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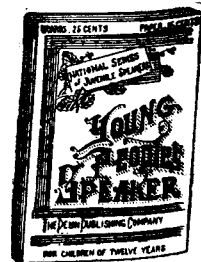
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## Editorial Notes.

MAY we once more remind the secretaries of the Teachers' Institutes that they will do us a special favor by giving us as early notice as possible of the dates and places of meeting of their respective Institutes?

To the many among our subscribers who have remitted since the beginning of the year, our best thanks are hereby tendered. To those who have failed to respond, we beg leave to appeal again, by way of reminder. Please look at your label. Expenses are heavy; times are hard; and every dollar is needed to enable us to keep the paper up to the mark.

MR. HAMBLI, Chairman of the Toronto School Board, whose address is referred to elsewhere, is of opinion, as many good authorities have long been, that there is altogether too much of the machine in our schools, that the Inspectors are too much restricted by regulations, and that the restriction is transmitted through them to teachers, and from teacher to pupils. He is no doubt right, from the pedagogical point of view, about the restrictions. We doubt whether he attributes it to the true cause. A chief cause is, we take it, the disproportion between the number of teachers and that of pupils. When the teaching staffs are so increased,

or the classes so subdivided, that no one teacher shall have more than twenty to thirty pupils to look after, there will be room for some individual teaching. But so long as teachers have to deal with classes of fifty or sixty, there can be little but routine teaching. Rigid adherence to routine becomes, in fact, a practical necessity.

IN our "Hints and Helps" department will be found five very suggestive and cleverly put questions, asked by a correspondent of an educational exchange, under the heading, "Some Unsolved Problems." Perhaps the writer was incorrect in using the adjective "unsolved." Probably there are many among our readers who have solved for themselves and their schools one, or more, or all of them. We are sure, however, that there must be many who have not done so, and who would be grateful for the help of those who have. We shall gladly make room for brief chapters from the personal experiences of any teachers who have found satisfactory solutions to any one or more of the problems.

WHAT is the attitude of the Canadian Public School towards the pugilistic method of settling difficulties between schoolboys? In most English—if we may judge from the pictures given us in books dealing with English school life—and in many American schools the practice of fisticuffs on the playground is hardly discouraged, sometimes covertly or openly encouraged. The boy who shrinks from avenging an insult or settling a difficulty in the pugilistic ring is branded as a coward and loses caste. It can hardly be necessary to point out the two crushing objections to a practice so essentially barbarian, viz., that it is no criterion of the right or wrong of the dispute, since there is no necessary relation between the justice of a boy's or a man's cause and his physical strength and fistic prowess; and that the passions aroused and the impulses obeyed are essentially unchristian, unmanly, brutish. And yet have we not known even Christian parents—fathers, let us say, to be accu-

rate—who prided themselves on the ability of their boys to "stand up for their rights," and "take care of number one," as they say? Of course, courage and endurance are virtues to be desired and cultivated, but not at the expense of the higher sentiments, not to say the moral law.

WE give our readers, as our special article in this number, an interesting paper on a living educational question, by John Millar, Esq., B.A., Deputy Minister of Education. The question of the proper relation of the State to secondary and university education, in a democratic country, is one upon which, no doubt, wide differences of opinion exist among our readers. Some will, perhaps, doubt the conclusiveness of the arguments drawn from improvements in education, in the arts and sciences, and in society generally, during the last quarter-century. They may even doubt that the relations between cause and effect are such as the article assumes, on the ground that *post hoc* does not necessarily mean *propter hoc*; that the fact that one thing has followed another, or taken place simultaneously with another, does not necessarily prove that the one is the cause of the other. Both events may be due to some third cause, different from either. All must admit that there is a limit to the extent to which a government, or even a legislature, is justifiable in using money derived from taxation of the whole people for the support of institutions whose advantages cannot, in the nature of the case, be directly beneficial to more than a comparatively few individuals. It may be shown that all such institutions are indirectly beneficial to the whole community, but this is equally true of every successful private business enterprise. It may also possibly be a question whether the history of voluntaryism, as compared with that of State aid, in higher education, does not give some color at least to the contention that such institutions will flourish better and more widely when left to the enthusiasm of private educational philanthropists than when taken under the wing of the State. The subject is worthy of further thought and discussion. Meanwhile, all will read Mr. Millar's timely paper with interest and pleasure, as a thoughtful and valuable contribution to the discussion.

## English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 5, 11½ Richmond Street West, Toronto.

### LITERATURE FOR PUBLIC SCHOOL LEAVING EXAMINATIONS.

LXXXII.—HERVÉ RIEL.\*

ROBERT BROWNING.

Robert Browning was born in Camberwell, London, England, in 1812. His education was obtained in a somewhat irregular fashion, partly at school and partly from private tutors. He was for a short time at the University of London, but he completed no regular university course. His poetical talents manifested themselves at a very early age. He is said to have been as a boy very fond of Byron's works, but as he grew older he conceived a fondness for the writings of Shelley and Keats, and others of that school of writers, and there can be no doubt that their influence left its impress upon most of his later productions, though it is very likely that the subtlety and consequent obscurity that are so marked in many of his poems are characteristics of his mind and its modes of working, rather than the results of either conscious or unconscious imitation. It is possible, too, that in many cases the obscurity may inhere in the very nature of the thought he wishes to present. The poet, himself, seemed surprised that his writings should be deemed obscure, and evidently thought, though of course too polite to say so, that the criticism might reflect quite as severely upon the critic as upon the poet. We can fancy him as observing in all sincerity, had he been less modest, "The real question in regard to this, that, and the other passage deemed obscure, is not whether some other thought somewhat resembling the one in question could have been put into a form more easily understood, but whether the very thought I wished to convey could have been expressed in plainer fashion." There can be no doubt that his extreme fondness for psychological analysis, and his almost unrivalled skill in laying bare the subtler workings of the human mind in its ever-varying manifestations, has much to do with the characteristic so much complained of. Browning certainly gave ample proof that he could be simple and clear enough upon occasion. Some of his shorter pieces are models of clearness and simplicity. But whatever the cause, it is nevertheless beyond controversy that much of what he has written, though rich in poetic thought and imagery, is so expressed that its meaning can be ascertained only by dint of closest study and thought, and not always even thus. Though it is yet too soon to assign him his proper and permanent place in the ranks of British bards, it is pretty certain that his poetry will always occupy a very high place in the estimation of the few, while a few of his productions will always, by their wit, brevity, and charm of language and expression, be very popular with the many. Among the latter are: *Pippa Passes*, *How they Brought the Good News from Ghent*, *Hervé Riel*, *The Pied Piper of Hamelin*, etc. Browning died in December, 1889, and was buried in Westminster Abbey.

This stirring narrative poem tells its own tale, based on an incident connected with the defeat of the French fleet by the combined English and Dutch fleets in 1692. Little is left for the annotator, save to help in the elucidation of any obscurities arising from the form of expression, and to aid the student in noting how graphically, and with what wonderful mastery of the powers of the language, the tale is told; especially how admirably the choice of words, their arrangement, and even the length and rhythm, or purposed want of rhythm, of the successive lines, are all made to contribute to the effect of the narrative.

*On the sea.*—The first thing that will strike the thoughtful reader is the effect produced by this abrupt beginning. Like Homer, and Virgil, and Milton, and all the great epic writers—and this is a short epic—the poet delays us with no introduction, but plunges at once *in medias res*.

*The Hogue.*—Cape La Hogue is the eastern-most

point of the peninsula of Cotentin, which juts out into the English Channel in the department of Manche, in France. It was opposite this Cape that the naval battle referred to was fought. Look it up in the map and do not confuse it, as is often done, with Cape La Hague, at the northwest extremity of the same peninsula.

*Woe to France.*—Note how much is conveyed in these three words. At the same time that they tell us the issue of the battle, they contain a tribute to the prowess of the British navy, implying that no other result could have been expected.

*Heller-skeller.*—A species of *onomatopoe*, expressive of confusion.

*Like a crowd, etc.*—Study this effective simile. Note the antithesis in *sharks* and *porpoises*, arising from the strongly contrasted nature, habits, and movements of the two species. Justify the omission of the relative.

*St. Malo*, at the mouth of the river Rance, in the department of Ille-et-Vilaine (see map), is a fortified town standing on a small island less than three miles in circumference, which lies near the shore and is connected with it by a causeway 650 feet long. The harbor is spacious and safe when once entered, but its entrance is narrow, and thickly studded with rocks and shallows. It is perfectly dry at low tide, but, as the tide here rises forty-five to fifty feet, there is sufficient depth of water for ships at high tide.

*Help the winners, etc.*—Note the keen sarcasms in this and following lines. Are they out of place in the mouth of the fleeing commander? Give reasons for your answer. Read this stanza aloud, and observe the adaptation of rhythm and metre to sentiment.

*Rocks to starboard, rocks to port.*—Compare Tennyson's "Cannon to right of them; cannon to left of them." Which was written first? In nautical language the *starboard* (A.S. *steorbord*, i.e., *steer-board*, a large oar which was used on the right side of the vessel) is the right side of the ship as one stands facing the prow. *Larboard* (etymol. of *lar* unknown) was formerly used to denote the left side, but has now been superseded by *port* (etymol. in this sense also unknown), probably as shorter and better contrasted in sound.

*Think to enter.*—That is, Shall she think, etc. The omission of every unnecessary word is in keeping with the excitement of the occasion. It is also characteristic of Browning.

*Now, 'tis slackest ebb.*—If this means it is now low tide, the description which follows is inconsistent with the geographical fact that the channel is empty at low tide. Probably the meaning of the words put into the pilots' mouths is that even a craft of twenty tons must take advantage of the inflowing tide in order to enter, whereas now the ebbing or outflowing current would be sure to sheer the vessels on the rocks or shoals.

*Not a ship will leave.*—Every one will be wrecked.

*Brief and bitter.*—What figure?

*Breton.*—A native of Brittany, or Bretagne.

*Tourville.*—The celebrated French admiral who was commander-in-chief of the great French fleet which had set out to invade England on behalf of James II., and was thus completely defeated. Two years before, in 1690, Tourville had entered the English Channel at the head of a powerful fleet, and inflicted an ignominious and disastrous defeat on the united English and Dutch fleets near Beachy Head.

In order to get a good idea of the power of condensation shown in this stanza, which condensation is the chief cause of its peculiarities in form of expression and order of words, it will be a good exercise for the student to write out in prose, in as brief a form as he may be able, a clear statement of all the facts here compressed into eight lines.

*Croisichese.*—A native of Croisic.

*Mockery, malice, mad, Malouins.*—Note the alliteration again. Is it in keeping with Hervé's indignation?

*Malouins.*—Natives of St. Malo. See map.

*Greve.*—A fortified town at the mouth of the Rance.

*Are you bought? Is it love? etc.*—Does the poet mean us to infer that Hervé really thought that the pilots whom he thus addresses were actuated by traitorous motives? It is more reasonable to suppose his words ironical in the first question, as they evidently are in the second. The French pilots could hardly be suspected of love for the English.

*Solidor.*—A fortified height a little way up the river.

*Worse than fifty Hogues.*—Explain.

*Most and least.*—*Most* is used in the sense of greatest.

*He is admiral, in brief.*—*In brief*, i.e., for a short time. Or it may mean *in a word, to be brief*.

*Still the north wind.*—"Blows" or "holds" understood. Who says this, Damfreville, or the poet? We prefer the latter.

*Holla.*—*Holla, holla, holla*, and *halloo*, are different forms of the same word.

*Hearts that bled.*—Whose hearts? The poet would hardly represent the hearts of the brave soldiers as bleeding in view of their own danger, though they might do so at the prospect of the loss of their proud ships. Probably the reference is to the towns-people looking on, some of them, perhaps, the wives or mothers of some of the seamen.

*Rapture to enhance.*—Explain.

*Rampired.*—Equivalent to *ramparted*.

*Paradise for Hell.*—Note the antithesis. In brevity and strength the resources of the language could supply nothing to surpass it.

*Let France's king.*—Who was he?

*The speaking hard.*—Why hard? Explain.

*The duty's done.*—The brave seaman has but done his duty, and makes light of the exploit. It was nothing but a "run" before a fair wind to one who knew the channel as he did.

*Leave to go.*—In which, to your mind, does the poet intend the climax to be found, or which does he deem most impressive, the contrast between the largeness of the merit and the reward proffered, and the triviality of the reward asked; or, the intensity of Hervé's love for his wife, which made a day's visit with her the greatest boon his heart could crave?

*Not a head, etc.*—Not only did his compatriots raise no pillar or statue in honor of the hero, they did not even make a figure-head of a fishing-smack in his likeness. It is stated as a historical fact, seemingly on good authority, that the reward which Hervé really asked and obtained was exemption from further marine service, and permission to remain permanently with his Belle Aurore.

*Bore the bell.*—The reference is probably to the custom of placing a bell on the neck of the leader in the flock or drove. This is, perhaps, better than to understand the expression as an allusion to the practice of giving a bell as a prize in some athletic contest.

*Flung pell-mell.*—Hung without special order or system.

*Lowre.*—The national picture gallery in Paris. The poet evidently thinks it a shame that France has no picture or statue to commemorate Hervé Riel's noble deed. Hence he offers this poem to supply the lack, so far as he can. No doubt it will prove a more lasting memorial.

### ENTRANCE LITERATURE.

XI.—TOM BROWN.

#### SUGGESTIVE NOTES AND QUESTIONS.

"The schoolhouse prayers." The schoolhouse was the boarding house under the care of the head-master.

"Were the same on the first night." Same in what respect? On first night of what?

"Save for the gaps." Parse *save*.

"Who came late." Explain.

"Line of new boys." Parse *line*.

"Like young bears." In what respect?

"Tom Brown thought of it." Of what?

"Poor, slight little Arthur." Any mistake in punctuation? Distinguish these adjectives. Give another example from this piece of three adjectives qualifying one noun.

