "Properly speaking, the play has no hero." Discuss this statement.

10. "Still his (Jacques's) temper is by no means sour." Discuss this statement.

11. Discuss the appropriateness of the title of the play.

12. In what does the charm of the play consist?

13. Justify Shakespeare—as a character painter—with reference to the indelicate allusions of Rosalind.

14. What inconsistencies, improbabilities, and impossibilities are noticeable in the play? Point out their effect.

15. Criticize the mode by which Oliver and the Duke Frederick were converted to the right.

QUESTIONS AND ANSWERS.

Would you kindly give, through the columns of the JOURNAL, what you consider to be a fair answer to question 2, section ii., of last July's Entrance Examination paper in Literature?  
 W. J. A.

[The question is, "How is the extract connected in meaning with the preceding context?"]

The question seems a little ambiguous. If it mean, "By what means is the connection shown?" the answer is, by the use of the word "What"; if, however, it mean, "What is the relation to the preceding context?" the answer is, that the words form part of a letter written by a man that died at Azan, and develop the thought that the friends should not weep, seeing that "I am not the thing you kiss."

DEAR SIR,—Will you kindly give the analysis of these two sentences, according to scheme in P. S. Grammar? I do not know where to place the predicate adjective or noun.

- I. "Her keel was steady in the ocean."
  - II. "It was a thickly populated country."
- E. W. H., Adelaide.

Subjects . . . . .	Keel	It
Attributes of Subj. . . . .	Her	
Predicate {	Incomplete verb . . . . .	Was
	Complement (Subj.) . . . . .	Steady
Adverbial adjuncts of complement . . . . .	In the ocean	Country
Attributes of Complement . . . . .	A thickly populated	

DEAR SIR,—Will you please analyse and parse fully in your next issue of JOURNAL the following sentences:—

"The little girl had learnt a lesson of patience and trust, which she never forgot, and she learnt too what wonderful things are done constantly and silently by nature. Her first lesson in finding out the great secrets of nature led to further care and observation, and taught her to love the great God who had made and sustained all these wonderful things."  
 "The more you strive, the more you will improve."

Faithfully yours,  
 "INQUISITIVE."

To parse the extract fully would take more space than is at our disposal. The analysis is as follows:

Sentence, The little . . . nature; Kind, Compound.—Sentence, The little . . . forgot; Kind, Complex; Subject, Girl; Atts., The little; Pred., Had learnt; Obj., Lesson; Attr. of Obj., A . . .

of patience and trust, which she never forgot.—Sentence, Which . . . forgot; Kind, Adjective; Subject, She; Pred., Forgot. Obj., Which; Adv. Adjuncts, Never.—Sentence, She . . . nature; Kind, Complex; Subj., She; Pred., Learnt; Obj., What . . . nature; Adv. Adjuncts, Too.—Sentence, What . . . nature; Kind, Substantive; Sub., Things; Att's of Sub., What, wonderful; Predicate, Are done; Adv. Adj., Constantly and silently, by nature.—Sentence, Her . . . things; Kind, Compound.—Sentence, Her . . . observation; Kind, Simple; Sub., Lesson; Att's of Sub., Her, first, in . . . nature; Pred., Led; Adv. Adj., To . . . observation.—Sentence, [I] things; Kind, Complex; Sub., [I]; Pred., Taught; Obj., To love . . . things; Adv. Adj., Her.—Sentence, Who . . . things; Kind, Adjectival; Sub., Who; Pred., Had made; Obj., Things; Att's of Obj., All, those, wonderful.—Sentence, [Who] . . . things; Kind, Adjectival; Sub., Who; Pred., Sustained; Obj., Things; Att's of Obj., All, those, wonderful.

Sentence, The more . . . improve; Kind, Complex; Sub., You; Pred., Will improve; Adv. Adj., The more, the more you strive.—Sentence, The more you strive; Kind, Adverbial; Sub., You; Pred., Strive; Adv. Adj., The more.

Music Department.

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

SEVERAL unfortunate typographical errors crept into the last paragraph of my paper in last issue, which must have been confusing to the reader. Please compare the following sentences and make corrections. Writes, etc., and pupils sing on one tone. You made the second last note too long; you left out the last note. I will now show you the sign for a tone, etc. Gives sound of *doh* and pupils sing as directed.

Previous to the introduction of the following lesson, the pupils should be well drilled in singing at sight exercises composed of the three tones *d m s* in any order, and in any key, also in singing little tunes composed of combinations of one and two-pulse tones, similar to those on page 2, book I.\* In order to secure independence in reading at sight, books should be used as soon as practicable after a subject has been taught from the blackboard. If the introduction of books is delayed until pupils are further advanced, a feeling of disappointment will be experienced when the first attempt at reading from books is made. In reading from the blackboard the pupils unconsciously depend on the teacher's pointer for direction; but when books are used this support is necessarily withdrawn and confusion results. Hence the importance of cultivating independent reading from the outset.

LESSON ON OCTAVES.

TEACHER.—In our previous lessons we have studied three tones, but you must not imagine that we have learned all the tones used in music, as we have still four others to study. I will now sing several tones and you will listen very carefully and tell me whether you hear any one which sounds like a *new tone*. (Sings to *laa d m s d*.) Did you hear any new tone? C. No. T. Listen once more. (Sings to *laa d m s d*, the last *doh* being an octave higher than the first.) Did you hear any new tone? C. Yes; the last one. T. Quite right. Listen again and tell me whether it resembles any of the others. (Repeats.) Is it bright like *soh*, gentle like *me*, or firm as *doh*? C. It sounds somewhat like *doh*, but higher. T. Yes it is *doh* placed higher. You will now sing it after me. (Gives pattern, including upper *doh*, and pupils imitate.) In the scale which we are now studying there are seven tones, and we have already studied the three most important. How many days are there in a week? C. Seven. T. We have exactly the same

\*In all cases where reference to books is made, The Canadian Music Course will be understood.

number of tones in the scale as we have days in the week. What is the first day of the week called? C. Sunday. T. And what the last? C. Saturday. T. And when we get to the end of the week, what do we do? C. Begin another with Sunday. T. Quite right. Now, look to the blackboard; you will notice that I have written the numbers of all the seven tones of the scale. Can you tell me where to place our new *doh*? C. Above number seven. T. I will write it for you and you will sing it with the others as I point. (Writes above 7 and pupils sing.) You have no difficulty in singing as it is now written, but there is nothing to distinguish it from the other *doh*. Count from number one upwards and tell me what is the number of the upper *doh*. C. Number eight. T. The term which is used for a series of eight tones is called an *octave*, and in order to show that the upper *doh* is one octave above the *doh* we first studied, I will place the figure 1 above it. (Writes on right upper corner d'.) After practice in singing from diagram given above, the lower *soh*, upper *me'* and lower *me*, will be introduced, in the order given, the same method being employed as in introducing upper *doh*, viz., by ear exercise, and showing relation to the tone of similar name already taught. The exercises now to be given are Nos. 24 to 28. If pupils are very young it will not be advisable to sing the exercises in two parts.

## LESSON ON TIME.

Write on blackboard four two-pulse measures, | : | : | : | : || T. Please sing as I point. Be careful to sing the accents distinctly. (Pupils sing to *laa* as requested. T. What name do we give to the space between one strong pulse and the next strong pulse? C. A measure. T. How many measures have we on the board. C. Four. T. How many pulses are contained in each measure? C. Two. T. Will someone please point out the first measure, the third, etc. (Volunteers point each measure as required.) T. Name the pulses in this example. C. Strong, weak, strong, weak, etc. T. Now listen and tell me if I sing the pulses exactly as we have them here. (Sings to *laa* with accent on first pulse of every group of three, LAA *laa laa* LAA *laa laa*.) How did the pulses sound as I sang? C. Strong, weak, weak. T. You will now sing them in exactly the same manner. (Pupils sing from pattern, teacher tapping time lightly.) T. I will now write from your dictation the signs for the pulses as we have just sung them. What is the sign for the strong pulse? C. A bar. T. For the weak pulse? C. A colon. T. And what have we next? C. A weak pulse; a colon. (Writes as directed | : | : | : | : | : ||) T. Now count and tell me how many pulses we have in each measure. C. Three. T. This we will call three-pulse-measure. Listen while I sing and tell me whether I sing two or three pulse measure. (Alternates two and three-pulse measure until pupils are familiar with the accents in each and can detect them readily.) Pupils are now prepared for exercises No. 29 to 32.

Four-pulse measure will be taught by same method, the accents being strong, weak, medium, weak. The sign for the medium accent is a short bar thus— | : | : ||

## DIVIDED PULSES.

Write as formerly four two-pulse measures. | d : d | d : — | d : d | d : — ||. T.—Sing this exercise to *time-names*. Sing it to *laa*. (Pupils sing as requested.) Now listen and tell me whether I sing it correctly. (Sings it to *laa*, putting two tones in second pulse.) Did I make any mistake? C.—Yes. T.—Will some one point out the pulse in which mistake was made? How many tones did I sing in second pulse? C.—Two. T.—Listen once more and tell me whether those two tones are equal in length. C.—They are equal. T.—I will now let you hear the time-name for a pulse divided into two equal parts, and you will sing it after me. (Sings *taa taa-tai taa taa-tai*, and pupils imitate.) Now that you can sing it I will show you the sign for a pulse divided into halves. (Writes two notes in second pulse with a period between and time-name underneath, thus: : d : d | )  
taa-tai  
Practice singing to time-names and *laa* on one tone, and alter frequently, placing half-pulse and continued tones in any order.