"To No. 4." What is meant? Give examples of other abbreviations.

"On the school close." Meaning? Pronunciation? See note in Reader.

"The discipline of the room." What is meant?

"All fags, for the fifth form." Meaning of *fags*? Effect of removing the comma?

"Up and in bed." Explain what is meant.

"By ten." Parse *ten*.

"Old verger." What in the extract shows that he was old?

"The oldest of them." Why not *eldest*?

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"Within a few minutes of their entrance." Any word used unusually?

"The little fellows." What does *fellows* mean here? Has it always this meaning? What other word is pronounced in the same way?

"Poor little Arthur." Said to have been Arthur Stanley, the famous English Dean.

"The novelty of his position." What is meant?

"Said Tom, staring." Why did Tom stare?

"Began his ablutions." Meaning?

"Attention of the room." What is meant by *room*?

"More nervously than ever." Why?

"To open his heart to Him." Why has *Him* a capital letter? Meaning of *to open his heart*?

"Laughed and sneered." Distinguish between *laughing* and *sneering*.

"Shied it"; "snivelling young shaver." What words in these expressions are peculiar to boys?

"At the head of the bully." Meaning of *bully*?

"Arnold's manly piety." Thomas Arnold was headmaster of Rugby School for fifteen years, and during that time much improved the state of affairs in the institution.

"The vice of all others which he loathed." What error in the use of English? What was the vice referred to?

"Ten minutes bell." Parse *minutes*.

"Words of the publican." To what is the allusion?

"It was not needed." What?

Explain the italicized words in: Little Arthur was *overwhelmed*; had never *crossed* his mind; *drawing* on himself the attention of the room; a *trying* moment; *beareth* the sorrows; every drop of blood *tingling*; little scene was *taken to heart*; which *chased* one another through his brain; his *heart leaped* to *leaven* the school; the *tables turned*; through *thick and thin*; *glimmer* of another lesson.

How many lessons did Tom learn from this incident?—*Selected*.

#### A DON'T LIST.

Some of our readers may have seen before the following list of words and phrases, which we clip from an exchange, that were to be avoided by every one on the staff of writers for the *New York Evening Post* when Mr. Bryant was editor. The list is well worth studying.

##### BRYANT'S INDEX EXPURGATORIUS.

The words in this list are to be avoided.  
 Above and over, for "more than."  
 Artiste, for "artist."  
 Aspirant.  
 Authoress.  
 Beat, for "defeat."  
 Bagging, for "capturing."  
 Balance, for "remainder."  
 Banquet, for "dinner" or "supper."  
 Bogus.  
 Casket, for "coffin."  
 Claimed, for "asserted."  
 Collided.  
 Commence, for "begin."  
 Compete.  
 Cortege, for "procession."  
 Cotemporary, for "contemporary."  
 Couple, for "two."  
 Darkey, for "negro."  
 Day before yesterday, for "the day before yesterday."  
 Débüt.  
 Decease, as a verb.  
 Democracy, applied to a political party.  
 Develop, for "expose."  
 Devouring element, for "fire."  
 Donate.  
 Employé.  
 Enacted, for "acted."  
 Endorse, for "approve."  
 En Route.  
 "Esq."  
 Graduate, for "is graduated."  
 Gents, for "gentlemen."  
 "Hon."  
 House, for "House of Representatives."  
 Humbug.  
 Inaugurate, for "begin."  
 In our midst.  
 Item, for "particle, extract, or paragraph."  
 Is being done, and all passives of this form.  
 Jeopardize.

Jubilant, for "rejoicing."

Juvenile, for "boy."

Lady, for "wife."

Last, for "latest."

Lengthy, for "long."

Leniency, for "lenity."

Loafer.

Loan or loaned, for "lend" or "lent."

Located.

Majority, relating to places or circumstances, for "most."

Mrs. President, Mrs. Governor, Mrs. General, and all similar titles.

Mutual for "common."

Official, for "officer."

Ovation.

On yesterday.

Over his signature.

Pants, for "pantaloons."

Parties, for "persons."

Partially, for "partly."

Past two weeks, for "last two weeks," and all similar expressions relating to a definite time.

Poetess.

Portion, for "part."

Posted, for "informed."

Progress, for "advance."

Quite, prefixed to "good," "large," etc.

Raid, for "attack."

Realized, for "obtained."

Reliable, for "trustworthy."

Rendition, for "performance."

Repudiate, for "reject" or "disown."

Retire, as an active verb.

Rev., for "the Rev."

Rôle, for "part."

Roughs.

Rowdies.

Secesh.

Sensation, for "noteworthy event."

Standpoint, for "point of view."

Start, in the sense of setting out.

State, for "say."

Taboo.

Talent, for "talents" or "ability."

Talented.

Tapis.

The deceased.

War, for "dispute" or "disagreement."

their days without work are the men who work the hardest. Don't be afraid of killing yourself with overwork. It is beyond your power to do that, on the sunny side of thirty. They die sometimes, but it is because they quit work at 6 p.m., and don't get home until 2 a.m. It's the interval that kills, my son. The work gives you an appetite for your meals; it lends solidity to your slumbers; it gives you a perfect and grateful appreciation of a holiday.

There are young men who do not work, but the world is not proud of them. It does not know their names, even; it simply speaks of them as "Old So-and-so's boys." Nobody cares for them; the great busy world doesn't know that they are there. So find out what you want to be and do, and take off your coat and make a dust in the world. The busier you are the less harm you will be apt to get into, the sweeter will be your sleep, the brighter and happier your holidays, and the better satisfied will the world be with you.—*Bob Burdette*.

#### RING OUT, WILD BELLS.

Ring out, wild bells, to the wild sky,  
 The flying clouds, the frosty light;  
 The year is dying in the night;  
 Ring out, wild bells, and let him die!  
 Ring out the Old, ring in the New;  
 Ring, happy bells, across the snow;  
 The year is going—let him go;  
 Ring out the False, ring in the True!  
 Ring out the grief that saps the mind,  
 For those that here we see no more;  
 Ring out the feud of rich and poor,  
 Ring in redress to all mankind!  
 Ring out the slowly dying cause,  
 And ancient forms of party strife,  
 Ring in the nobler modes of life,  
 With sweeter manners, purer laws!  
 Ring out the want, the care, the sin,  
 The faithless coldness of the times;  
 Ring out, ring out, my mournful rhymes,  
 But ring the fuller Minstrel in!  
 Ring out false pride in place and blood,  
 The civic slander and the spite;  
 Ring in the love of truth and right,  
 Ring in the common love of Good!  
 Ring out old shapes of foul disease,  
 Ring out the narrow lust of gold;  
 Ring out the thousand wars of old,  
 Ring in the thousand years of peace!  
 Ring in the valiant man and free,  
 The larger heart, the kindlier hand;  
 Ring out the darkness of the land—  
 Ring in the CHRIST that is to be!

—*Alfred Tennyson*.

## For Friday Afternoon.

#### LITTLE HELPERS.

Planting the corn and potatoes,  
 Helping to scatter the seeds,  
 Feeding the hens and the chickens,  
 Freeing the garden from weeds,  
 Driving the cows to pasture,  
 Feeding the horse in the stall,  
 We little children are busy—  
 Surely there is work for us all,  
 Helping papa.

Sweeping and washing the dishes,  
 Bringing the wood from the shed,  
 Ironing, sewing, and knitting,  
 Helping to make up the bed;  
 Taking good care of the baby,  
 Watching her lest she should fall,  
 We little children are busy—  
 O there is work for us all  
 Helping mamma.

Work makes us cheerful and happy,  
 Makes us both active and strong;  
 Play we enjoy all the better  
 When we have labored so long;  
 Gladly we help our kind parents,  
 Quickly we come at their call.  
 Children should love to be busy—  
 There is much work for us all  
 Helping papa and mamma.

#### ADVICE TO A YOUNG MAN.

Remember, my son, you have to work. Whether you handle a pick or a pen, a wheelbarrow or a set of books, digging ditches or editing a paper, ringing an auction bell or writing funny things, you must work. If you look around, you will see the men who are the most able to live the rest of

#### SYMPATHY WITH CHILDREN.

In a certain one of Dr. Talmage's sermons he put in some good pedagogical doctrine. While it was addressed to the parents, it applies equally well to teachers, for are not parents teachers, and teachers, in a manner, parents?

"Do not put on a sort of supernatural gravity, as though you never liked sportfulness. You liked it just as much as your children do. Some of you were full of mischief you have never indicated to your children or grandchildren, and you seldom got up in the morning until you were pulled out of bed! Do not stand before your children pretending to immaculate goodness. Do not, because your eyesight is dim and your ankles stiff, frown upon the sportfulness which shows itself in lustre of the eye and in the bounding foot of robust health. Do not sit with the rheumatism, wondering how the children can go on so. Thank God that they are so light of spirit, that their laughter is so free, that their spirits are so radiant. Trouble comes soon enough to them. Dark days will come soon enough to them, and heart-breaks and desolation and bereavements will come soon enough. Do not try to forestall it. Do not try to anticipate it. When the clouds come on the sky it is time enough to get out the reef tackle."

Education commences at the mother's knee, and everything seen, every word spoken within the hearing of the child, may tend towards the formation of character. Let parents bear this ever in mind.—*Ballou*.

# The Educational Journal

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## Editorials.

### A WISE BENEFACTOR.

THE following, which we clip from the *Pennsylvania School Journal*, describes an instance of educational philanthropy so wise and practical, as well as generous, as to be worthy of the widest circulation:

Rarely does a public-spirited parent live in the child so effectually as Boston's great educational benefactress, the late Mrs. Mary Hemenway, lives in her son, Augustus. The beautiful gymnasium of Harvard University is his gift. He sent all the teachers of his town—Canton, Mass.—to the World's Fair at his own expense, and now he has done the most unique thing on record. A year ago Mr. Hemenway realized that the old schoolhouse of the town was ill-adapted to modern educational needs, so with characteristic modesty and generosity he set about a plan to remedy it. One day he went over to the school and began to talk the matter over with the children. Would they like a new schoolhouse? Would they take good care of one if built? Would they study hard and be worthy of having a new building? These were some of the questions propounded to the boys and girls, who chorused back the most enthusiastic "Yes!" So the plan was formed that every boy and girl should earn and save all he could for the next few months toward building the new schoolhouse. And soon the tiny contribution boxes at the school held many a grimy little nickel and much-polished cent. When Mr. Hemenway saw that the children were thoroughly in

earnest he built a handsome, modern, and commodious school, which to-day is the greatest ornament of the town. In the entrance hall a large framed sheet attracts the visitor's attention, and he stops to decipher, almost with filling eyes, the long list of crabbed or straggling little signatures of boys and girls who contributed to build the schoolhouse. They are all there, every child in the school, and at the bottom of the list, in small and inconspicuous lettering, stands the name of Augustus Hemenway. God bless such men, wherever found! And He doth always bless them. They have the generous will and the high courage of the angels, and "their works do follow them." "What I gave I have!"

### LOCAL EXAMINATIONS FOR SPECIALISTS.

The subjoined report of a committee of the Senate of Queen's University on Matriculation has been adopted by the Senate:

"Your Committee recommends the adoption of the scheme of Matriculation proposed by the University of Toronto, and expresses pleasure at the step which has been taken in the direction of raising the standard for Matriculation by increasing the percentage of marks for passing from 25 to 33 per cent. upon each subject. But while sympathizing with this desire to raise the standard, your Committee regrets to see that the scheme tends to increase the quantity of work required for admission rather than to improve its quality.

"Your Committee is of opinion that it would be advisable to set papers of a more elementary character than has been the practice in the past, and to exact 40 or 50 per cent. as the standard for pass. This, we believe, would compel pupils to remain a year longer at the High Schools, and would tend to foster a higher ideal of exact scholarship among those seeking admission to the universities."

### EDUCATION AND CULTURE.

ARCHBISHOP WALSH is reported to have expressed in a recent speech the opinion that "the whole system of primary education in Ireland is little better than a gigantic mistake. In his opinion, it should not consist merely of teaching information which is to be found in books; children ought to be taught how to use their hands and to be accurate observers. Very seldom indeed does one get even from the most eminent and skilled educationists so useful a definition of the true culture ideal, and Dr. Walsh might have made it apply to all grades of educational work. To take a child and set him at learning from books, no matter how persistently and successfully he is made to acquire a knowledge of their contents, is not to educate him. Education is culture, or it is nothing; and the culture of the schools, apart from the training of the physical faculties and the moral nature, is threefold: (1) The culture of skill, (2) the culture of knowledge,

and (3) the culture of taste. In each case the culture is acquired by the exercise of the pupil's own faculties, and not by mere imitation, memorization, or docile submission to the æsthetic dogmatism of a teacher. The culture of skill is secured only by the practise of original invention, the culture of knowledge only by the practise of original investigation, the culture of taste only by acquaintance at first hand with works of art that are embodiments of the beautiful. All this is simply an amplification of Dr. Walsh's dictum that children ought to be taught to observe accurately what comes within the range of their apprehension. It is passing strange that within half a dozen years of the close of the nineteenth century it should be necessary for any one to repeat this educational truism and speak of it as a reform. Needless to say that we in Ontario, excellent as our educational system is, have drifted very far from the ideal so succinctly sketched by the Archbishop of Dublin. Many teachers understand this and lament it, but they plead the necessity of the case. Parents have in some way been taught to estimate the value of the teacher by the number of candidates he puts through the various promotion examinations, and he must put them through or throw up his situation. The spectacle is a melancholy one for the intelligent observer, but it does no good to shut one's eyes to it. The evil calls for some heroic remedy, and that will have to be long applied before there is much change for the better.

The above, from *The Week*, of Toronto—which, by the way, has lately come out in a new form and dress, and with many evidences of renewed life and energy—contains much that is well worth thinking about. With most of the views and opinions expressed we are in hearty accord. If we were to take exception to it in any respect, it would be to the seeming incompleteness of its classification of the kinds of culture. We should have been disposed to put first of all the culture of power, intellectual power, the power of grasping and making one's own the thoughts of others, and so of thinking for one's self. We do not know how wide a meaning the writer gives to the word "skill." Possibly he may mean to include "skill" in the use of the intellectual as well as the other faculties. But without in the least disparaging the culture of knowledge, that is, we suppose, the culture which comes with or through knowledge, and the culture of taste—both of which are slow processes, and can be but begun in the school days—it should never be lost sight of that, next at least to the development of the moral nature, and the formation of right habits of moral thought and feeling, the primary end of education is, after all, the strengthening of the intellectual or mind powers by vigorous exercise under wise and philosophic direction.

## LEARNING TO READ.

THE teacher who has succeeded in inspiring a boy or girl with a genuine love for good literature has done for that pupil the very best educational service. He has shown him or her the way to perennial fountains, whence he may derive pure and elevated pleasure in his hours of ease, sweet solace in the day of trial, and stimulus to high endeavor at all times. We know no surer gauge of the degree in which a student is truly educated than that afforded by his capacity for enjoying the classical prose and poetry, ancient and modern, in which the English language is, happily, so rich. The student, whether in school or out of school, who has attained the power of really enjoying books of the highest type, has in his hands the key which opens all the treasure-houses of science and philosophy. It is almost impossible to conceive that such a one can ever give himself up to the low and sordid ambitions, the utterly selfish scramblings, and the petty frauds, which make up so large a portion of life, as it is with the many, in these days of fierce and too often unprincipled competition. We have often thought that, if it were in our power, we should like, above all things, to found a people's college, open to all men and women of active intellect but limited training, for the simple purpose of enabling them to read the better classes of English books understandingly and appreciatively.

Judging from the opportunities for comparison afforded by our American and English exchanges, we are gratified to be able to be of the opinion that English literature is better taught in many of our Public and High Schools than in those of either of those countries. This is saying a good deal, but we say it advisedly. It is, perhaps, necessary to add that by "English literature" we do not mean the history of English literature, which is well and desirable in its place; nor do we mean the diligent collection of facts and anecdotes about certain writers, which is, too, well enough in its place. Neither the fullest knowledge of the growth and historical development of the literature, nor the minutest particulars concerning the lives and traits of distinguished authors, can insure that appreciation and enjoyment of their writings which is the really desirable thing. That can be gained only by reading the literary works themselves, not in fragments, but as wholes, or at least in complete essays, articles, poems, etc., instead of in fragments, as they are too often,

necessarily, presented in works on Literature, Criticism, and Rhetoric.

Another faulty method of dealing with literary productions in the class room is illustrated by the following extract from an article which appeared some time since in an American exchange:

"The studies of both history and geography may be aided by emphasizing geographical and historical allusions in the reading lesson. As geography is the basis of history, so literature is a powerful auxiliary. Valuable instruction in natural history, ethics, mythology, etc., may be made incidental to the reading lesson. Here, the teacher can but have time to imitate the example of Jacotot, and start a subject as a quarry for the class to hunt down. A single line of 'The Waterfowl,'

'On the chafed ocean side,'

led a class to discuss—the erosive properties of water—changes in coast lines, formation of land by alluvial deposit; elicited knowledge of fact that the mouth of the Mississippi was once at St. Louis; and invited consideration of the meaning of the lines from Byron:

"Thy shores were empires; where are they?  
Thy waters *wasted* them when they were free  
And many a tyrant since."

"Another line from same poem ('The Waterfowl'),

'At that far height, the cold, thin atmosphere, brought up as topics for discussion and research—the height of the atmosphere; its density and rarity; the weight of air; the construction of the barometer; its use in determining height of mountains; ascensions in balloons; effect upon people; force of compressed air as a motor; pneumatic tubes for post offices, etc."

It would not be easy to find a better example of how not to teach a reading lesson. These various topics of inquiry in geography, history, science, and so forth, are very interesting and very desirable in their proper time and place, but that time and place are not, we submit, in the class room with a class engaged in reading one of Wordsworth's or Byron's poems. In such an exercise the pupil's attention should be held as closely as possible to the *thought* of the poem, and the continuity and wholeness of the poem should not be interrupted or distracted by any questions or explanations not necessary to the clear understanding of that thought. Of course this is not to say that such quotations may not be happily used in connection with the science class, or on other suitable occasions, as a fitting introduction of questions such as those suggested for discussion or research.

A similar mistaken method used to be followed by the examiners in the ancient classics in the University of Toronto. The questions put used, a score of years ago, to be of such a kind that the student,

anxious to gain a high standing, would often find it necessary to give more time to looking up parallel passages, historical and mythological allusions, Grecian and Roman antiquities, etc., than to getting at the author's meaning so as to appreciate and enjoy his production. The methods of the present day are, we believe, very much improved.

Let it never be forgotten by the teacher who would have his pupils enjoy his reading, and profit by it, that the first and chief aim should always be to understand his author. In order to do this he should never be satisfied with general, misty ideas, with anything less than a clear perception of the nicer shades of thought and feeling expressed. Even the analysis of the rhetorical and other devices by which these thoughts are brought out belongs to a later stage of progress and a distinct branch of study.

THE question, When does the Twentieth Century begin, is being discussed in many quarters. A very little patient thinking should suffice, one would suppose, to make the matter clear. Yet there seem to be many who have the impression that the new century will begin on January 1st, 1900. Even Felix Adler, if the reporters may be believed, said in a recent lecture that there would be five more years in the nineteenth century. As it is clear that the first century ended December 31st, A.D. 100, it ought to be equally clear that the nineteenth century will end December 31st, 1900. Of course the twentieth century cannot begin until the nineteenth has ended.

MR. HAMBLY, the Chairman of the newly-elected Toronto Public School Board, made an interesting and thoughtful address at the inaugural meeting of the Board, the other day. One important innovation he advocates is that teachers be appointed by the Inspector instead of by the trustees. This would, he thinks, save the schools from the evil effects of having the appointments decided, as they too often are, on the basis of "influence," instead of solely on the merits of the applicants. There is evidently need of reform in this respect. Whether putting the whole patronage of a city or district into the hands of one man would be the best reform, or whether the Inspectors would be willing to shoulder so heavy a responsibility, is another question. It can hardly be doubted that, as a rule, the appointments made by the Inspector would be much better than those often made by trustees, even when the appointees of the latter are not indebted to a "pull" for their success. If the power of appointing carried with it the power of fixing salaries, the improvement would be vastly greater. It certainly could be argued with much force that the Inspector should have at least the power of vetoing bad appointments.



## Special Papers.

### THE DUTY OF THE STATE TOWARDS SECONDARY EDUCATION.\*

BY JOHN MILLAR, B. A., DEPUTY MINISTER OF EDUCATION.

During the last quarter of a century marvellous progress has been made in education. The advanced nations have more than doubled their previous efforts, and the less favored races have recognized the need of education if they are not to remain too far in the rear. The whole field of learning has been carefully examined, and broader views and sounder principles have been accepted by those who have to do with the question of national education. It is felt that the science of education is but yet in its infancy. We are yet occupying ground that is more or less debatable regarding courses of study, methods of instruction, and educational values. We are not ready to dogmatize as to the proportionate time to be given to the training of the observing, the reasoning, and the language faculties. The utilitarian subjects of the curriculum are not clearly defined, and even if they were known it is still true that man cannot live by bread alone. The complex relations of society and the increasing interdependence of nations and communities render the question, "Am I my brother's keeper?" more pressing than in the days of Abel. The matter of education in its highest sense is the great question of the future. The State has its duty to perform in fostering everything that concerns the national weal. The State is interested in elementary, secondary, and higher education. Each of these is essential to the development of national prosperity, and the State cannot afford to relegate any of them to private liberality or denominational zeal. High Schools should be supported by public funds.

#### THE WORKING CLASSES

are benefited by High Schools. Progress in education has improved the masses of the people. The condition of the so-called working classes is better now than formerly. It is estimated that in the United States—and the same is true of Canada—each man, woman, and child did not receive, on the average, more than 10 cents a day in the year 1800. In 1850 it reached 25 cents, and is now probably 50 cents. The progress of education has made the wages of the working classes advance much more rapidly than the cost of the necessaries of life. This is particularly so as regards skilled labor, and higher education is the parent of skilled labor. Had the nation given no attention to education beyond the requirements of elementary schools the mechanic with brains would be little better off than the one not so favored. Science has made intellectual power more valuable than physical strength. The application of steam power, and the use of the railroad, the telephone, and the telegraph have brought comforts within the reach of thousands who never entered a High School, but who would lack these blessings had superior education been overlooked. Electricity is about to revolutionize all our industries. Political economy and social science are bettering the conditions of the community. The power of the pulpit and the influence of the printing press are bringing gladness to thousands. Schools and books are within the reach of all. Had elementary education been the limit of the State's obligations, the conditions of the working classes would be far inferior in all that concerns human happiness.

The condition of the working classes is best in those countries that have extended educational privileges to the masses. As a result of the Education Act of 1870, in England 70 of every 100 families are each receiving \$1,000 a year. It is well known that the present movement in favor of secondary schools has come from the middle and poorer classes. From the rich friends of the great endowed schools is heard the cry, "Let those who want higher education pay for it." On this side of the Atlantic has been heard by the workingman who has a vote a similar cry from the political demagogue. In Italy, where less attention has been given to education than in England, 97 per cent. of

the families receive each not more than \$300 a year. In Portugal and Turkey the position is worse. The foremost countries of Europe are England, France, and Germany. In these countries 14.5 per cent. of the entire population is attending school. In Russia, Spain, and Turkey the per cent. is only 4.7. Russia has done much for higher education in so far as concerns the nobility. It has, however, its Nihilism and its starving peasantry, which are unknown in countries where there are free High Schools. In Canada, and in the United States, 22 per cent. of the people are enrolled in schools or colleges. In Mexico and South America the percentage is only 3.8. The lessons to be drawn are apparent. The poorer ranks are most benefited by educational advantages. Without good High Schools efficient elementary schools are impossible. Unless secondary education is accessible to the working classes, hereditary rank must divide mankind. If wealth and caste should divide the race, there may be some argument for limiting the benefits of higher education to the few. To prescribe such limits in a democratic country is unsound in theory and unknown in practice. The world is not going wrong.

#### THE FARMER,

more than the resident of city or town, requires efficient elementary schools. His stake in the country gives him special reasons for supporting whatever legislation promotes the progress and the stability of the nation. He knows how much the Anglo-Saxon race owes to its energy, its love of freedom, and its democratic views regarding the diffusion of education. From the rural districts have come many of the most brilliant scholars, teachers, editors, lawyers, doctors, merchants, statesmen, and clergymen. The farm, and the Public and High School, attended by so many country students, have done more than any other agencies to give Ontario its proud position. The interests of each are the interests of the province.

Agriculture, to be profitable, cannot now ignore the march of science. Chemistry and biology have their place in all that affects the work of the farmer. Questions of commerce have special interest to him, and demand intelligence irrespective of political views. If the High School is not a benefit to the residents of the country, it does not deserve the support of the farmer. It may be shown, however, that many of the arguments addressed to farmers against municipal expenditures for secondary education are exceedingly weak, and may be readily answered. It is said, for instance, that the High School draws pupils from the farm and depopulates the rural districts; that it brings to the cities many persons who fail and come to poverty; that higher education crowds the professions, and that the farmer is taxed to fit for other positions many who should pay for their own education.

It is true the population of cities has grown, and that of the country has declined. This is due mainly to three causes: (1) The extensive use of machinery, and the consequent lessening of the number of farm hands; (2) the removal to factories, where the work is now done, of the blacksmith, the shoemaker, and other mechanics, who formerly lived at the "cross-roads"; and (3) the growing desire for society and culture, which are more readily gained with city life. It is absurd to suppose that the farmer is impoverished by the large number entering the professions. Is the low price of wheat a result of so many leaving the plough and entering the calling of the merchant or the lawyer? Would the price of beef go up if half our editors, doctors, and teachers were to engage in stock-raising? It is true, the country could get along with a less number of bankers, lawyers, doctors, and engineers. If a profession is crowded, are not its members the greatest sufferers? What calling is not full? The druggist, the musician, the painter, and the typewriter are struggling for standing room. The bootblack, the newsboy, and the cabman meet us as soon as we arrive in the city, and even the profession of the tramp and of the idler has become so crowded as to be no longer lucrative or enticing. Thus competition is a marked feature of the age in every walk of life, and yet, with all its drawbacks, the former times were not better than the present. Why does one person fail, and another with no greater advantages succeed? From lack of industry, lack of good management, lack of ability to think, lack of character, which means want of education.

#### FRANCE AND GERMANY

present a suggestive lesson to Canadians. It was a commonly accepted doctrine in France during the time of Louis Napoleon that the State should not expend money for education beyond the requirements of the elementary schools. Germany recognized what Ontario has long believed—that there can be no good national school system if higher education is not supported. Germany taught France at Sedan that brains and not brute force will rule the world. One of the most eminent French statesmen voiced in a single sentence a sentiment which has made his country reverse its policy. He said it was not the needle gun that gained the victory, nor the German schoolmaster, but it was the German universities and secondary schools. France has been aroused. Within the last dozen years no country has made more progress in education. In 1864 no less than 58 per cent. of the men and women of France could neither read nor write. To-day the proportion of the illiterate is not more than 18 per cent. University facilities have been widely extended, and secondary schools, normal schools, schools of pedagogy, and schools of science have been established in various parts of the republic. It has learned that no nation can more wisely expend its resources than in improving the intelligence of its people. No longer does the *laissez faire* policy of the Imperialists hold sway in so far as it bears on higher education, and, in spite of disturbing elements, France has vastly improved since the days of the Empress Eugenie.