## EAR EXERCISES IN TIME.

I will now sing a phrase and you will listen and tell me how often you hear *taa-tai*. This is done at first on one tone to *laa*, and then a short *tune* containing divided pulses may be sung, if the pupils show sufficient aptitude in detecting *taa-tai* when sung on one tone. Next sing four pulses while tapping time, and require pupils to tell time-names for complete phrase thus: (Teacher sings, | d : d : d : — ||) (C.—*Taa taa-tai taa-aa*.) Alter the phrase and repeat. Pupils are now prepared for the remaining exercises of first step, with the exception of No. 39, which contains two typographical errors of time.

## QUERIES.

KINDLY inform me where I can obtain a collection of songs suitable for an ungraded school.—J. PRENDERGAST.

[The Canadian Music Course, Books I. and II. (15c. and 20c.) contain just what you require. See advt.]

Would like to take out a certificate for teaching tonic-sol-fa. Please give directions, and oblige.—NORTH KEPPEL.

[Certificates are issued by the Tonic-Sol-fa College, London, Eng. The Elementary Certificate must first be taken, after which come the Intermediate, Matriculation, and Advanced. Vouchers are issued to competent examiners, who conduct the examination and return voucher, with registration fee of 15c. for elementary and 30c. for intermediate examination, to the secretary for the Dominion; address 23 Avenue street, Toronto. The certificate is there registered and forwarded to the examiner, who signs and hands to the successful examinee. Requirements will be found in Books II. and III., Canadian Music Course, and may also be had with explanatory notes by enclosure to above address.]

Are the notes in violin music the same as for singing?—D. W. BELL.

[In the staff notation they are exactly the same. For information *re* violin music write Messrs. I. Suckling & Sons, Yonge street. Your other queries do not come within the scope of our department.]

## Question Drawer.

WHAT course of instruction is necessary for one who wishes to become a druggist?—D.M.B.

[Write to the Secretary of the Ontario College of Pharmacy, 42 and 44 Gerrard St. East, Toronto, for information.]

I hold a Second Class Non-Professional Certificate. As I wish to attend the Normal School, I would like to read the books required to be read for my professional certificate. Kindly give list.—DOMINIE.

[The following is the Departmental Regulation:—"125. The holder of a Second Class Non-Professional Certificate, who has taught a Public School successfully for one year, and who attends a Provincial Normal School one session, and passes the prescribed examination, shall be entitled to rank as a Second Class teacher of Public Schools." For further information apply to the Education Department.]

(1) Should the last letter of our alphabet be pronounced *Zed* or *Zee*?

(2) What part of the earth's surface is water?

(3) Please mark the pronunciation of:—Restigogche, Miramichi, Buctouche, Bonnechere, Du Lievre, Tatmagouche and Sierra Nevada.—A.B.

[(1) *Zed*. (2) Probably about three-fourths. (3) Rĕ-tĭ-goosh', Mĭr-a-me-shĕ', Bŭk-too'sh, Bŏn-shĕ'r, Dŭ Lĕv'r, Tĕt-ĕ-mĕ-goo'sh, Sĕ-ĕr-rĕ Nĕ-vĕ-dĕ.]

Please give the address of the Superintendent of the Provincial Art Schools.—I.O.D.

[S. P. May, M.D., Education Department, Toronto.]

Please give:—

1. The names of the Dominion Cabinet, and the Department presided over by each.

2. The name of the Commander-in-Chief of the Militia who succeeded Gen. Middleton.

[1. Premier, Rt. Hon. Sir J. A. Macdonald, G.C.B.; Minister of Public Works, Hon. Sir Hector Langevin; Minister of Finance, Hon. G. E. Foster; Minister of Railways and Canals, Hon. J. H. Pope; Minister of Customs, Hon. Mackenzie Bowell; Minister of Militia, Hon. Sir A. P. Caron; Postmaster-General, Hon. J. G. Haggart; Minister of Agriculture, Hon. John Carling; Minister of Inland Revenue, Hon. John Costigan; (Without Portfolio), Hon. Frank Smith; Secretary of State, Hon. J. A. Chapleau; Minister of the Interior, Hon. Edgar Dewdney; Minister of Justice, Hon. J. S. D. Thompson; Minister of Marine and Fisheries, Hon. C. H. Tupper. 2. We are not aware that Gen. Middleton has been superseded.]

A Third Class Certificate expires in July, 1889; is it customary for Educational Boards to extend such certificates to the end of the year, so as to make a yearly engagement practicable?—M.R.

[We do not think there is any such custom.]

In your paper of 15th ult., you say those who pass Junior Matriculation with honors are entitled to a First Class Certificate. Have they to take honors in any special subject or group of subjects?—C.E.W.

[The following is the full text of the Regulation:—

116. Non-Professional First Class Certificates, Grade A or B, shall be granted to candidates who hold Grade C on the conditions hereinafter detailed, in accordance with the curriculum of the University of Toronto, or the equivalent thereof, in one or more of the following Departments, viz:—

## 1. Department of English.

Grade B.—Honor standing in the pass and honor English subjects prescribed for the course in *Modern Languages with History* of the first year, and in the pass English subjects of the same course of the second year.

Grade A.—Honor standing in the honor English subjects prescribed for the course in *Modern Languages with History* of the second year, and the pass English subjects of the same course of the third and fourth years.

## 2. Department of Mathematics.

Grade B.—Honor standing in the pass and honor Mathematical subjects prescribed for the course in *Mathematics and Physics* of the first year.

Grade A.—Honor standing in the pass and honor Mathematical subjects prescribed for the course in *Mathematics and Physics* of the second year.

## 3. Department of Natural Science.

Grade B.—Second Class Honor standing in the pass and honor Natural Science subjects prescribed for the course in *Natural Science* of the second year.

Grade A.—First Class Honor standing in the pass and honor Natural Science subjects prescribed for the course in *Natural Science* of the second year.

## 4. Department of French and German.

Grade B.—Honor standing in pass and honor French and German of the first year and pass French and German of the second year.

Grade A.—Honor standing in honor French and German of the second year and pass French and German of the third and fourth years.

## 5. Department of Classics.

Grade B.—Honor standing in pass and honor Classics of the first year.

Grade A.—Honor standing in pass and honor Classics of the second year.

### Examination Papers.

UNIVERSITY OF TORONTO.—ANNUAL EXAMINATIONS, 1888.

JUNIOR MATRICULATION.  
ALGEBRA.

Examiners: { W. H. BALLARD, M.A.  
J. H. MCGEARY, M.A.

NOTE.—Only 10 questions are to be attempted, except in the case of candidates for Scholarships, who will take all the questions.

1. Divide  $a^3(b^2-c^2) + b^3(c^2-a^2) + c^3(a^2-b^2)$  by  $a^2(b-c) + b^2(c-a) + c^2(a-b)$
2. Find the remainder after dividing  $x^{100} + m$  by  $x-1$ ;  $x^{20} - 1$  by  $x+1$ ;  $x^5 - 1$  by  $x^2 - 1$ .
3. Find the factors of  $(a-b)^3 + (b-c)^3 + (c-a)^3$ ;  $(1+x)^2(1+y^2) - (1+y)^2(1+x^2)$ ;  $9ac + 2a^2 - 5ab + 4c^2 + 8bc - 12b^2$ .
4. Simplify  $\frac{(1+ab)(1+ca)}{(a-b)(c-a)} + \frac{(1+bc)(1+ab)}{(b-c)(a-b)} + \frac{(1+ca)(1+bc)}{(c-a)(b-c)}$
5. If  $(a+b+c)(x+y+z) = 0$ ,  
 $ax + by + cz = 0$ ;  
show that  $(b+c)x + (c+a)y + (a+b)z = 0$ ,  
and that  $a(y+z) + b(z+x) + c(x+y) = 0$ .
6. By performing the operation of extracting the square root, find a value of  $x$  which will make  $x^4 + 8x^3 + 18x^2 + 10x - 8$  a perfect square, and find the numerical value of the square root of the expression.
7. Solve (1)  $\sqrt{x+a} + \sqrt{x+b} = \sqrt{a-b}$ ;  
(2)  $x^4 + y^4 = 7x^2y^2$ ,  $x+y=5$ .
8. Simplify (1)  $\left(\frac{-1 + \sqrt{-3}}{2}\right)^3$   
(2)  $\frac{x + (x^2-1)^{\frac{1}{2}}}{x - (x^2-1)^{\frac{1}{2}}} - \frac{x - (x^2-1)^{\frac{1}{2}}}{x + (x^2-1)^{\frac{1}{2}}}$
9. Solve (1)  $x^2 + \frac{1}{x^2} + x + \frac{1}{x} = 4$ ;  
(2)  $\frac{x}{abc} + \frac{a-x}{b} + \frac{b-x}{c} + \frac{c-x}{a} = \frac{a+b+c}{abc}$
10. Prove that a quadratic equation can have only two roots.  
For what value of  $c$  will the equation  $3x^2 + 5x = 6c$ , have equal roots?
11. A rectangular field whose width is to its length in the ratio  $\frac{4}{5}$ , contains 21 acres; how many feet longer must it be in order to contain 24 acres?
12. The sum of the squares of two numbers is  $a$  times their product, and the difference of their squares is  $b$  times their product; show that  $a^2$  exceeds  $b^2$  by 4.
13. Find the length and breadth of a rectangle which, if it were 7 yards longer and 1 yard narrower, would contain 200 square yards, and if it were 9 yards wider and 5 yards shorter would contain 160 square yards.
14. Indicate a solution by which the area of the rectangle in the preceding problem may be obtained without finding either the length or the breadth.

PROMOTION EXAMINATIONS, COUNTY WELLAND, JUNE, 1888.

GEOGRAPHY.

THIRD CLASS—TWO HOURS.

1. In what township, county, province, and country do you live, and on what continent and hemisphere?
2. How do you know that the earth is round and that it turns toward the east?
3. Name and locate the cities of Ontario.
4. What oceans touch North America, and what oceans do not?
5. What is a sea? Name four seas and tell where each one is.
6. What is the mouth, the source, the bed or channel, and the basin of a river; and what is a delta?
7. Name ten islands and island groups in the Atlantic ocean.

8. What rivers rise in or near Switzerland, and where does each one empty?

9. Name the inland counties of Ontario, with their county towns.

10. What is a canal?

11. Name the counties of Ontario bordering on Lake Ontario.

12. Draw an outline map of the Province of Ontario.

(100 marks a full paper.)

### ARITHMETIC.

SECOND TO THIRD CLASS.

1. What is meant by the sum, difference, product, quotient? Find the sum, the difference, the product, and the quotient of 98 and 49.
  2. Find the value of 342 tons of hay at \$17.25 a ton.
  3. Multiply 205090 by 105, using factors.
  4. Divide the product of 4,215 and 1,020 by the difference between 6,800 and 1,700.
  5. Divide the continued product of 32, 84, and 96 by the continued product of 16, 72, and 56.
  6. There are three feet in a yard and 1,760 yards in a mile. How many paces of 3 feet each would a man take in walking 12 miles.
  7. Bought 45 head of cattle at \$24 each. Paid \$500 in cash and the balance in sheep worth \$4 each. How many sheep were required?
  8. What number multiplied by 24 will bring the same product as 1,452 multiplied by 12.
  9.  $860,432 \div 936$ .
  10. Prove the work of No. 9.
- (Eight questions a full paper; all of same value.)

### ARITHMETIC.

THIRD TO FOURTH CLASS.

1. By what number must 24 be multiplied in order that the product with 15 added may be 1,743?
  2. Write the table of long measure.
  3. If it requires two post stamps to cover a space of 1 square inch, how many stamps will it require to cover a space two yards long and 1 ft. 6 inches wide?
  4. Find the cost of a pile of wood 8 yards long, 12 ft. wide and 8 ft. high, at \$3.50 a cord.
  5. Find the cost of fencing an 8 acre field 40 rods long, at \$2 a rod.
  6. Find the amount of the following bill:  $2\frac{1}{2}$  yards cloth at 12 and two-fifths cents a yard;  $4\frac{1}{2}$  dozen eggs at 20 cents a dozen; 20 lbs. biscuits at 24 cents for a 5 lb. box.
  7. How far must three carriages go, their fore wheels being respectively 6 ft., 8 ft., 9 ft., and their hind wheels 10 ft.; 12 ft., and 15 ft. around, in order that all the wheels may make a number of complete turns?
  8. In a certain school the average age of 15 pupils is 7 years; of 12, 9 years; of 9, 11 years; and of 8, 13 years. Find the average age of the school.
  9. Find the value of  $\frac{1}{2} + \frac{2}{3} - \frac{1}{4} + 3\frac{1}{2}$
  10. Find the L. C. M. of 2, 3, 4, 5, 6, 8, 10, 12.
- (Eight questions a full paper; all of the same value.)

### DRAWING.

THIRD CLASS—TIME, 1¼ HOURS.

1. Draw an ellipse and an oval. Explain the difference between these figures.
2. Draw the side and end views of a tool chest, strengthened by iron clamps.
3. Draw a regular hexagon, using a circle for construction.
4. Print five capital letters.
5. Draw the outline of a maple leaf.
6. Draw from memory any figure in your drawing book.

### MENTAL ARITHMETIC.

PROMOTION FROM 3RD TO 4TH CLASS—TIME, ONE-HALF HOUR.

1. If two apples are worth one orange, and two oranges are worth one lemon, how many lemons can be bought for two dozen apples?
  2. If 7 quarts of milk cost 35 cents, how much will 36 quarts cost?
  3. The distance from Thorold to Port Dalhousie is 8 miles; the distance from Port Dalhousie to Port Colborne is 26 miles; the distance from Thorold to Welland is 10 miles. How far is it from Welland to Port Colborne?
  4. Find the product of the sum and difference of 275 and 250.
  5. How many rods in two miles?
  6. Find the cost of 995 articles at \$9.95 each.
  7. A horse cost twice as much as the harness, and both cost \$210; find the cost of each.
  8. What number must be added to the product of 80 and 40 to make it exactly divisible by 6?
  9. Ada's mamma gave her \$1 to buy 2 lbs. of raisins at 12 cts. a pound, 5 lbs. of sugar at 8 cents a pound, and 3 dozen eggs at 10 cts. a dozen. What ought the merchant to give her in change?
  10. How many hours are there in three weeks?
- (The answers only to be given.—Eight questions a full paper, all of the same value.)

### GRAMMAR.

FROM 3RD TO 4TH CLASS. (100 MARKS A FULL PAPER.) TIME, TWO HOURS.

1. A sentence must have two parts. Name the two parts and clearly state their uses.
2. Name the most important parts of speech, and state why you consider them so.
3. Name the modifying parts of speech, and give examples to show their use in a sentence.
4. In the following sentences, select first the bare or simple subject and bare or simple predicate; second, the complete subject and complete predicate:
  - (1) The beautiful bay horse of the city ran over a boy last night.
  - (2) The distant thunder told of a storm.
  - (3) No useless coffin enclosed his breast.
  - (4) A kind boy helped the old man with his load.
5. In the sentences above, make a list of the name-words, the stating-words, the modifying words, and the connective words, giving the name of each class as used in grammar.
6. In the sentences above, select the phrases and state their kinds.
7. Compose sentences to show that the word *iron* may be used as a noun, an adjective, and a verb.
8. Make an assertion, ask a question, give a command on the subject, "The flying of birds."
9. Compose sentences to show the difference between a transitive and an intransitive verb.
10. Correct the following sentences, where necessary:
  - (1) He went to church and he didn't hear the sermon.
  - (2) What was you intending doing on Dominion day?
  - (3) A good glass of milk is refreshing.
  - (4) Let you and me make as many marks as possible.
  - (5) Longfellow wrote poetry and lived at Boston, Massachusetts.
  - (6) I did not get no dinner to-day.

Who bravely dares must sometimes risk a fall.—*Smollet*.

As the purse is emptied the heart is filled.—*Victor Hugo*.

CLERGYMAN—"Now, which of these were the minor prophets?" Smali Boy (with an air of magnanimous abstention)—"Well, sir, I really don't care to make any invidious distinctions."—*Judy*.

*Hints and Helps.*

THE PHONIC METHOD.

At the recent Teachers' Convention, at Thorold, Mr. J. W. Garvin discussed the *Phonic* method of "word-recognition," comparing it with the "Alphabetic," "Phonetic," and "Look and Say" methods. As reported by the *Welland Telegraph*, Mr. Garvin said the "Alphabetic" required a knowledge of the letters first and the words were learned by first spelling them. Such a procedure was ill-advised, as the names of the characters were in no case suggestive of the sounds they represented, or of the sound of the word itself. The "Phonetic" method would be by all means the best, were each sound of the language but represented by a distinct character. Give him a phonetic alphabet and he would undertake to teach anyone of average intelligence, seven years of age and upwards, to read fluently in three months. But unfortunately we hadn't a phonetic alphabet. The "Look and Say" was the method most commonly made use of. Each word was taught to the pupil as a whole and afterwards analyzed for spelling. This method is defective as it depends too much on the memory, makes the pupils passive rather than active agents, receptive rather than constructive. Self-reliance is neither acquired nor developed: the knowledge already gained is of little use in acquiring further knowledge. But with our defective alphabet and abominable spelling, the Phonic method is the best. The sounds are taught first, beginning with the easiest and gradually proceeding to the more difficult. As two sounds (a vowel and consonant), and more are mastered, the pupils are exercised in making out for themselves any number of words and in constructing others, until they become so expert that they mentally, without any motion of the lips, run the sounds together. By this method the pupil is taught to rely on himself from the beginning and to vigorously exercise his constructive and imaginative faculties. The new words of each lesson should be put on the blackboard, phonically marked, or with a phonetic spelling in brackets, so that the pupil in studying the lesson need not ask the teacher the pronunciation of any word. He would recommend the ordinary dictionary marks and phonetic spellings, so that the pupils, in a short time, would be able to make use of the dictionary. In answer to several questions it was pointed out that the Phonic method did away with indistinct utterance and defective pronunciation. The method was illustrated by a little class. Many teachers decided to introduce it into their schools at once on their return.

A GENUINE BUSINESS MAN'S LETTER TO HIS SON, WHO IS ABOUT TO TEACH.

DEAR C—: Yours, informing me of your engagement as teacher at P—, received. Allow me to congratulate you on obtaining the situation. Of course this will be an experiment with you, and I shall hope for your complete success. Allow me also to make a few suggestions, the result of my own and others' experience.

FIRST.—Be complete master over yourself. We read that "He who ruleth his own spirit is greater than he that taketh a city." This is no doubt true in more ways than one. You will see many things to perplex you, but always keep cool, keep the upper hand of yourself; you are the first one to rule, then you will be better prepared to control others.