#### CHINA AND JAPAN.

in our own day should settle the minds of those who fear there may be too many educated persons. The policy of the Celestial Empire would suit those who think the farmer's son should not receive any inducement to go to a High School. The Chinese never have reason to lament the loss of "the good old times," for the old conditions, as well as the great wall, still remain. The cry that too many are entering the professions is never heard in Peking. Matters are different in Japan. Its intellectual progress has been marvellous. Educational activity has during the last ten years been the very life of the nation. It has learned lessons regarding higher education from England, France, Germany, and the United States. It has not been afraid of spoiling the poor boy by giving him a chance to prepare for university matriculation. The wisdom of its course is manifest. Tradition and caste have been unable to stand the march of science. China, with its 350,000,000 of an illiterate population, is no match for the better educated, better trained, and better disciplined forces that Japan, with only 40,000,000, has been able to bring into the field. Victory is not on the side of numbers, but on the side of intelligence. Li Hung Chang has lost his yellow jacket and his peacock feathers, and may lose his head. The eyes of the world are on the struggle, and neither England nor America has found any reasons to regret the lessons presented.

#### PATRIOTISM

calls for reasonable sacrifices in behalf of education. History tells us that the success of a people will be in keeping with their intelligence. Scotland is a standing example of the position which may be gained by enabling every child to receive that good training which can only be gained from a highly educated teacher. The Germans, in view of their numerous universities and secondary schools, are the thinkers of the world. New England believed in free High Schools. The Southern States did not. Compare the result as affecting the progress and the moulding power of the nation. Why has not Alabama or Virginia presented such a galaxy of statesmen, orators, poets, essayists, historians, and teachers as Massachusetts can boast? In New York, and most of the Northern States, every city has made its High School free. Twice in the Empire State has an attack been made upon this generous policy respecting secondary education, and twice the attack has signally failed. Twice Michigan has had to contend with a similar assault, and on each occasion the friends of liberality have triumphed. President Angel gives it as his opinion that any expenditure made by the State for giving an industrious student a university training is returned to the State with compound interest. Our popular Lieutenant-Governor voiced public sentiment the other day at the University Convocation

\*Substance of an address delivered at the commencement exercises of Dunnville High School.

when he deplored any movement in the way of high fees which would shut out the children of the poor from gaining a superior education. Our most earnest and successful students at the High Schools are not the children of the rich, and the boy who heads the university class lists was not always born with a silver spoon in his mouth. Nova Scotia has practically made all its High Schools free. The system in Ontario is, perhaps, preferable and more in accordance with the principle of local control. The Legislature makes a liberal grant annually to the secondary schools, and the municipalities concerned may make these schools free, or may impose fees not exceeding a certain rate. To the credit of many of the most progressive cities, towns, and counties, their councils and school boards have made the High Schools and Collegiate Institutes free, and in few places are the fees more than a trifling part of the cost of education. It is safe to say that no municipal tax gives more value than that raised for education, and the most unlikely action that any town would take would be to abolish its High School.

The State is entitled to receive the services of the best talent the nation can produce. Its statesmen, its enterprising merchants and farmers, its teachers and its clergymen, should be selected from the many and not from the few. To make those who want a High School education pay for it is to say that only the wealthy classes are to rule. Why should the boy who has brains not get a chance to rise, even if he is the son of a poor man? It is sometimes claimed that the boy of ability will get on, in spite of his poverty. The argument is plausible, but fallacious. If it is meant that he does not need good educational advantages, then why, it may be asked, should any pupil of ability go to a High School? If it is meant that he will earn money and educate himself, it is sufficient to say a boy must get his High School training when young, or not at all. It is occasionally remarked that the public should not be taxed to give children education any more than to furnish them food or clothing. Again the argument is unsound. It is the duty of Christian society to help its members, but judgment is to be exercised in the way this help is to be given. The aid given to the poor should, if possible, tend to make them help themselves. A boy may receive a good meal, and be a worse boy than before. It requires no great exertion on the part of a boy to wear a good coat. If he is given a good book, it requires application to read it. He must think, he must exert himself, and, while wearing good clothes may do him no good, it is impossible for him to read a good book, or, in other words, to receive an education, without benefiting himself and the community.

CHRISTIANITY

is the great foe of selfishness. The wealth which a man possesses is not his own. We are simply stewards, and what we have should be used to benefit the community, the nation, the race. Free education is the great leveller of modern society. No one has a right to refuse those less favored than himself by birth or fortune any fair assistance in getting on in the world. The duty of sustaining higher seats of learning should not be left to the churches. If elementary education should be sustained and controlled by the State, and not by churches, the arguments are overwhelming that High Schools, if sustained in any way, should be supported and maintained by the public, and not by religious denominations. The highest instincts of humanity call for the uplifting of the masses. Every impulse from the Christian heart prompts the man of wealth and position to do all he can to advance the cause of mankind. Schools of all grades, readily accessible to rich and poor, have been the products of Christian liberality, and this liberality has been most successfully manifested when the members of different churches have co-operated, not as representatives of denominations, but as citizens of a free and Christian country.

There's nothing so kingly as kindness; and nothing so royal as truth.—*Alice Carey.*

The universe is the express image and direct counterpart of the souls that dwell in it. Be noble-minded, and all nature replies, "I am divine—the child of God. Be thou, too, His child, and noble." Be mean, and all nature dwindles into a contemptible smallness.—*F. W. Robertson.*

Science.

THE BAROMETRIC MEASUREMENT OF HEIGHTS.

There are several methods of measuring the heights of mountains and other elevated portions of the earth's surface above the sea level. Of these may be mentioned the following: (1) By actual levelling with an engineer's spirit level and graduated staff; (2) by trigonometrical calculation based on the measurement of the angles of elevation observed at the extremities of a carefully-measured base line; (3) by observing the temperature of the boiling point of water; and (4) by reading a barometer at the sea level, and again at the top of the mountain or elevation the height of which is to be determined.

The first of these methods is certainly the most accurate, but it involves a considerable amount of labor, and for very high mountains is sometimes impracticable. The second method is sufficiently accurate if carefully carried out and a nearly level

plain is available for the measurement of a base line. The third method is not accurate enough to give reliable results. The fourth is the simplest and most expeditious of all. It is especially useful for finding the difference of level between two points at considerable distances apart, and would be sufficiently accurate if certain difficulties could be successfully surmounted.

The principle of the barometric method is as follows: The barometer measures the weight of the atmosphere. The column of mercury in an ordinary mercurial barometer is equal in weight to a column of air of the same diameter and of a height equal to that of the earth's atmosphere. The densest portion of the atmosphere is that close to the earth's surface, and its density diminishes as we ascend. At the top of a mountain, therefore, the pressure of the atmosphere will balance a shorter column of mercury, and hence the mercury descends in the tube. From the difference in height of the mercury at the level of the sea and on the top of the mountain it is possible to calculate the height we have ascended.—*J. Ellard Gore, in The Popular Science Monthly for January.*

SIMPLE MEASUREMENT OF VELOCITY.

BY STEPHEN R. TODD, LONDON, ENGLAND.

On table:—Long cord to stretch across room, brass ring about one inch diameter, watch with seconds hand, two-foot rule or tape-measure.

EXPERIMENTS, ETC.	QUESTIONS.	ANSWERS.
Stretch a smooth cord across the room, and let children hold its ends, one standing on the floor and the other on a chair. Give latter a brass ring (or key) to put on the cord, and allow this to slide down (a) when the cord is slightly and (b) when it is more inclined. Get children to note that in the latter case the ring moves more quickly—that is, gets down in less time. Elicit terms <i>speed</i> and <i>velocity</i> .	Watch the ring moving down the cord when it slants a little and when it slants a great deal. What do you notice? What do you mean by saying it comes down faster?	When the cord slants more, the ring comes down faster. It moves more quickly. It gets down in less <i>time</i> .
Refer to the "hands" ( <i>hour hand</i> and <i>minute hand</i> ) of a clock or watch, and elicit that the "minute hand" has a velocity twelve times as great as the "hour hand," for it travels twelve times as far in the same time. Point out "seconds hand" on watch, and explain its action, drawing a diagram of the little dial on the board.	Who can tell me the words we use in speaking of the rate at which a body moves? Which hand of the clock (or watch) moves faster? How can you tell?	<i>Speed or velocity.</i> The big hand (minute hand) moves faster. It goes right round, while the little one goes only a twelfth of the distance <i>in the same time</i> (one hour).
Call out two children to act as time-keepers, and call out "start" when hand is at "60." Tell child on chair to then let go the ring, and the one at the other end to shout "stop" when it reaches him.	Let us find out how many seconds the ring takes to slide down the cord. How long?	—seconds.
Let children holding lower end of cord come forward and hold it so that it is shorter and more inclined. Then find time ring takes to move down once more.	Now, how long did the ring take? What must we know besides the time before we can say which had the greater velocity?	—seconds. The lengths of the cords.
Elicit that before we can say when the ring had the greater velocity we must know the <i>distances</i> travelled. Have the cords measured (first the short and then the greater length). Explain that before we can yet say when the velocity was greater we must find the number of feet travelled in equal times (one second).	Come and measure them, and tell us in feet.	The last time the ring travelled — feet, and the first time — feet.
Refer to velocities of trains, some travelling only twenty miles and others sixty miles <i>per hour</i> .	How many feet did the ring travel in one second?	The first time — feet in one second, and the second time — feet in one second.
Allow ring to slide down cord very much inclined, and note that its velocity increases. Say that when the velocity varies, it is often difficult to measure.	We have been speaking of the ring as if it travelled the same distance in each second. What do you notice? Watch it all the way down. Name some things which change their speed. And some which keep the same velocity.	The ring moves slowly at first, and then faster and faster. Trains coming into or going out of a station. The hands of a clock, soldiers marching, etc.

SUMMARY OF LESSON.

The rate at which a moving body changes its position is spoken of as its speed or velocity. Some bodies—for example, the hands of a good clock or watch, soldiers marching, etc.—move on with unchanging velocity, while others are continually varying their speed, as, for example, trains in leaving or approaching a station at which they are to stop.

Velocity is stated by giving the distance travelled, or which could be travelled if the speed were maintained, in a certain time—for example, in speaking of the velocity of a train, we give the number of miles it travels, or could travel if it kept steadily moving at that speed, in one hour. It is often more convenient to give the velocity in feet per second than in miles per hour.

## HOME WORK IN SCIENCE.

Outside of mathematical work, teachers of science often find it difficult to find suitable work of an experimental nature which could be performed at home by students. While exact work will often require special apparatus to which the pupil will not have access outside of the laboratory, yet there are many experiments of a qualitative nature, or in which an approximate quantitative result could be reached, and all turned to great advantage in the class-room. There is, moreover, a distinct gain accruing to the student who learns how to turn the appliances within his reach to the acquisition of knowledge. In connection with the study of sound by primary candidates, there are many experiments which may be performed by any boy or girl at home quite as well as in the laboratory. The following are a few suggested ones. Teachers of the subject will easily devise others:

(1) Tie a weight to a piece of elastic, and allow the weight to drop, holding the elastic in the hand. Describe the motion of the weight and the condition of the elastic.

(2) Make a strip of cedar one foot long, one-quarter inch wide, and one-eighth inch thick. Fasten one end by a tack to a board or table, and blow in puffs on the free end. Describe the condition of the piece of wood. Then set it in motion by plucking the free end. In what condition is the air around this end? If you have difficulty in answering this, surround the end with smoke and repeat.

(3) Lay some sand on a solid piece of iron, and strike the iron with a hammer. In what condition is the sand? What does this teach about the iron when struck?

(4) Take a two or three-pronged fork, press the prongs together, let go, and quickly plunge the end in a glass of water. In what condition is the water? What does its behavior prove?

(5) Tack the thin piece of cedar mentioned before in the middle and pluck. What does your eye tell you? Your ear?

(6) Take a tub of water; place in it a bell. Plunge your head in the water so as to cover your ears, and ring the bell or tap against its side, or scratch on the bottom of the tub with a pin. Try this in air. Describe all that took place and anything you learn.

(7) Ascertain the velocity of sound.

(8) Open the piano so as to see the little hammers strike the strings. Press any key down gently, then more forcibly, then with a quick, strong stroke. Watch the string, and make your ears also tell you something.

(9) Take two empty tin cans, and make a string telephone.

These are only a few that may be suggested.

## ANSWERS TO CORRESPONDENTS.

SUBSCRIBER, Kenneyville.—A few more details are necessary. I shall be pleased to attempt a solution of the phenomenon if you will answer the following questions: Was the lightning severe? What time elapsed between the flash and the thunder-clap? Was the wind puffy or steady? How many concussions did you receive? Did the horse give evidence of any disturbance? Are there any other phenomena you can recall?

J.W.H.—I am trying to get up the chemistry for Junior Leaving by private study. What course would you advise?

ANS.—Procure a dozen test-tubes, a couple of rubber corks, a few pieces of glass and rubber tubing, a funnel, filter paper, a few pickle bottles and a dishpan, the various chemicals required, and a spirit lamp, and go to work with the High School text-book, reading Kirkland's or Roscoe and Dent's Elementary Chemistry along with your work. Three dollars and lots of ingenuity will help you through.

SCIENCE TEACHER.—Will you kindly give a series of questions on Electricity and Heat, suitable for Junior Leaving candidates?

ANS.—See next Science number.

"Lost yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty golden minutes. No reward offered, for they are gone forever.—Horace Mann.

## Hints and Helps.

## QUESTIONS IN NATURAL SCIENCE.

What name do we give to the call of the horse? the cow? the donkey? the cricket? the dog? the hen? the duck? the cat? the pig? the mouse? the turkey? the panther? the sheep? the crow?

How do these animals defend themselves against their enemies: The horse? the cow; the hen? the turkey? the dog? the sheep?

Examine and describe the feet of the horse, the cow, the chicken, the hog, the turkey, the dog, the cat, the duck, the mouse, the rat.

Make a list of names of things eaten by the above-named animals and others.

Make a list of names of animals covered with hair or fur. With feathers. Without either hair or feathers.

Make a list of the names of animals which eat other animals. Of animals which do not eat other animals.

Make a list of the names of things which grow in the garden; in the field; which must be dug from the ground; which grow on stalks and bushes above the ground?—R. O. Johnson, in *Educational Gazette*.

## THE CHILDREN'S TEETH.

For real health and comfort it is as necessary to have sound teeth as to have sound lungs or a sound brain. Mr. Denison Pedley, F.R.C.S., dental surgeon to the Evelina Hospital for Sick Children, has recently undertaken a dental examination of the children in three of the principal Metropolitan Poor Law schools of London.

The number of children examined was 3,145, and the number of separate teeth was 70,000. A tabular statement reveals a great many serious and interesting facts. It was found that of the whole 3,145 children examined, only 707 had quite sound teeth.

The table of statistics may be divided into "toothache periods." The period of "maximum toothache," as we might perhaps have expected, is from the age of seven to the age of twelve; it begins with the second dentition. The period of "minimum toothache" is from the age of twelve to the age of fifteen—that is, after the second dentition is well established. The point of greatest practical importance is that a great many teeth go wrong, and inflict permanent injury as well as disfigurement upon children, which might easily be prevented by frequent inspections of the mouth. For example, in 110 children examined at the age of four, there were found no fewer than 290 teeth which required filling or extracting.

In 340 children examined at the age of nine, there were found the extraordinary number of 1,143 unsound teeth—more than three in the mouth of every child examined. As many as 833 of these were found capable of cure by filling, while no more than 310 required extraction, of which eight only were permanent teeth.

There are reasons for believing that the teeth of the class of children examined are rather above than below the average for all classes. It is said, indeed, that as we ourselves ascend in the social scale our teeth descend in quality. The obvious conclusion is that our children's mouths ought to be periodically inspected by competent and honest dentists.—*The Hospital*.

## ONE METHOD.

Place a list of words like the following on the blackboard:

Indigo.	Cloves.
Chocolate.	Cinnamon.
Vanilla.	Mace.
Manioc.	Coffee.
Tea.	Rice.
Pepper.	Rubber.
Tapioca.	Sarsaparilla.

These are all articles of commerce. Do you know from what part of the plant or tree they are obtained—roots? fruit? sap? leaves? blossoms? bark? fibre?—*School News*.

## School-Room Methods

## READING.

NO. 6.

BY LITERATUS.

In No. 5 I stated that *ze*, "as an initial, associated with *h*, requires exceptional treatment," and that *y* "begins a quarter per cent. ( $\frac{1}{4}\%$ ) of English words." The printer made me say something different.

To recapitulate somewhat, the following is a good arrangement of the letters for memorization:

LETTERS.				NAMES.			
a	b	c	d	a	be	ke	de
c	f	g	h	e	ef	ge	he
	i	j	k	l	i	ja	ka
m	n	o	p	em	en	o	pe
q	r	s	t	koo	ar	es	te
u	v			u	ve		
w	x	y	z	woo	eks	yi	ze

## TWO-LETTER VOWELS AND KEY-WORDS.

oo	au	ou	oi	oo-ze	aw-l	ou-t	oi-l
	aw	ow	oy				

## COMPOUND CONSONANTS AND NAMES.

ch	ck	gh	ph	che	ek	af	fe
qu	sh	tch	th	kwe	she	ech	the
	th	wh			the	hwe	

In the above the letters whose names are changed from those usually given are: c, g, h, q, w, y, and z.

C. *Ke* has an effect, beginning ten times as many words as *se*.

G. *Ge* is used more than three times as often as *je*.

H. *He* has the proper effect in the simplest form; the effect in *itch* is very obscure.

Q. *Koo* has all that is needed, and is easily spoken; *ku* has an unnecessary effect, and, for many children, is a difficult word to utter.

W. *Woo* begins as the words of which this letter is the initial begin, and *oo* is its most frequent vowel sound; *double u* is useless, or misleading.

Y. *Yi* suggests the right; *wi* suggests the wrong.

Z. *Ze* has all that is needed; *zed* has the unnecessary *d*.

Exercise on *oo* (*oo-ze*): Boo (*be oo boo*), coo (*ke oo coo*), loo, moo, poo(h), too, woo, food, mood, rood, hoof, roof, woof, nook, cool (*ke oo el cool*), fooi, tool, pool, boom, coom, doom, loom, room, coon, boon, Doon, loon, moon, noon, soon, toon, coop, hoop, loop, boor, goor, moor, Moor(e), poor, boot, hoot, loot, moot, root, soot, toot, goos(e), loose, moose, noose, booze, koord, roost, bloom, gloom, broom, groom, droop, troop, sloop, stoop, swoop (es *woo oo pe*, swoop), croon, crook, groov(e), proof.

Exercise on *oo* short: Book, cook, hook, look, rook, took, good, hood, wood, foot, wool, wootz.

Exercise on *oo* irregular: Like o long, door, floor, etc.; like u short, blood, flood, etc.

Exercise on *au*, *aw* (*aw-l*): Gaul (*ge au el Gaul*), haul, maul, Saul, caul, cauk, dauk, daub, cauf, daunt, gaunt, haunt, taunt, vaunt, auk, au(gh)t, bau(l)k, cau(gh)t, cau(l)k, cause, gause, pause, fau(gh), fault, gault, vault, faun, haum, maum, Maud, maund, mauve, nau(gh)t, tau(gh)t, taut, sauce, awe (*a woo e awe*, e silent), awl, awn, caw (*ke au caw*), daw, haw, jaw, kaw, maw, paw, raw, saw, taw, yaw (*yi aw yaw*), draw, bawd, bawl, dawk, gawk, hawk, dawn, fawn, pawn, drawn, sawn, yawn, bawl, pawl, yawl hawse, mawk, yaws.

Note.—*Au* irregular will be treated of at another time.

Exercise on *ou, ow* (ou-t) : Our (*ou ar* our), oust, bout, dout, gout, lout, pout, rout, tout, bound, found, hound, mound, pound, round, sound, wound, count (*ke ou en te* count), fount, mount, dous(e), house, louse, mouse, nous, souse, rouse (*s like z*), ounce, bou(gh), bounce, dou(b)t, foul, gouge (*ge ou je e* gouge), loud, lounge, noun, pounce, roup, sour, owl, cowl, fowl, jowl, yowl, bow, cow, low, mow, now, row, sow, tow, vow, down, gown, lowo, town, bowse.

Note.—*Ou* is used with the effect of *oo, aw, o* long, *o* short, and *u* short. *Ow* is often used with the effect of *o* long. These irregularities will be treated of subsequently.

Exercise on *oi, oy* (oi-l) : Oil, boil, coil, foil, moil, moil(e), roil, soil, toil, coif, coin, foin, join, loin, roin, oint, joint, noint, point, roint, foist, hoist, joist, moist, roist, noi(e), noise, poise, toise, voice, void, coir, doit, noils, boy, coy, foy, hoy, joy, loy, moy, noy, poy, roy, soy, toy, Boyl(e), Coyle, foyle, Hoyle, moyle, foyne, royne, soyn(e)d.

### SOME UNSOLVED PROBLEMS.

#### I. PARTIALITY.

How may a teacher do his duty to each pupil, and at the same time avoid the charge of partiality? To illustrate: Two boys get into a fight, each apparently equally to blame, the one a delicately-reared, sensitive boy, who has never been accustomed to even reproof, because trained amid favoring home environments; the other, the son of a brutal father, who has so frequently scolded and beaten the boy that he has become inured to any form of punishment. Now, if the same penalty be meted out to them, the one boy will be far more severely punished than the other; yet if the teacher treats them differently, how is he to avoid the charge of partiality to the first boy?

#### II. SUGAR-COATED WORK.

If we insist upon pupils doing difficult school work for the work's sake, we are liable to lead to a dislike of school and school duties; on the other hand, if we "sugar-coat" every problem, and so simplify everything that the work becomes nought but pleasant play, how are we to prepare our pupils for the stern realities of life, where much must be done amid every imaginable hindrance? Where is the golden mean, and how is it to be attained?

#### III. PLAYGROUND SUPERVISION.

Shall every playground have a teacher on it at recess? How much authority should he exercise in regard to the sports? Is it safe to leave the school composed of all ages, sizes, and sexes to "work out their own salvation" on the school premises at any time? If not, how is the teacher who is in sole charge of the entire establishment to supervise the boys' and girls' recreation at the same time without allowing them to play together, and is the latter practice good pedagogy?

#### IV. PROPER USE OF THE TEXT-BOOK.

Should a teacher use his text-book during a recitation without allowing the pupil the same privilege? In other words, if the pupil must recite with his book closed, should the teacher open his to see if the question has been properly answered? If the teacher should set the example, then, by keeping his book closed too, is it allowable for him to have an outline of the lesson on a card in his hand, without allowing the student that liberty also? When is the teacher to find the time to get up every lesson so as to be independent of the book, and do all his other duties also?

#### V. PARENTAL CO-OPERATION.

How are teachers to introduce new methods of teaching, lay aside old text-books, shorten school hours, quit the use of the rod, practise the "Doctrine of Concentration," and at the same time obtain and keep the hearty co-operation of illiterate parents who greatly prefer the good old ways of their fathers?

If the above "easy" problems are properly solved by the readers of the *Exchange*, we may

then beg the privilege of giving them some more difficult ones. At least let us exchange ideas on the subject. School work is still, to a great extent, in the experimental stage, and all the basic principles have by no means been discovered.—*Geo. R. McNeil, in The Educational Exchange.*

### OBSERVATION LESSONS IN PRIMARY READING.

BY LOTTIE E. JONES.

This lesson is but an everyday affair, taught in an ordinary school of pupils of average ability.

One or two observation lessons had already been given.

A bee—a common, little brown bee, such as the children had heard buzzing and seen flying about all summer—had been brought into the schoolroom.

By means of a glass of not extraordinary magnifying power, and comparing with a chart hanging in view of the class, the bee had become a thing of wonderful interest to the little people. Many reading lessons had been given, but not on this subject.

One day, when the children had been in school perhaps ten weeks, the class was permitted to make ready a new lesson.

Statements and questions came rapidly. These the teacher wrote upon the blackboard as swiftly as possible, producing the lesson, which the eager hands exhibited anxious desires to read.

Calling upon one and another it was soon read as follows:

*Willie*.—Frances has an insect in the bottle.

*Gertrude*.—What is it? It is a bee.

*Mabel*.—A bee has a head, a thorax, and an abdomen.

*Lulu*.—Did you see its velvet coat? That is the fine hairs which cover its body.

*Coedy*.—A bee has two compound eyes on the sides of its head, and three simple eyes on the top of its head.

*Frances*.—A bee has six legs and four thin wings on its thorax.

*Robert*.—A bee has pincers on its feet. It takes the wax off its abdomen with these pincers.

*Lulu*.—It builds a cell with this wax.

*Jesse*.—The cells are the shape of a hexagon.

*Robert*.—The queen bee lays eggs in some of these cells, and the worker bee puts honey in some of the cells.

*Amy*.—A bee has baskets on its legs to carry the pollen from the flowers.

*Cora*.—The mother bee is the queen and the father bee is a drone.

*Willie*.—A bee is a very useful insect.

*Louis*.—Mabel had a mosquito.

*Edna*.—A mosquito is a small insect.

*Teacher*.—Is a spider an insect?

*Lloyd*.—No, a spider has eight legs.

*Louis*.—I know about a man who learned all about bees though he was blind. His name was Mr. Huber.

All that is now needed to make such lessons most effective is to have them, by some means, presented to the class as words printed on paper.

To this end a typewriter may be used; a small printing press is infinitely better; and best of all is an accommodating printer who will set up the same and turn off a number of copies at a very small price.

Much drill upon the words separately is advised.

With this care an astonishingly large number of words will be learned in an incredibly short time.

Can results equally satisfactory be reached by other than Observation Lessons in the teaching of Primary Reading?—*Selected.*

[This lesson leads in the right direction. Do not aim at too much science.—*Ed.*]

Let no knowledge satisfy but that which lifts above the world, which means from the world, which makes the world a footstool.

Nor love thy life nor hate, but what thou livest, live well; how long or short, permit to heaven.—*Milton.*

"Boys," said a teacher, "can any of you quote a verse from Scripture to prove that it is wrong for a man to have two wives?" He paused, and, after a moment, a bright boy raised his hand. "Well, Thomas," said the teacher encouragingly. Thomas stood up and said solemnly, "No man can serve two masters." The questioning ended there.

## Examination Papers.

### EAST SIMCOE PROMOTION EXAMINATION.

(Continued from page 283.)

#### ARITHMETIC—SECOND CLASS.

Juniors take first seven questions; Seniors last seven questions; five questions make a full paper. Values—15 marks each.

I.—Multiply 948321567 by 978.

II.—A man bought a house for \$3,706 and gave for it 27 horses at \$77 each, and the rest in money. How much money did he pay?

III.—A barn cost \$245; a house 43 times as much, and a farm as much as both. What was the cost of the barn?

IV.—A man sold his house for \$2,756 and 125 acres of land at \$32 an acre; he got in payment \$2,799 cash, 405 sheep at \$3.75 each; how much is still due him?

V.—If the multiplicand is 732154689, the multiplier 654, what is the product?

VI.—Divide 9268644 by 98.

VII.—If 13 carloads of freight weigh 1,026,532 pounds, what is the weight in each carload?

VIII.—How many bushels of wheat at 69 cents per bushel should be exchanged for 621 pounds of sugar at 8 cents per pound?

IX.—A person willed his property to his three children; to the youngest he gave \$6,789, to the second 7 times as much, and to the eldest 9 times as much as to the second. Find the value of the property.

X.—The divisor is 89, the quotient 756, and the remainder 43; find the dividend.

#### JUNIOR THIRD.

Any seven questions make a full paper. Values—15 marks for each.