SECOND.—In all your dealings with pupils be perfectly honest and just, leaning from this, if at all, on the side of mercy. The old saying, "Fair play is a jewel," is a good maxim to remember in dealing with a lot of pupils. Let them learn by practice that you are their friend, because you are just with them and desire their good; but when necessity requires it, be firm and steadfast. Remember each one of your pupils is for the time under your training, and that perhaps the future of that life is in your hands, for good or ill. Encourage the weak and backward, and don't get out of patience in case you find one who appears dull, but try and find the key that unlocks the door to his or her mind. Win your pupils' confidence and retain it. When you have done these

things, if they go back on you, you are not to blame; and perhaps in the future they will return in their own minds to your instruction and be benefited by it. See that subjects are understood by every one of a class before the subject is left. If they don't understand one presentation of the subject, try another. Remember that you were always quick to learn, and you must not expect the average mind to comprehend as quickly as yourself. The dull minds of children often outstrip others not so dull, if they have a good instructor. Be sure you are master of each subject, and take educational journals to keep posted in the latest and best methods. Build yourself up to the highest point of manhood you are capable of.

THIRD.—Be careful of your habits and keep the upper hands of them, so that you control them instead of their controlling you. See that your conduct is just such as you would prefer the teacher of your own flesh and blood to have. Cultivate the friendship and acquaintance of the best people, and, as far as you can, of those above yourself. When attending any meeting or gathering of teachers, or others where you are expected to speak, see that you are prepared beforehand to express your views to the best of your ability. When investigating any subject, go to the bottom of it; and sometimes you will find this preparation will be a help to you if called on unexpectedly to express your views. Make a practice of committing choice thoughts to memory, and think over their full meaning; still, don't rely too much on the thoughts of others, for by so doing you become a retainer of others' thoughts with little of your own. Be positive without arrogance. Accept truth wherever you find it. Get a good boarding place, with good society for your surroundings, even if it costs a little more. Be frugal and economical without penuriousness. Be very cautious to whom you lend, as you will find plenty who will appropriate your earnings to themselves if you give them a chance; still, be just where your aid is needed and will be appreciated.

Read the foregoing over twice, at least, and remember what I have said.

With love and best wishes for your success,  
Your father,  
D. S. G.

—*Journal of Education.*

PROMISSORY NOTES AND DRAFTS.

BY S. W. SHAW.

THE BOOK-KEEPING IN CONNECTION WITH NOTES.

In your issue of October 1st is a continuation of above subject, and I would observe that the book-keeping entries connected with their renewal are not correctly made.

If I renew a note for \$300 for Jones, it is quite correct to bring it back to the debit of Bills Receivable, but when the Bill passes back to Jones the following entry should be made:

Bills Receivable Cr. by	
Jones.....	\$300 00
and when fresh note is made or bill drawn:—	
Interest Acct. Cr. by	
Jones.....	\$ 5 20
Bills Receivable Dr. to	
Jones.....	305 20

Jones' entries would be the reverse, B. P. being substituted for B. R. and myself for Jones.

The entries, Bills Receivable Dr. to Bills Receivable, and Bills Payable Dr. to Bills Payable are absurd, besides being incorrect, for it is quite certain that the account of Jones in my ledger should contain a complete record of all transactions with him, and by the method shown by Mr. Johnson, the renewal would not show on Jones' ledger account.

The same error is made where Brown renews for me half the amount of a note for \$500; the entries in my books should be:—

1. If Brown presents the note at my office for payment:

Bills Payable Dr. to	
Cash.....	\$250 00
Brown.....	250 00

Interest Acct. Dr. to	
Brown.....	3 50
Bills Payable Cr. by	
Brown.....	253 50

2. If Brown has discounted the Bill and retires the same at his bankers:

Bills Payable Dr. to	
Brown.....	\$500 00
Cash Acct. Cr. by	
Brown.....	250 00
Interest Acct. Dr. to	
Brown.....	3 50
Bills Payable Cr. by	
Brown.....	253 50

3. If Brown gives me the \$250 towards meeting the Bill payable at my banker's:

Cash Acct. Dr. to	
Brown.....	250 00
Cash Acct. Cr. by	
Bank.....	250 00
Bank Cr. by	
Bills Payable.....	500 00
Interest Acct. Dr. to	
Brown.....	3 50
Bills Payable Cr. by	
Brown.....	253 50

Again, if Messrs. John Lovell & Son draw a Bill on Robinson & Johnson in favor of R. Miller, Son & Co., the entries in John Lovell & Son's books should be:—

Bills Receivable Dr. to	
Robinson & Johnson.	
Bills Receivable Cr. by	
R. Miller, Son & Co.	

and not as stated:

R. Miller, Son & Co., Dr. to	
Robinson & Johnson,	

for a complete record of all liabilities on bills by notes should appear under the head of Bills Receivable, and the entries in John Lovell & Son's books should be counterparts of the entries in those of Robinson & Johnson and of R. Miller, Son & Co.

There is another thing I remark in this paper, as well as in many works on book-keeping, and that is "closing accounts by balance." There is no such thing—a set of books cannot be closed until every personal account is either paid or written off as a bad debt, stock accounts cleared off, the various profit and loss accounts transferred to Profit and Loss, and Profit and Loss divided amongst the partners or transferred to Capital Acct., when Capital Acct. should be balanced by cash and securities. That is the only way of closing a set of books. To talk about closing a set of books by balance and making such entries as any account being debtor to itself, only needlessly mystifies a beginner, besides being incorrect.

CHILDHOOD has no forebodings.—*George Eliot.*

WHERE children are there is the golden age.—*Novalis.*

THE *London Globe*, speaking of the late Rev. Edward Thring, says well and truly:—His theories which he knew how to urge with an epigrammatic weight that never failed to carry conviction, and his practice, were standing protests against all the fallacies of education as it has been, and as it must be, more or less, until schoolmasters in general are allowed by public opinion to make practice agree with theory as it did at Uppingham. His main principle was simple enough—that every boy is good for something, and that education means to help him to find out what he is good for and to make the very best of him, without making the capacity of one boy the standard of another. The principle sounds almost too obvious for statement. And yet to put it into consistent practice would be to sweep away the very last relic of cram, to change test by examination out of all recognition, and to transform a public school from a place for polishing exceptionally clever boys into one for making the best of every boy individually, whatever might be the quantity or the quality of his brains.

## BUSINESS NOTICES.

WE direct attention to the advertisement, 14th page, 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.

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 on 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.

*Editorial.*

TORONTO, NOVEMBER 15, 1888.

## ENGLISH AT THE UNIVERSITY.

THE appointment soon to be made of a Professor of English at Toronto University is a matter in which all students and educators in the Province are interested. Upon the educational views and methods of the Professor chosen will depend, in a large measure, the development of literary taste and capacity in the country. The effect in this respect will be by no means confined to the future alumni of the University. It will inevitably extend, to a greater or less degree, to all the affiliated colleges, and to all the secondary schools of the Province. Many of these schools are now in the hands of men who have advanced ideas in regard to the objects to be kept in view in the study of the English classics, and the proper methods for securing those objects. Nevertheless, the University chair will always have a most potent, almost a supreme, influence in determining how the given subject shall be dealt with in the preparatory schools. We live in a day when, happily, the shackles of old school and college traditions are being shaken off, and natural methods of instruction introduced in all departments of study. In no department is the reform more imperatively needed, in none is it taking root with better prospect of the largest fruitfulness, than in that of English. Hence it is but natural that the eyes of intelligent teachers all over the country are just now being turned towards the new and as yet vacant chair in Toronto University.

Referring to a rumor that President Wilson has already entered into correspondence with the view of obtaining an Oxford gentleman for the position, a graduate has written an interesting letter to the *Globe*. We quote the following:—

"There are several Canadians well qualified to fill this position, and it is exceedingly important that one of them should be chosen. And this for two reasons. There is, first, the patriotic argument. If we are developing into nationality we must cultivate self-reliance and independence

in this regard as well as in every other. We are old enough now to stand upright without leaning on the Old Country. We will grow more by trying to grow. We depend on ourselves for lawyers and doctors, preachers, engineers, and statesmen. Why not then depend on ourselves also for professors? At least, other things being at all nearly equal, a Canadian should have the preference for this position. But the claims of native scholars do not seem to have been given a moment's consideration in this case. Again, our country has reached a stage of growth when she is capable of producing a worthy native literature. Hence the literary faculty should be developed and cultivated in our universities. This has not hitherto been done. We have had analytical and critical study without end, but nothing else. Now let us have creation. The imaginative and constructive faculties should now be developed. This cannot be successfully done by a foreigner, for the student must begin with the known; he must write first of his own knowledge, feelings, and experiences. He needs for his encouragement and inspiration a Canadian professor, one saturated with the native life and character, and sympathetic with native aspirations. Such a professor will meet the student on his own ground and lead him higher. The result would naturally be a literary development fresh, living, and characteristic. No such desirable ends could be attained if an English professor were chosen. The chances are that for generations our students would be drilled in the same old dreary and dead criticism as before. Hitherto whatever literary development there has been in Canada has been in spite of the universities rather than on account of them. The time and the opportunity have now arrived to inaugurate a new era, and it is to be hoped that the authorities of Toronto University will avail themselves of it."

The first or patriotic argument, has, we must confess, to our thinking but little weight. We have always thought that in every such case the governing principle should be to get the very best man for the position, wherever he may be found. In that way the true interests of Canadians will in the end be best served. Nativism in every sphere, and above all in the literary sphere, is a purblind and suicidal policy.

But with the rest of the article quoted we are in hearty accord. From what we know of the methods of instruction yet prevailing in the English universities, on the one hand, and what we know of the personal views and qualifications of such Canadians as might reasonably aspire to the position on the other, we have little doubt that the true interests of students would be better served, and the literary taste and talent of the Province more effectively cultivated, by the appointment of the most eligible Canadian applicant to the chair. What is needed and will be needed in this country for many years to come, is not brilliant lecturing but stimulating teaching.