I.—Reduce 256585 inches to mi., rd., etc.

II.—Reduce 3 a., 15 sq. rd., 5 sq. yd., 8 sq. ft., 36 sq. in. to inches.

III.—A cubic foot of water weighs 1,000 ounces. How many pounds will 2 cubic yards weigh?

IV.—A drover bought 29 sheep at \$3.25 each, and 43 others at \$4.75 each. How much will he gain by selling them all at \$4.50 each.

V.—A farmer has 28 bags of wheat each containing 2 bu. 15 lbs. How much will it be worth at 69c. per bushel.

VI.—If 15 men can mow 33 a. 45 sq. rd. in one day, how much can one man mow in a day?

VII.—Find the cost of 9 lbs. of tea at 45c. per lb., 7 lbs. coffee at 38c. per lb., and 62 lbs. sugar at 11c. per lb.

VIII.—A field is 36 rd. long and 27 rd. wide. Find the cost of fencing it at 89c. per rod.

IX.—A mechanic receives \$1.75 per day of 10 hrs., and 25c. per hr. for over-time. What were his wages for a week on which he worked Monday 12 hrs., Tuesday 14 hrs., Wednesday 11 hrs., Thursday 13 hrs., Friday 11 hrs., Saturday 10 hrs?

X.—Find the cost of hauling 35 tons 9 cwt. a distance of 25 miles at 3c. per cwt. per mile.

#### SENIOR THIRD.

Values—15 marks each.

I.—Divide \$1.55 between Henry and Edward so that Henry may have 15c. more than Edward.

II.—Find the cost of fencing a rectangular corner lot (35' x 64'). The street fence costing 48c. a yard, and the line fence 28c. a yard, but only the half of the cost of the latter to be charged to the lot.

III.—How many yards of carpeting 33" wide will be required for a rectangular room (25'3" x 22') if the strips run lengthwise of the room and 6" per strip be wasted in matching.

IV.—How many rolls of wall-paper will be required for a room of ordinary height (24' x 18') with one door 4' wide and three windows each 3' 4" wide.

V.—Find the number of acres in a rectangular field 40 rd. x 198 yds.

VI.—Find the total area of the walls and ceiling of a room [18' 8" x 15' x 12'].

VII.—How much will it cost to shingle the roof of a house (on both sides) [20' x 12'] at \$3.25 per M? (Note, 100 sq. ft. require 1,000 shingles.)

VIII.—How many cubic yards are there in a rectangular embankment [165' x 15' x 9']?

IX.—How many cords are there in a pile of cordwood 48' long and 6' high?

X.—What must be the length of a rectangular bin 6' high, 8' deep, to hold 75 bushels?

## Primary Department.

### OPENING EXERCISES.

RHODA LEE.

The fifteen or twenty minutes following the opening of school is generally one of the pleasantest parts of the day. The children are fresh and happy, and there is never any lack of enthusiasm. A hearty "good morning" from the teacher should always open the day, the children rising and responding in proper form.

After the greetings comes the morning song or hymn, such as "Good Morning, Merry Sunshine," "Can a Little Child Like Me?" "The Morning Bright with Rosy Light," "Now that the Daylight Fills the Sky," etc.

In my order the Scripture verses come next, these being followed by prayer. In choosing verses care should be taken to select only those which will be readily understood by the children, and may prove helpful to them. There is a collection of ten or twelve verses called the "Hive of Be's." "Be ye kind to one another," "Be thou faithful," "Be ye doers," "Be not overcome," etc. The commandments, Beatitudes, twenty-third and one hundred and twenty-first psalms and others, might also be memorized. In the course of a term a great many verses may be taught. Passages memorized in childhood are rarely forgotten, and are frequently a source of pleasure and comfort in after years.

Following the Lord's Prayer a verse such as this simple, yet comprehensive, stanza might be repeated:

"Heavenly Father, hear our prayer,  
Keep us in Thy loving care,  
Guide us through the livelong day,  
In our work and in our play;  
Keep us pure and sweet and true  
In everything we say or do."

After this the children always look for one of their own hymns, such as "Jesus Loves Me," "Jewels," "I am so Glad," or "Onward, Christian Soldiers."

Then, if time permit, have one or two memory "gems," such as the following:

"Deal with another as you'd have  
Another deal with you;  
What you're unwilling to receive  
Be sure you never do."

Be you to others kind and true,  
As you'd have others be to you;  
And neither do nor say to men  
Whate'er you would not take again."

"If we speak kind words, we will hear kind echoes."

"It is better to do well than to say well."

"I'm not too young for God to see,  
He knows my name and nature, too,  
And all day long He looks at me,  
And sees my actions through and through."

"Whatever is worth doing is worth doing well."

"Don't do right unwillingly,  
And stop to plan and measure;  
'Tis working with the heart and soul  
That makes our duty pleasure."

I have a few further suggestions to make, but let me say just here that I hope no one will imagine for a moment that all these exercises are to be used in one morning. The grade, to a certain extent, de-

termines the length of time to be given to the opening exercise, but in no case should it exceed twenty minutes. In an ungraded school ten minutes may be all that can be spared from the morning, while in the lowest division of a graded school I have found that twenty minutes could very well be devoted to this part of the programme.

Stories are an interesting and profitable variation in the morning exercises. Recitations suited to the different seasons of the year are always enjoyed by the children. A few minutes should be taken, whenever possible, to allow the children to talk, not to each other, but to you. In the springtime, especially, there is so much that children might see, if only they went about with open eyes; to encourage their doing so, devote a few minutes, either at this or some other time of the day, to eliciting discoveries made—the tree buds as they make their appearance, the coming of the birds and the spring flowers. Facts concerning these might be recorded on the board if a spare corner can be found.

Calling the roll was at one time a prominent feature in the opening exercises, and although not a very lengthy proceeding it was undoubtedly a waste of time. It may be entirely dispensed with after the first four or five days of the term. During that time we generally require this and every other means of familiarizing ourselves with the new names, but afterwards the attendance should always be recorded while the class is engaged with some work at their desks.

### AN EXERCISE IN SIGHT-READING.

RHODA LEE.

An excellent exercise in sight-reading consists of sentences written on the blackboard, containing a command or request given to some particular child or to the class as a whole. At a signal understood by the children, those to whom the messages are addressed do what is required of them. For example:

#### INDIVIDUAL MESSAGES.

1. Fred may open the door.
2. John may write his name on the board.
3. Ethel may bring me her reader.
4. Mary will please sit in my chair.
5. Arthur Brown may shake hands with Arthur Gray.

#### CLASS REQUESTS.

1. Stand and raise hands in the air.
2. Point to the east side of the room.
3. Sing "God Save the Queen."
4. Laugh until I tell you to stop.
5. Stand, take three steps forward, and "right about turn."

Of course every one is supposed to be strictly honest and act for himself. When the signal for action is given, any mistake is so apparent as to make the children extremely anxious to grasp the full meaning of the writing, and thus be in readiness to move with the others.

I have used the exercise for a long time, and find it very useful in primary classes. I do not confine this work to the reading lesson proper, but in every subject try to give some instructions or ask some questions on the blackboard. The object of

the exercise is to cultivate the power of thought-getting, for much practice cannot well be given in this work. With the exception of the power to express, the power to *obtain* thought is the highest aim we have in the teaching of reading. It is well to remind ourselves of the value of the incidental work in reading. Strength is gained with every sentence read, and the more reading a child does the better.

### BABY BYE.

Baby Bye,  
Here's a fly;  
Let us watch him, you and I.  
How he crawls  
Up the walls,  
Yet he never falls!  
I believe with six such legs  
You and I could walk on eggs,  
There he goes  
On his toes,  
Tickling Baby's nose.

Spots of red  
Dot his head;  
Rainbows on his back are spread;  
That small speck  
Is his neck;  
See him nod and beck.  
I can show you, if you choose,  
Where to look to find his shoes—  
Three small pairs  
Made of hairs;  
These he always wears.

Black and brown  
Is his gown;  
He can wear it upside down;  
It is laced  
Round his waist;  
I admire his taste.  
Yet though tight his clothes are made,  
He will lose them, I'm afraid,  
If to-night  
He gets sight  
Of the candle-light.

—Theodore Tilton.

### THE FOOLISH GOOSE.

Once a flock of wild geese were flying southward, and an old bird said to her young one, "Keep close to me all the time, or you will lose your way."

Now, the young goose thought itself much wiser than its mother, and determined to have a great deal of fun on the journey. So it flew here and there, wherever it pleased, instead of keeping its place in the long V; which, as everybody knows, is the proper way for wild geese to fly.

The leader of the procession was a very stately bird indeed. He had led the flock for many a year, and knew the very best way to take; what good spots to choose for feeding-ground, and what places to avoid.

But the smart young goose thought it could find a better way; so without even saying good-by to its mother, it wheeled away one evening and left the flock.

Pretty soon it felt tired and hungry, and when it saw a nice little yard with some corn spread on the ground it stooped to it.

But alas for the wise-foolish goose. The corn was spread to catch hawks, and the poor goose found its feet caught fast in a net.

When the farmer listened, he heard only a dismal croaking, but the poor bird was saying, "How I wish I had minded my mother!"—*Primary Educator.*

## CLASS RECITATION.

## LITTLE JACK FROST.

Little Jack Frost ran up the hill,  
Watching the stars so cold and chill,  
Watching the stars and moon so bright,  
And laughing aloud with all his might.

Little Jack Frost ran down the hill,  
Late in the night when the winds were still,  
Late in the fall when the leaves came down  
Red and yellow and faded brown.

Little Jack Frost tripped through the hills ;  
"Ah!" said the flowers, "we freeze, we freeze";  
"Ah!" said the grasses, "we die, we die";  
Said Little Jack Frost, "Good-bye, good-bye!"

Little Jack Frost tripped 'round and 'round,  
Spreading white snow on the frozen ground,  
Nipping the breezes, icing the streams,  
And chilling the warmth of the sun's bright  
beams.

But when Dame Nature brought back the  
spring,  
Brought back the birds to chirp and sing,  
Melted the snow and warmed the sky,  
Little Jack Frost ran pouting by.

Flowers opened their eyes of blue,  
Green buds peeped out and the grasses grew ;  
It grew so warm and scorched him so,  
That Little Jack Frost was glad to go.

—Anonymous.

## THE KIND ROBBER.

Prince Edward was the son of King  
Henry the Sixth, one of England's most  
unhappy rulers.

During the young prince's life, the  
country was the scene of cruel war.

His mother, Queen Margaret, often had  
to flee with her child. Sometimes she  
and her child were hidden in a gloomy  
castle.

Once, when they were wandering in a  
dark wood, they were overtaken by a  
fierce robber. Queen Margaret ap-  
proached him bravely, told him who she  
was, and what misfortunes had followed  
her, and said :

"Spare, at least, my little one. Save  
him, I pray thee; he is thy future king."  
The robber's heart was touched.

He threw himself at the queen's feet,  
and said he would die a thousand deaths  
rather than harm the noble child.

He was true to his word. He faithfully  
protected the Queen and the little prince,  
concealing them in a cave, which is even  
now pointed out to travellers, and known  
as "Queen Margaret's Cave."—*Popular  
Educator.*

## KING MIDAS.

Many years ago there lived, in a far-off  
country, a rich king called Midas. He  
was very fond of money, and spent all his  
time planning ways and means of getting  
gold. Of course, he was never satisfied,  
and one day, as he was counting his  
money and grumbling because he had not  
more, a fairy came to him and said :  
"What is your dearest wish, King  
Midas?" "That everything I touch  
may be turned into gold," replied the  
king. Hearing this, the fairy looked sad,  
but said to the miser : "To-morrow, at  
sunrise, you will have your wish." He

then vanished, leaving the king very  
happy. Next morning, however, when  
the king sat down to his breakfast, he  
was not so happy. Everything he touched  
turned to gold. This did not satisfy his  
hunger, and, going out into his garden,  
he proceeded to gather some fruit. But  
in his hands the fruit turned to gold ;  
even the flowers, as he touched them,  
changed to the yellow metal.

At last King Midas saw the folly of his  
wish, and, with positive loathing at the  
sight of the useless gold, he begged the  
fairy to remove the spell. He was con-  
tent to have things as they were.

## GOLDEN KEYS.

"A bunch of golden keys is mine,  
To make each day with gladness shine.  
'Good morning,' that's the golden key  
That unlocks every day for me.  
When evening comes, 'Good night,' I say,  
And close the door of each glad day.  
When at the table, 'If you please,'  
I take from off my bunch of keys.  
When friends give anything to me,  
I'll use the little 'Thank You' key.  
'Excuse Me,' 'Beg Your Pardon,' too,  
When by mistake some harm I do ;  
Or, if unkindly harm I've given,  
With 'Forgive Me,' I shall be forgiven.  
On a golden ring these keys I'll bind ;  
This is its motto, 'Be Ye Kind.'  
I'll often use each golden key,  
And then a child polite I'll be."

—Selected.

## Correspondence.

## "AN ALREADY ACTIVE AGE."

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—We attend the Model School, so-called,  
and there get a Model-School ideal of the perfect  
teacher.

We receive a course of training at Normal  
Schools, where we study the Normal-School ideal.

We return to our work in a school, and im-  
mediately our ideals fail us, because of the necessary  
pressure of routine forced upon us. We feel deeply  
at times that the progress of our pupils is imper-  
ceptible. We are dejected by the thought that  
perhaps the fault lies in our teaching. An extra  
effort is put forth, and pupils apparently make  
great strides.

I. What is the relation of activity to the mind?  
There is such a thing as sluggish thought. Vari-  
ous causes are assigned. The brain being a ma-  
terial organism, if the mind is simply the action of  
said brain, then the activity of the mind is largely  
dependent upon the healthy action of the brain.  
The brains of children differ both in quality and  
quantity. The pupil whose brain is small or weak  
may be as active proportionately as is the child  
who is blessed with remarkable brain power. We  
all agree that action is the outcome and evidence  
of life. Should the life, or the brain-action, be  
forced or natural? Should the action of the mind  
be mechanical or spontaneous? Should we not  
cultivate the love for truth in pupils, rather than  
crowd arbitrarily upon them the work necessary  
for promotion or leaving examinations?