A competent educator will be vastly more useful in the new chair than a famous *littérateur*, or even a profound philologist. The taste for good literature has, first of all, to be cultivated, we had almost said created; extensive and intelligent reading of the English classics secured and directed; and the literary faculty trained to clear thinking and chaste and forcible expression by constant exercise under the hand of a master.

It may be said that in this we are indicating the work of a Professor of Rhetoric rather than of English. Be that as it may, we are indicating what we think will be admitted by most graduates of the University to be one of the gravest deficiencies in its course of instruction. The conditions which make it necessary that this kind of work should be done are incident to the country, and can hardly be understood or appreciated by a scholar accustomed to Oxford or Cambridge surroundings. A properly educated Canadian will be much better fitted to "meet the Canadian student on his own ground and lead him higher" than an Oxford don.

## FURTHER LESSONS FROM UPPINGHAM.

"THE accepted function of the English public school is as much to mould character as to train intellect," says Mr. Parkin, in his sketch of Mr. Thring's great work at Uppingham. Should not the same be true in its degree of every school worthy of the name? Of course the ordinary public school cannot do this in a like degree with the school in which the boys are for years under the almost exclusive care of the masters of the school, by day and by night. But, in kind, if not in degree, it is just as true of the public or high schools in Canada, as of the great residential schools in England, that they are mighty amongst the great forces that mould national character. Every school in the land has a moral individuality of its own; has its own standards and ideals of what is allowable, and fair, and manly. If the Principal and the masters fail to determine this standard and mould this ideal, the boys and girls will not fail to do it for each other. A few strong spirits will rule the school and give it its tone and characteristics for good or evil.

Never will our public schools do the work they ought to do, until this view is clearly accepted by teachers and acted upon by parents and trustees. When this happy point is reached, every teacher will be chosen and appointed with a paramount reference to his own high personal character, and to his power to impress that character upon his pupils. Even intellectual and scholarly qualifications will take second rank. The power of a strong nature, penetrated and governed by lofty views of truth and duty, is practically unlimited. All things are possible to such an one.

Another direction in which Mr. Thring's great practical wisdom manifested itself, was in his care to provide an unwonted variety, both in the courses of study and in the modes of exercise and recreation. "Mr. Thring, although the staunchest of believers in the pre-eminent value of classics as an instrument for high intellectual training, was yet among the first to break through the tradition of Eton and the great schools generally, by making large provision for other subjects." In this respect we have, in this country, nothing to learn from him. But the practical wisdom and insight into the

boy nature which led him to introduce a wide variety of recreation and healthful exercise, is worthy of all imitation. The gymnasium, opened in 1859 under the care of a competent gymnastic master, was the first possessed by any public school in England. He must also have been among the very first to put into practical working the idea of industrial training, which is undergoing so rapid a development in both Europe and America. Uppingham has long had its carpentry, where any boy can, by payment of a small fee, secure competent instruction in wood-working and the use of carpenter's tools. It has also its forge and metal workshop; its gardens, in which a boy may have allotted to him a small plot of ground for the cultivation of plants and flowers; its aviary, in which the lad with a taste for natural history, may observe the life and habits of a considerable collection of birds; and its large swimming baths, where boys can perfect themselves in the healthful and useful art of swimming.

Though all these methods may not be capable of being introduced, or wrought out in detail, in the day school, they all convey very useful hints in regard to the proper management and discipline of boys. They suggest that every true teacher must be a student and lover of the boy and girl nature, and capable of adapting his plans and methods to his materials and circumstances. The achievements of such a life as that of Mr. Thring are well calculated to give us larger views of the nobility and high possibilities of the teacher's calling, and to encourage us to hope for and work for the time when that calling shall take its proper rank amongst the foremost professions.

#### THE SELF-REPORTING SYSTEM.

To what extent is the self-reporting system used in Canadian schools? We wish there were some means of ascertaining. We should like much, too, to have the views of those who have tried it carefully as to the result. Many of the best educators condemn the method *in toto*. *Intelligence* said some time since: "Do not tempt your pupils to become habitually deceitful and untruthful, by making use of the 'self-reporting system' in scholarship and deportment. It is a device worthy of the Inquisition." "It is," says F. S. Jewell, "both stupidly ingenious and transparently vicious." Notwithstanding, it is, we believe, used and approved in some schools of high standing. There is nothing like trusting children, throwing them upon their honor, so far as it can be done with safety. But, on the other hand, if the pupils, or a part of them, cannot be relied on, but fall under the temptation into the habit of systematic cheating, the training is the worst imaginable.

We have great faith in the power of right training to produce an honest man or woman, God's noblest work. With such training it would be no doubt not only possible, but comparatively

easy, to send forth from the home into the school children who could be relied on under any circumstances, and in spite of any temptation, to shun anything savoring of falsehood or deception in word or act.

But is it not too true that it is not the average but the exceptional child who receives such training in this our day? Without the school the parents, within the school the teachers, are, as a rule, too busy with what they are apt to deem more important matters to inquire into such trifling things. Little or no effort is made to develop that nice scrupulosity, that sensitiveness of conscience, which is one of the highest and one of the rarest attributes of humanity. The consequence is, we fear, in the majority of cases, that the younger children in school cannot and should not be trusted to report on their work. The temptation is ordinarily too great. But suppose the self-reporting system is adopted when the children are lacking in the high sense of honor needed to make it a success, and they are permitted to go on from day to day giving in false reports. What will be the result? Evidently the worst conceivable. The habit of untruthfulness is confirmed. Cheating is reduced to a system, and after a little the depraved public opinion of the class rather glories in it. Men and women are being trained up for lives of dishonesty. The school is turning out those who will not, in after life, shrink from petty falsification and trickery where selfish interests are at stake.

Let not any one think this is, after all, a small matter. It is often just these apparently trivial things which are the truest indexes of character, and which have most effect in forming character. There is much reason to fear that there are hundreds of schools or classes in which this process of deterioration is going on day after day through the agency of the self-reporting system in careless or inefficient hands. We hear much, certainly not too much, in these days about moral training, or its absence, in the schools. We hope to see the day when the teacher, parents, trustees, and all others concerned will practically recognize as a foundation principle in education that character-training, the strengthening of the moral faculties, the development of conscience, is the first and highest duty of the school, taking precedence over, or rather inseparably interwoven with, the training of the intellect and the hand. But it would be deplorable should it be that some or many of the schools are to-day, through the misuse of the self-reporting system, working in just the opposite direction?

"Oh! but," we can fancy one and another crying out in indignation, "I use the self-reporting system, and I won't believe my boys and girls deceive me. I know I can trust them." We hope so. But don't be too sure. It would be a very serious thing should you be mistaken. Just test them to-morrow by some safe experiment—that can do no harm—and let us know the result.

#### Literary Notes.

*The Penman's Art Journal*, 205 Broadway, New York City, offers thirteen prizes in cash and standard works amounting to \$84.00, for various essays and penmanship specimens. The full particulars of the interesting competition will be found in the November issue of that publication, which may be had for ten cents a copy. The competition closes December 10.

*The Writer* for November is to hand with an exceptionally good list of articles for the information and encouragement, or discouragement, as the case may be, of the would-be literary worker. If sufficient encouragement is found the publisher of *The Writer* will begin in January a companion magazine for literary workers, to be called *The Author*, and to be published on the fifteenth day of every month.

THE November *St. Nicholas* begins the sixteenth volume. The first article is a charming sketch of girl life in the West, written and illustrated by Mary Hallock Foote. Mary E. Wilkins gives the remarkable experience of "Ann Mary," who had two Thanksgiving Days in one year, and from Octave Thanet there is a stirring story of the reconciliation between two men at feud, and how it was brought about by the "Loaf of Peace." "Great Japan: the Sunrise Kingdom," and its changes through the revolution of 1868, is the subject of a short paper by Ida C. Hodnett. Of permanent interest and value is "The Queen's Navy," by Lieutenant F. Harrison Smith, R. N., a paper describing the British Navy and its manœuvres during the Queen's Jubilee, fully illustrated from photographs of the men-of-war.

THE *Forum* for November contains a broad review of Old-World politics, European and Asiatic, by Prof. Arminius Vambéry, the famous Hungarian author, who writes on "Is the Power of England Declining?" After a retrospect of the methods whereby the British power was built up, he reviews the modern mismanagement of India, Russian encroachments, the decline of the British army and navy, and the changed conditions of colonization and conquest since the rise of the mere party politician in England. His conclusion is that there is danger of a decline of British power. Another foreign political study in this number is "Canada and the United States," by Prof. Goldwin Smith, who believes in ultimate annexation. He discusses the subject from many points of view, and pays his compliments to the politicians of both countries. No important phase of the subject is overlooked in this review of the present status of the question.

THE November *Century* begins the thirty-seventh volume and nineteenth year of the magazine; and the number is made notable by the beginning of several new series, or magazine "features." The most important of these is the first instalment of *The Century Gallery of Old Masters*; engraved by T. Cole, and described by W. J. Stillman and by Mr. Cole himself. The engravings in this series were made in the presence of the original pictures themselves; they are actual copies, and unique in the history of art, for such careful copies have never before been made on wood. "The Romance of Dollard," by Mrs. Catherwood, illustrated by Mr. Sandham, has two prefaces, one by Mr. Parkman, the historian, and one by the author. Mrs. Catherwood is a new authoress, and has broken new ground—Canada in its most romantic epoch. The first of Mrs. Foote's "Pictures of the Far West," a full-page engraving, is given in the same number.

### Educational Meetings.

#### HALTON TEACHERS' ASSOCIATION.

The semi-annual meeting of the Halton County Teachers' Association took place on the 11th and 12th ult., at Milton, and, notwithstanding the unfavorable weather, there was a large attendance.