II. Should mental activity increase with years?  
If so, what is the ratio of activity to the age of  
the mind? The babe is active. The child at home  
is noticeably active. The child at school is ever  
active, either at lessons or play. Should we, then,  
urge on the activity of the pupil? In our opinion  
we should not, but rather feed the activity of  
pupils. We have only to place the children in  
favorable conditions for accumulating knowledge.  
The quantity assimilated by the child should be  
determined alone by his self-activity. Psychology,  
as applied by Dr. MacLellan, is excellent for  
teachers, and yet, as he himself hints, Jesus is our  
ideal teacher. The late Dr. Egerton Ryerson, the  
founder of our elaborate system of education, had

so great a thirst for knowledge that, being refused  
a college education, he contrived to get books,  
tied them to the plow-handles, and read. And  
now we have our lauded system of free and com-  
pulsory education for the rising generation. The  
Minister of Education in Ontario has wisely said,  
in an address to Normal students, that teachers  
are largely responsible for the elevation of the  
race. How is this to be accomplished by us?

III. Should we be constrained by our prescribed  
programme of studies, and consequently by the  
coming examinations, in our activities in the edu-  
cation of children? We certainly are placed in  
such a position to-day. Is it our highest duty to  
be loyal first to our prescribed work each term for  
each form? Or is there not a higher ruling prin-  
ciple for our guidance in relation to the education  
of children, as, indeed, in every manual or mental  
labor? Should the teacher be the master of the  
situation in school, or merely the servant of books,  
tasks, and examinations? We are aware that our  
situations and salaries are largely at stake just  
here, for, popularly speaking, the best teachers  
are those who advance pupils furthest and fastest  
along the lines prescribed by the Education De-  
partment. Here we propose to change our ideal.  
We cannot in so doing expect to have the approv-  
ing "Well done" of the many who may judge our  
work by such tests as we have mentioned. But  
we should at least be above working merely to win  
the praise or escape the censure of others in our  
high calling. The responsibility for a child's edu-  
cation should not rest upon hirelings, but rather  
upon the parents, who should seek wisdom from  
above, whether in literature, science, or morality.  
But as we teachers are entrusted with this respon-  
sible work, we, too, should first seek the wisdom  
from above. We must first be taught aright before  
we can teach aright. He who created the human  
mind alone can teach us the best use of our own  
talents, and give us the wisdom we need to edu-  
cate children aright. We may pass few candi-  
dates. We may promote few. Still our schools  
will form one complete whole, and each pupil an  
individual unit. Some people separate the intel-  
lectual from the moral, and, again, distinguish  
these from the physical. They would educate  
each separately, and formulate rules for the guid-  
ance of parents and teachers. The Grecians  
thought the mind made the man. The Romans  
acted as if they regarded *might* as the crowning  
virtue. The ideals of Canadians are legion. There  
is a craze for a so-called education. We venture  
to express the opinion that the education generally  
obtained is more or less disappointing when the  
real problems of life have to be faced. It does  
not meet the demand. Is it the fault of some part  
of the system of education, or is it the failure of  
the educators to do their part efficiently? Our ex-  
perience and observation have made it clear to us  
that the defect lies in the false foundation upon  
which our system of education has been based.  
The prevalent sentiment is that ours is a fast age,  
the fastest, indeed, on record. It is an already  
active age, but we are not so certain that we push  
activity beyond the limit designed by the Creator.

W. H. EADIE.

## WHAT THE CHILDREN THINK.

A little girl, whose school was about to be  
changed, said the other day : "I do hope the new  
teacher will be like Miss —," mentioning the  
name of one of the teachers in the school she was  
to leave. "Why?" was asked. "Oh, because  
Miss — made everything so interesting. There  
isn't any use of my studying arithmetic unless the  
teacher likes arithmetic." The child had struck  
the very heart of education. It is an impossible  
thing for any teacher to teach who is not interest-  
ing, and to be interesting she must love her work.  
It is rather difficult for a teacher to continue in-  
teresting if the public accepts her passively, and if she  
is made to believe, because of the attitude of that  
public, that her business is to sit in a chair and  
hear children recite. But if the teacher is made to  
feel that the public recognizes in her, or him, the  
prime factor in education ; that character, as well  
as book-knowledge, has a place in the schoolroom ;  
that personal appearance is not a matter of indiffer-  
ence ; that manners have a legitimate field, that  
they are, in fact, object-lessons to the ten, twenty,  
or sixty children in the class-room, the teacher is  
forced to a new understanding of the public rela-  
tions of a teacher.—*The Outlook.*

## Teacher's Miscellany.

### THE "DO" METHOD.

BY ELIZABETH F. KEYSOR.

Did you ever think how many times in a day the word "Do" passes your lips, and how seldom we use "Do," the word of such magical charm?

The teacher's life would be a hundredfold easier and pleasanter if she would periodically drop from her vocabulary "don't," and in its place use "do."

A very limited use of the negatives is all right, but we are so apt to use them too freely—and then it is such a harsh way of obtaining the desired result. There is no loving, helpful, upbuilding-of-character process in it.

I admit that for the moment it is much easier to quietly say, "Johnny, don't do that," "Susie, don't play with your pencil," etc., but is it easier in the long run? Is it not a wrong done to the child? The business of every teacher is to tell the children *what to do* rather than *what not to do*. Let them forget about the things they ought not to do by never hearing them mentioned.

Many of the children come from homes where "don't" is in constant use, and often accompanied by harsh words and cruel blows. A kind and gentle "do" from the teacher will be a perfect balm to their little hearts, and as the smile breaks through the dirt she will feel well repaid for the extra bit of time the use of "do" has consumed. Crowd as much love, kindness, and goodness as possible into the hours from nine to twelve. Make the children forget the disagreeable, unkind things they have heard so much about, and fill the few hours spent with you so full of happiness and sunshine that there will be left no room for the naughty, unkind things to creep in. Remember, no *skill* is required in the use of the word "don't."

Children respond so quickly to the atmosphere about them, and are so ready to do the right thing if but given the opportunity. They are not innately bad, and should be looked upon as good, and ready to do the right so far as they know it. The little charmed word unlocks all the loveliness of the child-nature, while the excessive use of its negative shuts it up, and arouses the unpleasant, irritable qualities.

When we say to a child, you may do this or that, he is given employment, a definite something to do, and his mind and hands are instantly busy. But on the other hand, the use of the word "don't" leaves him with nothing to do, but with a strong desire and a determination to do something. And he does do something, but only to hear the word "don't" again, and so on until he becomes so cross and naughty that the teacher soon finds him quite unmanageable.

The use of these words was brought to my notice in trying to discover the cause of the difference in the atmosphere of two primary schools. In one, the sweetest spirit was manifest by all, teacher and pupils alike, and there was such a joyous, happy, contented expression on each little face that it almost renewed one's youth to look into them. The whole of one morning was spent here, and not once was heard the hard little negative—it was all *do, do, do*.

The next morning was devoted to the other room, and it was then that the charm in that word, so sadly neglected, was fully appreciated. For here its negative was hurled broadcast. It was, "Johnny, don't scuff your feet"; "Susie, don't hum"; "Willie, don't whisper," etc. It was an atmosphere of "don'ts," and often irritable, impatient ones, too. The children were not happy and free, but acted in a frightened, hopeless sort of a way, or else in a bold "don't care" manner—either of which is a direct and sure outgrowth of the "Don't" method of discipline.

This teacher worked harder than the other, but was much farther from gaining the desired result. Her life seemed full of care, and she went from her room tired and irritable, while the other felt joyous and happy in thinking of the loving hearts and willing hands that made her work a pleasure, and to get pleasure from her work is the duty of every teacher; if she does not, something, somewhere, is radically wrong.

Do not say her success was due to the children with whom she had to work, for it was not; it was her effective and ingenious use of the word "do,"

whose wonderful power is but half appreciated. If you doubt, try it, and your doubts will speedily be removed.—*Primary Education*.

### SOME PRACTICAL PROBLEMS.

BY C. M. DRAKE.

"Do you mind taking my class in arithmetic for a half-hour?" inquired my friend Jones one morning when I was visiting his school.

I assured him it would be a pleasure to me, and inquired where they were working. "They are just reviewing square measure. Give them a few practical examples out of your head," said he.

Then he left me alone with the class, and I began: "We will do a little problem in papering. This is practical, and something you should know about. My room is twenty feet long, sixteen feet wide, and ten feet high. Paper it with paper two feet wide, and thirty feet in a roll, at twenty cents a roll."

Now, I will leave it to the average teacher if that is not about the way he might have given an ordinary question in papering. It is very much like one I saw in an arithmetic, anyway. I had hardly given out my problem before a twelve-year-old boy said, "They don't have wall-paper two feet wide, and thirty feet long. There isn't a roll like that in my father's store, and he has the biggest wall-paper store there is in Tacoma." Well, we reduced the paper to the proper width, and stretched it out to the right length, and then another hand went up. "Shall we paper the ceiling?" I had not thought of that, but I said the ceiling should be papered, and then thought my trials over. But a lad asked me if I was going to have a border, and how wide the border would be, for with a wide border we could put the paper farther down the wall. He had hardly finished this before another rascal wanted to know how many doors and windows I had, and how big they were. "And I suppose there is a baseboard," he remarked. "And how often does the paper match?" asked another small villain. I had never before realized that papering was so abstruse a problem, and I said that we would put flooring on that room at the rate of \$45 a thousand. "That is too much to pay for flooring here in Tacoma," remarked a lumberman's boy. I claimed this was extra fine flooring, and despite the fact that he said that I could have the pick of his father's yard for less than half that price I stuck to my price. "Are you going to put on three-inch, four-inch, or six-inch tongue and groove?" was the next query. "You know there is less waste in the wider lumber, but the narrow makes the best floor," he remarked. I did not know it, but soon learned that 320 feet of lumber would not cover the floor, and that six-inch flooring was not six inches wide.

Then I started to have them carpet the same room, and I got the carpet of a width different from any that had ever come to Tacoma, the girl whose father was a carpet dealer assured me, and I failed miserably when I tried to tell them how often the figures matched, and I overlooked the fact that it would have to be turned under, and that it took more carpet if put one way of the room than the other way; and when I told the price and was asked what kind of carpet it was, I was afraid to answer.

Then I started to have them put a roof over the room, and the carpenter's boy snickered when I gave them the length of the rafters, and to this day I cannot see what was funny in my telling that every shingle was four inches wide, and laid six inches to the weather. I am sure that is the way I saw it in the book.

I got afraid of original examples, so I opened the book and began to read a problem where the soldiers got 8 oz. of rations a day, and a girl who belonged to the Tacoma Girls' Brigade wanted to know if the men were shut up in a fort and starving. And then the whole class looked at me, as though I were responsible for these short rations. You can't imagine how glad I was to see Jones return just then and take that class out of my hands.—*N. W. Journal of Education*.

Penalties and punishments must be *certain*, and must seem to be the natural consequences of wrong acts. The child should know *what* he has to expect, and *when* to expect it. There must be no caprice, no variableness, no shadow of turning. The child soon learns to yield to the inevitable.—*Exchange*.

### RECITATION—WINTER.

Old Winter is a sturdy one,  
And lasting stuff he's made of;  
His flesh is firm as iron stone,  
There's nothing he's afraid of.

He spreads his coat upon the heath,  
Nor yet to warm it lingers;  
He scouts the thought of aching teeth,  
Or chilblains on the fingers.

Of flowers that bloom, or birds that sing,  
Full little cares or knows he;  
He hates the fire, he hates the spring,  
And all that's warm and cosy.

But when the foxes bark aloud  
On frozen lake or river;  
When round the fire the people crowd,  
And rub their hands and shiver;

When frost is splitting stone and wall,  
And trees come crashing after;  
That hates he not, he loves it all,  
Then bursts he out in laughter.

His home is by the north pole's strand,  
Where earth and sea are frozen;  
His summer house, we understand,  
In Switzerland he's chosen.

Now from the North he's hither hied,  
To show his strength and power;  
And when he comes we stand aside,  
And look at him and cower.

### HOW TO TEACH ARITHMETIC.

I was forcibly impressed with an article in the December number of the *Gazette* in regard to teachers confining their recitations entirely to the text-book. For the benefit of my fellow-teachers who have fallen into this error, I wish to give them my way of conducting a recitation in arithmetic. Pupils seem to think when they see large sums of money and strange names in their problems that there is something connected with those conditions which they cannot comprehend. Suppose our lesson to be commission and brokerage. Talk with your pupils about those who work on a commission. Explain to them the difference between a commission merchant and broker in the articles they buy and sell, one handling all kinds of produce, while the other deals principally in stocks, bonds, etc., but that they receive their pay by a certain per cent. on business done. Supplement all your work with a few mental problems. For instance, your father sends 100 dozen eggs to a commission merchant in Buffalo. He sells them at 20 cents per doz. What do they bring? No pupil is so dull but that he will readily answer \$20. What will be his commission at 1%, 2%, 3%, etc.? After giving a few similar problems, proceed to the written work. Give your pupils original problems as far as possible. In giving the problems say to the pupil, "You are now doing this business, and in their explanation be sure to have them begin with *I*." I would not discard the text-book altogether, but use it in the class only when some difficult problem is found which some of the class would like to see solved. Let the explanations be full, and proper terms used. If this method is followed in the different subjects in arithmetic, I assure you your pupils will not only advance, but, what is much better, will understand what they are doing, and be able to apply what they learn into actual practice.—*A. G. Merville, in Educational Gazette*.