Practical teaching in English was illustrated by Miss DeForest and Mr. Gray, and in drawing by Mr. McGuire, while essays or addresses were given by Miss L. Forster, Miss Easterbrooke, Mr. J. H. Bradley, Mr. Coates, Mr. M. S. Clarke, Mr. J. S. Deacon, I. P. S., and Mr. J. M. Malcolm.

It was decided to ask the press of the county to publish these essays in order that the public might know at least part of the work which engages their teachers in convention.

The Georgetown *Herald* of the 18th ult., from which the foregoing is taken, comes to us with a first instalment in the shape of Mr. Malcolm's paper on "Teachers' Reading." The paper is so good, and so well adapted to help and guide the younger members of the profession, that we shall print it in full in our special article department on the first opportunity. We shall also be on the look out for others of the papers presented, and, by publishing such of them as our space will admit, we hope in the end to furnish a more useful record of the association than any number of details would afford.

#### WELLAND TEACHERS' CONVENTION.

This Convention met this year at Thorold. The first paper was by Mr. Fry, on "Geography." In Mr. Fry's judgment the globe should be presented first as a whole, attention being drawn to its shape, its relation to the planetary system, its great divisions of land and water, etc. He thought that geography in the early stages necessarily consisted largely of definitions and a correct understanding of them. After the presentation of the whole the pupils should enter on a more minute study of the continents. He would begin with North America, considering it first as a whole, and then take up the political divisions as separate units. Important lessons could be given on physical features and their effects on the climate, soil, and people as shown by the various habitations, customs, and pursuits of the people or peoples of the various counties and provinces. He would proceed similarly through the other continents.

Considerable discussion followed, Mr. Shields and others disapproving the method recommended, and advocating instead the beginning with the school grounds and the local surroundings, and gradually proceeding from the known to the unknown, according to the true inductive method. On a show of hands nearly all present expressed themselves in favor of the latter method.

The subject of vocal music was introduced by Mr. Shields, who, after a short address, proceeded to illustrate the principle of "learning to do by doing," which he applied with a class of girls. They went through numerous exercises, illustrating Mr. Shields' methods of teaching tune, time, and accent, in a manner highly creditable to their teacher and much appreciated by the audience. Mr. Shields teaches the Holt system.

Mr. Garvin expressed himself as well pleased with the progress of the pupils, and asked permission to have charge of them for a few minutes. He taught them the hand-signs of the Tonic-Sol-Fa system, and soon had them singing two-part music by following the motions of his hands.

After some conversation, Mr. Garvin, by request, explained and illustrated by voice and blackboard the Tonic-Sol-Fa system. The hearers seemed deeply interested, and asked many questions which Mr. Garvin answered.

In the afternoon session, after some discussion, a resolution repudiating certain attacks which had been made upon Mr. James Bull, the County Inspector, and certain charges which had been made against him, was passed by an almost unanimous standing vote.

A general discussion on the question, "How can the Health of Pupils and Teachers be Best Preserved?" elicited many good practical suggestions as to the best means for keeping the school-rooms clean and the atmosphere pure. The dis-

ussion made it but too clear that in many schools the vital necessity of cleanliness and pure air was not sufficiently understood by trustees or teachers. One speaker doubted if the majority of school-rooms were scrubbed twice a term. Another had seen barn floors much cleaner than school-rooms, etc. The discussion will do good.

On Friday morning a brief discussion took place on the "Departmental Teachers' Reading Course." Before leaving the question over for further consideration, the "phonic" method of teaching "word-recognition" was taken up by Mr. Garvin. The substance of his comparison of the three methods of teaching reading will be found in our "Hints and Helps" column.

The committee on promotion examinations was highly complimented on the papers as a whole. Spring was chosen as the better time to hold the examinations. The teachers were unanimous in their opinion that the promotion examinations were a good thing, and should be continued. How the papers should be examined was discussed. It was decided to let the teachers choose between examining them themselves, and interchanging with neighboring teachers. The answers are to be preserved by the teacher for the inspector's inspection, if the latter so desire it.

In the afternoon Miss Neeve read an interesting paper on 2nd and 3rd class grammar. The pupils should be led by the teacher to follow the example of grammarians, inducing from particular examples of correct English the general principles. Induction should be the inspiring principle through all the various topics. She began with the simple statement or sentence, then divided it into its logical subject and predicate. The pupils should then induce the distinction between complete and simple subjects and predicate. In learning the parts of speech an understanding of the thing should ever precede the sign or technical term. As she had met with much difficulty in securing on the part of such young pupils a comprehensive conception of "being," she thought it best to banish the verb "be" from third-class work, and hence such difficulties as predicate adjectives and predicate perfect participles, combined with the copula. The third-class should proceed with the classification of the parts of speech next in order, and then with the inflections.

The convention was in favor of the non-use of text-books in second and third classes.

Mrs. Ferguson introduced the subject of school deportment in an able paper. Deportment is closely related to government. System is the first element of government, which means a time for everything, a place for everything, and methodical work. Without system confusion reigns. The teacher must be energetic. Energy infuses life and soul into the work. A lazy teacher tempts pupils to wrong action. So does a non-vigilant teacher. Vigilance should encourage right conduct as well as discourage wrong. Self-control on the part of the teacher was most essential. Any display of anger lowered the teacher in the estimation of the pupils, and lessened his influence for good proportionately. Government by force made pupils morose and deceitful. An abiding confidence must exist in the school-room. It is a fatal blunder for a teacher to let a pupil know that he will not be trusted. Judicious punishment can scarcely be over-estimated. But what do all those elements amount to without sympathy and love? They are the most powerful levers in moving to right conduct. A close study must be made of each individual character. This, together with the foregoing elements and a nice tact and discrimination, will make government all it should be, and hence deportment.

A lively discussion followed on the subject of politeness, which was not touched on by the essayist. Messrs. McMaster, Lorrigan, George Ball, McDonald, and James Hansel, and Misses Neeve, Henderson, and Mitchell took part. All were agreed that the teacher should be a model of politeness, that no rudeness should be tolerated, that boys should be taught to touch or take off their hats to ladies, that girls and boys should audibly excuse themselves for every breach of politeness or etiquette. But the majority were against the pupils rising in their seats on the entrance of a visitor, official or otherwise.

Some discussion then followed on history. A number found fault with the authorized text-book, declared it entirely unsuited to the needs of children, and advised the association to memorialize the Department with a view to its banishment and the authorization of a more suitable one. No action, however, was taken by the convention.

#### FRONTENAC AND KINGSTON TEACHERS' ASSOCIATION.

THE regular autumnal meeting of the Kingston and Frontenac Teachers' Association was held at Kingston, Oct. 18 and 19. About one hundred and sixty teachers were present.

Mr. R. K. Row, Principal of the Central school and president of the city association, took the chair about two o'clock, and at once began his opening speech, which he styled "Signs of the Times," and which was full of good advice and tended to evoke thought. He said:—"No really great change ever occurred suddenly. English and German reformatations, emancipation of slavery, development of representative government, and so on, were the works of centuries, because they involved the education of nations. A keen observer might easily see the signs of these events, yet no doubt many good and wise persons must have looked upon the struggles of Luther, Wilberforce and Russell with indifference, and many even opposed them. These latter must have regretted their indifference or opposition, while these great reformers are honored to-day by all. Reforms as great are now going on in educational matters. Shall we anticipate them or assist them, or shall we be indifferent to them, and afterwards have a painful retrospect?"

"Kindergarten schools," said the speaker, "are not yet fifty years old; free public schools are essentially nineteenth century institutions; Sunday schools are scarcely more than a century old."

These all indicated the glorious possibilities of childhood, and the education of the child was fast becoming the mightiest impulse of the age. It was the medium through which all were working for the elevation of the race. The teachers were besought to consider this and the lesson it teaches, that the matchless importance of the teacher's work will yet be recognized.

Mr. Row next referred to the rapid increase of late in the number of books published which bear directly on the teacher's work. Ten years ago our Normal School libraries could scarcely boast a dozen good books on teaching. Now one prominent New York house has on its list more than 200 such books, and these are read. In some cases as high as 100,000 copies of a book on teaching have been sold in a few months. Everywhere the live teacher is putting his thoughts on paper. Old lines have been completely effaced and educational traditions have been abandoned. This is another sign of the times, and men and women are taking up the work as though it were worthy of study and attention. Mr. Row next referred to examinations and current opinion regarding them, how they led to cramming because they were taught by some simply and solely to prepare for examination. A reaction is setting in in this matter. Our education at present is considered by some as of too professional a character, and people are asking for special schools for turning out more skillful mechanics and farmers. Mechanics should not merely be mechanics, and a farmer needs education for his work as well as a doctor. We, as teachers, should encourage this idea, for so long as we teach for examinations, so long will we teach our brightest boys and girls that their abilities unfit them for the commonest duties of life. Let us subscribe to the doctrine of the dignity of labor, and show that we believe in it by teaching it. These are some of the signs of the times and changes going on in educational matters which Mr. Row enumerated for the consideration of the teachers. He then referred to the teacher more particularly, eloquently contrasting the enterprising with the indifferent teacher. His address occupied half an hour, and was loudly applauded.

Mr. Hugh McQuarrie, of Garden Island Public School, took for his subject, "The Public School Grammar Criticized." He made some introductory remarks commendatory of Mr. Row's address, and emphasized his belief in the importance

of the teaching profession, which he regarded as superior to all others. He believed impressions once made on the child's mind could never be wholly obliterated. Hence extreme care on the part of the teacher was imperative. It was his consciousness of this good principle which led him to select his present subject. Children should be taught the truth and in the right way. He found many inaccuracies in the public school grammar, which were of the following character:—

1. Inaccuracy in the use of appropriate words, for example, on page 1, the use of the word "people" for persons.
2. Misleading definitions and wrong (illogical) classifications.
3. Incorrect statements concerning parts of speech.

Mr. McQuarrie spoke for upwards of an hour, and created much laughter by some of his analyses of statements found in his text-book. He intended well towards the Education Department, but thought they should put a proper book on this subject in the hands of the teachers, and not such a hastily prepared and incorrect one as this. He attributed its errors and imperfections to hurry on the part of its author, and thought that by thorough revision it might be made a very useful book. Mr. McQuarrie answered many questions put to him by the teachers, and concluded an able criticism by saying that his remarks must not be construed as reflecting anything on the Department, but simply on the evident hurry of the author of the grammar to get it ready for the trade.

A discussion followed, in which many of the teachers took part.

On Thursday afternoon, Mr. Dearnness, Inspector of schools in Middlesex, was introduced to give a lecture on "Composition." He opposed the common theory that a child can tell a thing as well as he knows it. Expression must be cultivated, and cultivated by regular, systematic practice. This training should begin on the first day at school, when the teacher leads the little ones to talk about common objects. These little ones may be led to describe relations of things, then acts performed by themselves or the teacher, then positions. In these simple, short exercises he would encourage exactness and fulness of description. Simple letter-writing may be begun quite early. He had taught arrangement, paragraphing, etc., by giving the matter of a letter without capitals or punctuation marks, and requiring pupils to put it in proper form. In all grades there should be a careful oral and written expression of all the pupils study. The imagination must not be neglected. Pupils may be led to describe a supposed scene or give an account of a supposed conversation. Oral and written debates form good exercises. It is better to give a number of short exercises than a few long ones, even in advanced classes.

Mr. C. J. Cameron, of the Collegiate Institute, explained the principles of good reading, and gave numerous excellent illustrations as he proceeded. The essentials he limited to four—articulation, pronunciation, emphasis, and sympathy—and the most important and difficult to acquire is sympathy, *i. e.*, the ability to sink one's identity.

On Friday in his address on "The Teacher's First Day in a School," Mr. Dearnness pressed the following suggestions to the teacher:

Know that the schoolroom is ready for occupation before the pupils come. Go early and welcome the first half dozen or so with a kindly good morning.

Find or make some work to do, and ask a different pupil to help you with each part.

Give a short, earnest, encouraging address that will enlist sympathy.

Learn every pupil's name during the first day. Take specimens of writing, etc. Examine the classes by easy, well-graded questions, and teach some of the most interesting lessons. After a day like this the pupils will go home with a good report and the field is more than half won.

Mr. Newlands, teacher of writing in the city Public Schools, read a carefully prepared paper on his special subject. He pointed out the importance of careful preparation on the part of the teacher, and the necessity of giving special attention to this work in the junior classes. Right methods of sitting at desks and holding pens were discussed, exercises illustrated, letters analyzed, and classes' movements shown. He condemned very strongly

the practice of giving careful attention to writing during a few minutes each day, then allowing pupils to scribble all the rest of the time.

This was followed by another very important discussion by Mr. Dearnness, "How to keep junior classes occupied at seats." Too often little ones are left with no interesting employment, and either get into mischief or form habits of idleness. To prevent this the speaker advised: "Giving them pictures and objects, picture-making, ruling, drawing, word-building, copying script principles, transcription, composition. Much importance was attached to carefully graded series of development work in drawing."

In the afternoon Mr. Henstridge criticized the new public school arithmetic. He thought on the whole that the book was an improvement on the old books, instancing as improvements, the omission of theoretical matter, useless tables, true discount, etc., but he found fault with some of the definitions which he characterized as clumsy in the extreme. He also called attention to the very great number of mistakes in the answers. He then drew attention to the new geography. He contended that too much was attempted, that the book was intended not only for the scholars but also for the teacher, and more especially for him. He objected to the book on this account, because he thought that scholars should not have to pay for what the teachers principally had to use. He considered that too much was headed "To the Teacher," that this part should be put into a manual for the teacher's own use. He considered that the maps were very inferior. On the whole he thought that the book was not wanted, those in present use being amply sufficient for Public School purposes.

Mr. Dearnness again took the platform to plead for the "Study of Music in the Public Schools." He showed very clearly the influence of good music and good songs upon the human soul, its power in developing the nobler and more æsthetic qualities of our nature. Experience had shown that fully ninety-five per cent. of children taken at from five to six years of age may be taught to sing well. He thought any teacher who can read well can learn to sing well enough to teach it in her school. The Tonic Sol-fa had seemed to give best results, but he advised that the teachers teach the system they know best. After a vote of thanks the meeting adjourned.

### School-Room Methods.

#### AN OUTLINE

FOR THE STUDY OF HUMAN PHYSIOLOGY.

BY T. P. HALL, B.A., WOODSTOCK COLLEGE.

##### A. MOTION (Voluntary.)

- (a) *Bones*, ligaments, cartilage, etc.
- (b) *Muscles*, tendons, fascia.
- (c) *Brain and Motor Nerves*.
- (d) *Sense Organs*; tactile corpuscles, eye, ear, nose, palate and tongue. All senses are varieties of touch.

##### B. NUTRITION (Involuntary.)

- (a) *Digestion*; alimentary canal and accessories.
- (b) *Circulation*; lacteals, veins, heart, arteries, capillaries.
- (c) *Respiration*; lungs, trachea (larynx), etc.
- (d) *Removal of waste*; lymphatics (lungs), sweat glands, kidneys, rectum.
- (e) *Sympathetic system* of ganglia (brains) and nerves.

##### C. REPRODUCTION.

*A* is a complete machine for doing work. It is mechanically incited to co-ordinate action through the senses (reflex action); yet its motions may be started or stopped by an effort of will (self-control), which probably acts through certain nerve cells of the brain.

*B* is another set of machinery, almost wholly independent of *A*, and in which the reflex actions are not under the direct control of the will. This set supplies the fuel (food) to keep all the machinery in motion, regulates the fires and removes waste. Its actions are controlled and co-ordinated by the sympathetic nerves and ganglia.

In spite of the existence of *B*, some part of the machinery of the body does, sooner or later, wear

out or break down; so that the spirit is no longer able to use its house. *C* is provided in order that new forms may be ready to replace those that are growing old.

### HOW TO TEACH THE MULTIPLICATION TABLE IN FIVE DAYS.

D. L. ELLIS, DUNN, N.C.

CHILDREN of ten years of age may be taught to master *perfectly* the entire Multiplication Table in one school week by this plan.

Arrange the most difficult combinations into three groups, thus:

(1)	(2)	(3)
3x7=?	2x12=?	6x11=?
9x3=?	12x12=?	11x5=?
4x7=?	11x11=?	7x4=?
5x9=?	8x12=?	9x8=?
8x7=?	12x5=?	6x3=?
4x8=?	3x12=?	9x9=?
6x9=?	9x12=?	8x6=?
7x12=?	12x4=?	5x8=?
6x7=?	11x7=?	4x11=?
6x12=?	8x8=?	4x4=?
7x9=?	6x4=?	9x11=?
6x6=?	8x3=?	5x9=?

Assign one of these divisions for each day. Require pupils to make out the answers in each case, *e. g.*, "12x12=?" Pupil finds the sum of 12 12's=144; and so on with all the other numbers.

Let each division be learned with *absolute accuracy*, and drill pupils in the combination till they answer rapidly—*without thought*. Three days' work on this is sufficient; two recitations per day—morning and afternoon. On fourth day give all the other combinations of the table that are not presented in these three sections. Teach, incidentally, that 9x7=7x9; and that it is a waste of time to study what we already know. The child does not need to continue to drag, day after day, over 3x3=9, in order that he may climb up to 3x9=27. Let him learn 9x3, or 3x9, once for all, independently of what is before or after it. The fifth day is taken up in a grand review of all the combinations. Stimulate all the pupils to *intense* study by arranging for a competitive drill; the most expert pupil to be rewarded in some way.

After the table has been mastered in this way, let daily drills—of five minutes length—be held, in this way:—Appoint one of the pupils to act as tutor, and let him have exclusive direction of the recitation, "popping the questions" to his classmates in any way he pleases, and in this way you will be surprised how the others will strive to answer correctly. Children dread failure under the tutelage of one of their own number, and they will strive, with might and main, to baffle the questioner by being ready with the answer.

Now, this is no fancy sketch, but it is a slice out of our own bill of fare, as we give it to our classes; hence, it has the test of *experience* to commend it to those that are looking for something *practical*.

The old plan of teaching the Multiplication Table required months and often years (the writer spent *ten years* on it himself) to master it, and the pupil that does hold out till the end—12x12=144—is reached, will never be really quick in number work, for the old habit of beginning at the first and running through the whole set of combinations till the proper one is reached is so strongly rooted that the mind can hardly get over the error; and as the child taught to read by the alphabet method will ever hesitate in enunciation, so the youth led to believe that the only way to reach 12x12=144 is to learn all the other 143 combinations in systematic order, will stumble in rapid multiplication work.

Absolute accuracy and perfect familiarity with the combinations must be the elements sought in teaching children the tables; anything else is worse than folly; and no true teacher considers his work of any value here until all his pupils know *every* combination as perfectly as they know their own names.—*S. W. Journal of Education*.

TRUE benevolence is love to all men.—*Confucius*.

WHAT we frankly give, forever, is our own.—*Granville*.