The test of the teacher is efficiency. Not the showing he is able to make in an examination, but the final result he can produce in the character of those who come from under his hand. This efficiency is not of the sort that can be counted up in always to work an increase of salary. But the ability to leave a lasting mark on the mind and character of the pupil is the unmistakable sign of the real teacher. And the source of this power lies not in the teacher's acquirements, but deeper, in the very fibre of his character. "Words have weight when there is a man behind them," said Emerson. It is the man or woman behind the instruction that makes the real teacher a great deal more than a mere instructor.—*Edward Eggleston*.

## Question Drawer.

A.H.N.—We are not aware that any one has published "Notes on Third Reader Literature." "Notes on Entrance" and on "Public School Leaving Literature" can be had from booksellers advertising in the EDUCATIONAL JOURNAL or from this office, prices 25 and 30 cents, respectively. Write to Education Department for circulars touching Entrance and Public School Leaving Examinations, which will answer several of your questions. "Clarkson's Problems in Arithmetic" is probably the book you have in mind in Question No. 7. This or any other book for teachers or pupils can be had at regular prices through the booksellers or from the office of THE EDUCATIONAL JOURNAL. Others of your rather formidable list of questions will be answered in next number.

INQUIRERS.—(1) If children of one township attend a school in another township, which school has a right to the Government grant? ANS.—The grant is divided among the municipalities on the basis of population.

(2) Can the trustees of the section in which the children reside demand from the other school the average attendance? ANS.—No.

(3) If it be impossible for the aforesaid children to attend the school in their own township, can the trustees in the other township prevent their going to the school in that township? ANS.—See section 172 of the Act.

(4) Have trustees the power to grant leave of absence to a teacher under special circumstances, as, for instance, to permit him to attend the funeral of a parent at a distance, necessitating the closing of the school for a week, without deducting from salary or requiring time made up? ANS.—The trustees have power in the matter.

(5) In the case of days kept as holidays by certain religious denominations, have the trustees, or a majority of them, power to make such days school holidays, without making a deduction from the teacher's salary? If not, should the amount so deducted bear the ratio to the whole salary which the number of days so used as holidays bears to the whole number of teaching days in the year? ANS.—The law makes no provision other than leaving the trustees the power to close the school for any purpose they may deem fit.

H.N.A.—Will you kindly answer the following questions, or tell me where I can get an answer? It is from the Entrance paper on Writing, 1894:

(a) Write the principles used in forming the capital letters.

(b) Write the small loop letters, and state how many spaces they extend.

(c) Show, by writing, the difference between the main and connective slant.

Will some teacher oblige us with answers to the above?

M.H.—(1) Is Agriculture required for Entrance examination?

(2) How would you teach geography to beginners where the school yard is not fenced and the country is all bush?

(3) How would you conduct an arithmetic match?

Agriculture is not compulsory. We shall be glad if some of our readers will answer Questions 2 and 3.

J.D.—Applications for admission to Normal School must be made on blank form, furnished on application by the Education Department, to be forwarded, when filled, by inspector. For other information asked, *re* books, School of Pedagogy, etc., write to the Education Department for circulars.

T.P.R.—We find nothing in the School Act or Departmental Regulations making it the duty of the inspector to notify

teachers of the date and place of institute or associational meetings. We should suppose that to be one of the Secretary's duties. Will some inspector or secretary please enlighten us?

## Literary Notes.

Prof. James Sully opens the *Popular Science Monthly* for February with one of his studies of childhood entitled, "First Attacks on the Mother Tongue." "A Day's Hunting among the Eskimos," by Fridtjof Nansen, follows. It is a vivid story of Greenland life. "The Serum Treatment of Diphtheria" is described by Dr. Samuel T. Armstrong, of the Contagious Disease Hospital, New York. An article on "The United States Geological Survey" is contributed by the new director, Mr. Charles D. Walcott. Under the title "Nature's Triumph," the way in which tropical vegetation resumes sway over an abandoned clearing is picturesquely described by Mr. James Rodway. Mr. Garrett P. Serviss continues his "Pleasures of the Telescope" series. M. Henri Coupin describes a series of experiments on "The Thorns of Plants." Certain tendencies and conditions of modern life are described by Prof. John W. Langley in an essay on "Some Material Forces of the Social Organism." Hon. G. Hilton Scribner discusses "Brain Development as related to Evolution." Helen Zimmern gives an account of a work on "Symbols" by a rising Italian anthropologist. Other articles are "Windmills and Meteorology," by P. J. De Ridder; and a sketch of an early student of American fishes, C. A. Le Sueur, contributed by President Jordan, of Stanford University. New York: D. Appleton & Co. Fifty cents a number; \$5 a year.

"The Progress of the World," in the *Review of Reviews* for February, commenting on the recent sudden change in the Presidency of the French Republic, suggests as a desirable improvement in the French system the separation of the legislative and executive departments of government. The editor of the *Review*, in the same department, discusses recent events in Hawaii and Japan, the condition of Armenia, the troubles in Newfoundland, and many other topics of world-wide interest. In the field of English politics, such subjects as the revenue returns, the London municipal elections, and the fortunes of the Liberal party are treated, while continental affairs of the day receive due consideration. On the American side, the editor presents a timely summary of the present condition of the national treasury, and demands that some means to secure revenue be devised by Congress before a plan of currency reform is permanently adopted; the changes in the composition of the Senate are noted, and State and municipal matters receive attention. Numerous portraits accompany the crisp editorial paragraphs of which "The Progress of the World" is made up.

Current numbers of *Littell's Living Age* comprise what is most notable in the great reviews and monthlies, such as Sidney Whitman's article on "Count Moltke, Field Marshal," Mrs. Alexander's "Recollections of James Anthony Froude," E. N. Buxton's interesting paper on "Stony Sinai," Prince Kropotkin's "Recent Science," etc., etc. The first number in February shows a delightful table of contents: "A Little Girl's Recollections of Elizabeth Barrett Browning, William Makepeace Thackeray, and the late Emperor Louis Napoleon," by Henriette Corkran; "The Queen and Lord

Beaconsfield," by Reginald B. Brett; "Treasure Islands in the Polar Sea," with Part III. of "The Crimea in 1854 and 1894," by General Sir Evelyn Wood, G.C.B., V.C., etc. The same issue contains also the first instalment of "The Closed Cabinet," a powerful short story which is concluded in the following number. Any reader desiring to be in touch with foreign periodical literature cannot do better than subscribe for this invaluable magazine. A prospectus with special offers to new subscribers may be obtained by addressing Littell & Co., Boston.

The *North American Review* for February opens with three timely articles on the currency question, which are bracketed together under the title of "The Financial Muddle." They are written by Secretary of Agriculture J. Sterling Morton, Representative William M. Springer, chairman of the House Committee on Banking and Currency, and Henry W. Cannon, president of the Chase National Bank of New York, and formerly Comptroller of the Currency. Ouida writes on "Literature and the English Book Trade." A paper on "Politics and the Farmer," by the Hon. B. P. Clayton, president of the Farmers' National Congress, next claims our attention. "The New Pulpit" forms the subject of a vigorous paper by the Rev. H. A. Haweis. Andrew Lang contributes some delightful "Recollections of Robert Louis Stevenson." In other articles Senator Orville H. Platt discusses the "Problems in the Indian Territory"; Prof. Simon Newcomb tells "Why we Need a National University"; H. H. Boyesen deals with "The Matrimonial Puzzle"; and Charles Sedgwick Minot writes on "The Psychical Comedy." The second instalment of the "Personal History of the Second Empire," by the author of "An Englishman in Paris," Albert D. Vandam, also appears in this number. Other topics treated are "Images in Dead Eyes," by Dr. Ellerslie Wallace; "The Cat in Law," by Gertrude B. Rolfe; "Newspaper Row and National Legislation," by Albert Halstead, Washington correspondent of the *Cincinnati Commercial Gazette*; and "How to Repel Train Robbers," by Lieut. J. T. Knight, U.S.A.

## Book Notices.

XENOPHON. SELECTIONS ILLUSTRATING GREEK LIFE. By C. H. Keene, M.A.

SALLUST. JUGURTHINE WAR. By E. P. Coleridge, B.A.

Two good additions to Macmillan's series of "Elementary Classics." Toronto: The Copp, Clark Co. The former would be an excellent little book to put into the hands of a young boy making his first attempt at translating connected passages.

MEISSNER'S LATIN PHRASE BOOK. Translated by H. W. Anden, from the sixth German edition, with additions. Macmillan's and the Copp, Clark Co.

Masters preparing boys for classical honors will find this a very valuable book. It will be of permanent service to the boys from the last year of preparatory work to the end of their college course.

CITIZENSHIP. By Julius H. Seelye, D.D., LL.D., late President of Amherst College. 78 pp. Boston: Ginn & Co.

This is truly an admirable little book. The first third of the book is given to a

sketch of International Law, its foundations and the conception of law in general. Then follows a luminous outline, beautiful in its terse and grave simplicity, of the public, private, and civil law of the United States. The call for such text-books in the United States is not that of "faddists." It is the nation's conviction that so important an element of public education can no longer be safely neglected. We need such a book in our own schools. President Seelye's little book has an independent value for all Canadians who desire an outline of the governmental system of our neighbor republic in small compass.

THE PSYCHOLOGY OF CHILDHOOD. By Frederick Tracy, Ph.D. Second edition. Toronto: The Copp, Clark Co.

Dr. Tracy has given us a thorough and honest piece of work, of the utmost value to all educationists. While he accurately sums up all that has yet been done in the field of infant psychology, his book is no mere compilation, but, as Dr. Stanley Hall justly remarks, a genuine and important contribution to our knowledge.

Dr. Tracy constructs his book upon a sound and highly important theory, "that mental phenomena undergo a process of transformation, in virtue of which, from being predominantly psychological, they become predominantly psychical." This law of transformation is, to our mind, conclusively established in his admirable chapter on volition. The section of this chapter devoted to "imitative movements" is peculiarly interesting, but only one of many passages which come home impressively to parents and teachers. In the concluding chapter on language, Dr. Tracy makes an independent contribution of great value and interest to science. In other portions of the book we feel at times that the author's desire for compression gives the authorities—often conflicting—which he quotes too great prominence, relatively, to his own opinion; in fine, that they should run as a commentary upon an independent work of much greater bulk. It is only to the author's credit that we feel the need of such a large work. But, in his last chapter, Dr. Tracy leaves his authorities behind, and makes the field entirely his own, justifying a claim to recognition in the scientific world as an original investigator of unusual power and great promise. The University of Toronto may be congratulated on this addition to her staff.

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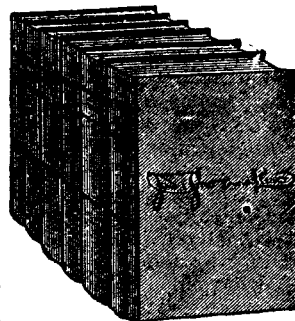
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### OFFICIAL CALENDAR

OF THE

## Educational Department

February:

6. First meeting of High School Boards and Boards of Education [P. S. Act, sec. 106 (1); H. S. Act, sec. 13 (1).] (1st Wednesday in February.)

March:

1. Last day for receiving applications for examination of candidates not in attendance at the Provincial School of Pedagogy. (1st March)

Inspectors' Annual Reports to Department, due. [P.S. Act, sec. 155 (5).] (On or before 1st March.)

Inspectors' summary, township and village Reports to Department, due. (On or before 1st March.)

Auditors' Reports on the School Accounts of High School Boards, and the Boards of cities, towns, villages, and townships to Department, due. [P. S. Act, sec. 114; H. S. Act, sec. 36 (2).] (On or before 1st March.)

Financial Statement of Teachers' Associations to Department, due. (On or before 1st March.)

Separate School Supporters to notify Municipal Clerk. [S. S. Act, sec. 40.] (On or before 1st March.)

27. Toronto University Examinations in Medicine begin. (Subject to appointment.)

29. Night Schools close (session 1894-5.) (Close 31st March.)

April:

1. Return by Clerks of counties, cities, etc., of population to Department, due. [P. S. Act, sec. 129.] (On or before 1st April.)

Application for examination for Specialists' certificates of all grades to Department, due. (On or before 1st April.)

11. High Schools close, second term. [H. S. Act, sec. 42.] (Thursday before Easter Sunday.)

12. GOOD FRIDAY.

15. EASTER MONDAY.

Reports on Night Schools due (Session 1894-5.) (Not later than 15th April.)

16. Annual Meeting of the Ontario Educational Association at Toronto. (During Easter vacation.)

22. High Schools open, third term. [H. S. Act, sec. 42.] (Second Monday after Easter Sunday.)

Public and Separate Schools in cities, towns, and incorporated villages open after Easter holidays [P. S. Act, sec. 173 (2); S. S. Act, sec. 79 (2).] (Same as for H.S.)

24. Art School Examinations begin. (Subject to appointment.)

25. Toronto University Examinations in Law begin. (Subject to appointment.)

SELECTIONS FOR LITERATURE. ENTRANCE.—1895.

Fourth Reader.

Lesson I. Tom Brown.  
Lesson V. Pictures of Memory.  
Lesson X. The Barefoot Boy.  
Lesson XVIII. The Vision of Mirza.—First Reading.

Lesson XX. The Vision of Mirza.—Second Reading.

Lesson XXIII. On His Own Blindness.  
Lesson XXVI. From "The Deserted Village."  
Lesson XXXII. Flow Gently, Sweet Afton.  
Lesson XXXVII. The Bell of Atri.

Lesson XLII. Lady Clare.  
Lesson LXVIII. The Heroine of Vercheres.  
Lesson LXXXVI. Landing of the Pilgrims.  
Lesson LXXXIX. After Death in Arabia.  
Lesson XCI. Robert Burns.  
Lesson XCIV. The Ride from Ghent to Aix  
Lesson XCVI. Canada and the United States  
Lesson XCVIII. National Morality.  
Lesson CI. Scene from "King John."

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