FOR some years past the Chinese have been sending clever mechanics to Europe and America to study for themselves. One steamer lately had thirty-six young men, bound for various places, and appointed to learn various branches of engineering, etc. The courses are expensive and unsatisfactory, and are only temporary expedients to meet the present need. The Government have, therefore, now resolved to endeavor to supply the want of education by founding colleges at home. Accordingly they have established very recently five training colleges at Tientsin to fit young men for the various departments of official work. They are (1) the military college, (2) the naval, (3) the engineering, (4) the electrical, and (5) the medical. All these colleges are under foreign superintendents, although these are associated with Chinese officials. The text-books are in English, and the teaching imparted in the English tongue. One of the professors, who is a Chinaman, also gives his lectures in our language. The need for primary instruction has now forced itself on the Government, and accordingly they have resolved to establish a school for giving the elements of English and the rudiments of science to those who are thereafter to be promoted to the higher colleges. The building was commenced this spring, and is rising rapidly. It will be, when completed, the largest building in China, capable of accommodating 300 students as boarders, with dormitories, dining-rooms, and classrooms.—*The Schoolmaster.*

**A GOOD EXPERIMENT.**

MR. EDITOR,—I've been experimenting somewhat with a little reading class. I've found my plan a success with my class. I take a book (a School Reader) with which the class is not familiar, and to which they have not access. A story is selected and the book is handed to one of the class, and he is required to read a paragraph slowly and distinctly; then the book is passed and the next is read, and so on until the whole is read. While the reading is going on the children are allowed to take notes. The book is closed and not referred to again. The next day each one is responsible for the story. It is written out by each and read in the class. We have this twice a month.

Some one asks, "What's the use?" It gives drill in sight-reading (the children having never read the story before.) It gives practice in taking notes from one who is speaking or reading. It requires strict attention to what is read, and gives practice in reproducing what has been heard, and also in enlarging upon notes; nor is the practice in penmanship to be overlooked. The children are always glad when "story-day" comes. I have a set of stories by me now that I wish you could see.—*M. J. G., in Exchange.*

**CATARRH, CATARRHAL DEAFNESS, HAY FEVER.**

**A NEW HOME TREATMENT.**

SUFFERERS are not generally aware that these diseases are contagious, or that they are due to the presence of living parasites in the lining membrane of the nose and eustachian tubes. Microscopic research, however, has proved this to be a fact, and the result is that a simple remedy has been formulated whereby catarrh, catarrhal deafness and hay fever are permanently cured in from one to three simple applications made at home by the patient once in two weeks. N.B.—For catarrhal discharges peculiar to females (whites) this remedy is a specific. A pamphlet explaining this new treatment is sent on receipt of ten cents by A. H. Dixon & Son, 303 West King St., Toronto, Canada.—*Scientific American.*

Sufferers from catarrhal troubles should carefully read the above.

**Consumption Surely Cured.**

To the EDITOR—

Please inform your readers that I have a positive remedy for the above named disease. By its timely use, thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption if they will send me their Express and P.O. address.

Respectfully,

DR. T. A. SLOCUM, 37 Yonge St., Toronto, Ont.

**TEACHERS' INSTITUTES.**

MR. RICHARD LEWIS, author of works on Reading and Elocution, and professor of Elocution in Ontario Colleges, etc., desires to announce that having resigned his position as Principal of the Dufferin School, Toronto, he is prepared to resume his LECTURES TO TEACHERS' INSTITUTES ON ELOCUTION AND READING AS AN ART, and also to lecture on

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ENTRANCE EXAMINATIONS

TO

HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

The next Entrance Examination to High Schools and Collegiate Institutes will be held on December 19th, 20th, and 21st, 1888.

The following is the limit of studies in the various subjects:—

**Reading.**—A general knowledge of the elements of vocal expression, with special reference to emphasis, inflection, and pause. The reading, with proper expression, of any selection in the Reader authorized for Fourth Book classes. The pupil should be taught to read *intelligently* as well as *intelligibly*.

**Literature.**—The pupil should be taught to give for words or phrases, meanings which may be substituted therefor, without impairing the sense of the passage; to illustrate and show the appropriateness of important words or phrases; to distinguish between synonyms in common use; to paraphrase difficult passages so as to show the meaning clearly; to show the connection of the thoughts in any selected passage; to explain allusions; to write explanatory or descriptive notes on proper or other names; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension; and especially to show that he has entered into the spirit of the passage by being able to read it with proper expression. He should be required to memorize passages of special beauty from the selections prescribed and to reproduce in his own words the substance of any of these selections, or of any part thereof. He should also obtain some knowledge of the authors from whose works these selections have been made.

Examination papers will be set in Literature on passages from the following lessons in the authorized Fourth Reader:—

DECEMBER, 1888.

1. The Face against the Pane.....	pp. 74—76
2. From "The Deserted Village".....	80—83
3. The Battle of Bannockburn.....	84—90
4. Lady Clare.....	128—130
5. The Gulf Stream.....	131—136
6. Scene from "Ivanhoe".....	164—168
7. She was a Phantom of Delight.....	188
8. The Demon of the Deep.....	266—271
9. The Forsaken Merchant.....	298—302

JULY, 1888.

1. Clouds, Rains, and Rivers.....	pp. 54—58
2. The Death of the Flowers.....	67—69
3. From "The Deserted Village".....	80—83
4. The Battle of Bannockburn.....	84—90
5. Flow Gently, Swift Afton.....	98
6. Resignation.....	105—106
7. Lead, Kindly Light.....	145
8. Dora.....	137—142
9. Scene from "Ivanhoe".....	164—168
10. She was a Phantom of Delight.....	188
11. The Heritage.....	212—213
12. Song of the River.....	221
13. Landing of the Pilgrims.....	229—230
14. Edinburgh after Flodden.....	277—281
15. National Morality.....	295—297

At each examination candidates should be able to quote any part of the selections especially prescribed for memorization as well as passages of special beauty from the prescribed literature selections. At the December examination, 1888, they will be expected to have memorized 1-8 of the following, and at each examination thereafter all of the following select ones:—

1. The Short Extracts.....	(List given on page 8.)
2. I'll Find a Way or Make It.....	pp. 51—52
3. The Bells of Shandon.....	97—98
4. 10 Mary in Heaven.....	121—122
5. Ring Out Wild Bells.....	128—130
6. Lady Clare.....	145
7. Lead, Kindly Light.....	199
8. Before Sedan.....	220
9. The Three Fishers.....	231—232
10. Riding Together.....	277—281
11. Edinburgh after Flodden.....	298—302
12. The Forsaken Merchant.....	

**Orthography and Orthoepy.**—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pronunciation and meaning.

There will be no formal paper in Orthoepy, but the Examiner in oral Reading is instructed to consider the pronunciation of the candidates in awarding their standing.

**Geography.**—The form and motions of the earth. The chief definitions as contained in the authorized text-book: divisions of the land and the water; circles on the globe; political divisions; natural phenomena. Maps of America, Europe, Asia and Africa, Maps of Canada and Ontario, including the railway systems. The products and commercial relations of Canada.

**Grammar.**—The sentence: its different forms. Words: their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple sentences.

**Composition.**—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises:—Changing the voice (or, conjugation) of the verb; expanding a word or phrase into a clause; contracting a clause into a word or phrase; changing from direct into indirect narration, or the converse; transposition; changing the form of a sentence; expansion of given heads or hints into a composition; the contraction of passages; paraphrasing prose. The elements of punctuation. Short narratives or descriptions. Familiar letters.

**History.**—Outlines of English history; the outlines of Canadian history generally, with particular attention to the events subsequent to 1841. The municipal institutions of Ontario, and the Federal form of the Dominion Government.

**Arithmetic.**—Numeration and notation; the elementary rules; greatest common measure and least common multiple; reduction; the compound rules; vulgar and decimal fractions; elementary percentage and interest.

**Writing.**—The proper formation of the small and the capital letters. The pupil will be expected to write neatly and legibly.

**Drawing.**—Drawing Book, No. 5, of the Drawing Course for Public Schools.

**Agriculture.**—A paper on this subject will be set at the Entrance Examination in July, 1889; but the subject will be an optional one, and any marks made thereon will be counted as a bonus.

TIME-TABLE OF THE EXAMINATION, DECEMBER, 1888.

FIRST DAY.

1.30 to 3.30 p.m.....	Literature.
3.40 to 4.10 p.m.....	Writing.

SECOND DAY.

9.00 to 11.00 a.m.....	Arithmetic.
11.05 a.m. to 12.15 p.m.....	Drawing.
1.15 to 3.15 p.m.....	Composition.
3.25 to 4.00 p.m.....	Dictation.

THIRD DAY.

9.00 to 11.00 a.m.....	Grammar.
11.15 a.m. to 12.30 p.m.....	Geography.
2.00 to 3.30 p.m.....	History.

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners.

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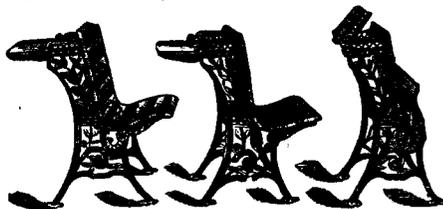
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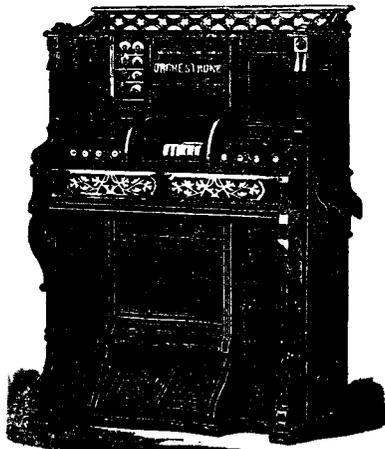
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