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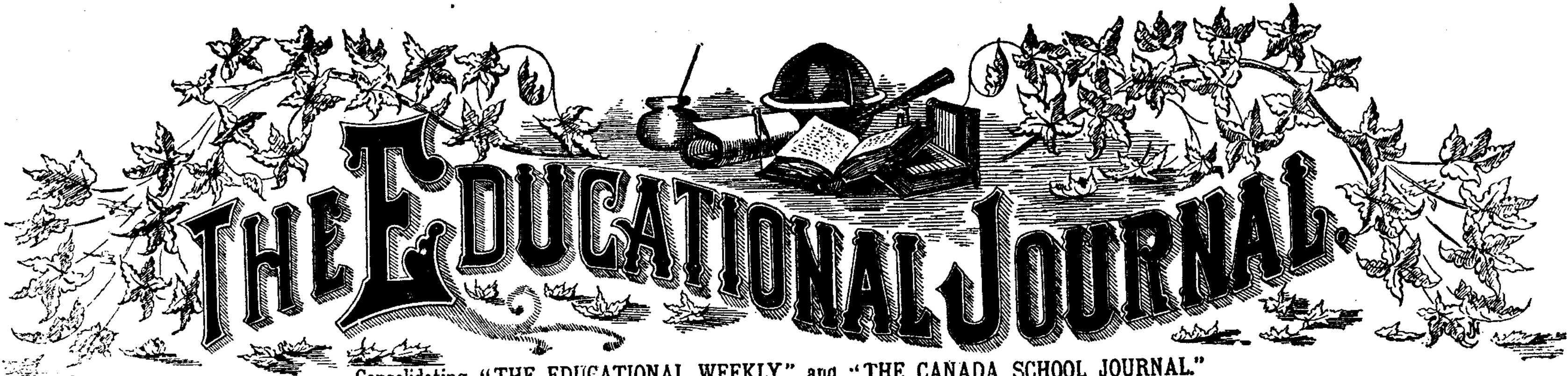

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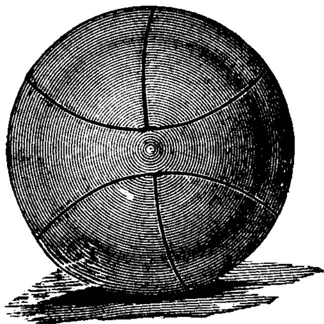

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Editorial Notes.

"How can a teacher who has unhappily formed the scolding habit, cure himself?" asks a writer? "By substitution, not by silence," is, in effect the answer given. Substitute, wherever possible, a word of praise for the word of blame. There is a sound philosophy in the answer. Try the prescription.

DURING the discussion in the English College of Preceptors over Professor Holman's paper, the first instalment of which we reprint in this number, one teacher said that it would be impossible for teachers to attain to the high ideal held up by the lecturer, so long as parents insisted that their children should be prepared for examinations. Practically the whole time, he said, was occupied in such preparation, and anything like ethical training was crowded out. Another spoke in the same strain, and the remark seemed to meet with general endorsement. In England, as in Canada, the idea of teaching or training proper seems to be subordinated to the necessity of preparing for examinations.

"Too old at forty!" "Young and up-to-date" are the only wares one may trade with in the teaching market of to-day. So says the *Schoolmaster*, of London, Eng. We are glad to believe that in Ontario years and experience are not yet so utterly despised, though the spirit of commercialism is working strenuously in that direction. Such a cry is as foolish as it is unjust. But the warning may be serviceable to the teacher who finds himself verging on middle-age, or even beyond it. Let him not give the smallest pretext for such a cry by suffering himself to fall behind in the knowledge and practice of anything that is good in modern ideas and methods. The middle-aged teacher is really the one who ought to be up-to-date in every particular.

"WHY should we not celebrate the victory over the Americans and teach our children to treasure the memory of it?" asks a Toronto paper, referring to the celebration of the anniversary of the battle of Queenston Heights. Because, we reply, such celebrations tend to foster the wrong spirit in our children towards our neighbors. Because they stimulate the combative element and promote offensive jingoism. Because, at a time when every Canadian should be wise and good enough to forget the sad quarrels of the past and cherish only the kindest and most friendly feelings towards our neighbors, who are also our kinsmen, such celebrations tend to perpetuate the old animosities and to fire the minds of the coming generation with wrong ambitions.

A PUPIL was once told in an arithmetic class: "You shall not recite in another class until you get this lesson." That was probably a grave error. Very often children who have failed in a certain subject take a dislike to it, persuade themselves that they cannot master it, and become disheartened, perhaps sullen and obstinate in regard to it. Often, we are persuaded, the best thing to be done is to allow the pupil to drop that that subject for a time and take something new, in which he can be interested. If interest and enthusiasm can be aroused in the new subject, the boy or girl may, after a time, be taken back to the old one, only to find that the old lions and bugbears have all disappeared, and that the work can now be understood and done with ease and pleasure.

"DISTANCE lends enchantment to the view" even in educational matters. Probably many of our readers may be accustomed to regard Prussia as the ideal country, so far as its public schools are concerned. Closer inspection would probably dispel the illusion. An illustration is afforded by the statement of a Prussian teacher, who has made a close study of the system. Though the inspection of schools is supposed to be entirely in the hands of the state, this writer says that, as a matter of fact, the country school inspectors are almost everywhere clergyman, whose pedagogical outfit is usually of the most meagre kind. The teacher, dependent on the good will of his clerical superior, is often obliged to perform menial services. Only since last February have the country teachers been released by ministerial ordinance from the performance of such duties as the sweeping of church floors, the tolling of bells, the lighting of fires, etc.

THE *Educational Record*, of Quebec, gave a few weeks since a brief account of a witty and wise speech made by the Rev. Mr. Silcox, at the closing of the Normal School, last summer. Addressing the teachers present, Mr. Silcox said: "We constantly hear that people should be humble. Well, don't be humble. Be ambitious. Be ambitious for yourselves and for your pupils. And say, friends, find out the dull pupils. There are wonderful possibilities in the dull pupils. I would like to say a word to the backward boy or girl. A word will stimulate—will awaken something in the breast—will make the future of the boy and girl. I was riding on a load of hay one day, when some one said to me, 'Say, Silcox, what do you intend to make of yourself?' I said I did not know that I had any particular ambition at the time. 'Be a teacher,' said he. A teacher. The thought made me dizzy. But, mark, the suggestion went home. I did not think I could be a teacher, but he did, and that stimulated me, and I did become a teacher. Sir Humphrey Davy once found a little ragged boy by the classic name of Mike. Long afterwards he was asked what was the greatest discovery he had ever made, and he replied 'Mike—Michael Faraday.' Garfield used to say that he felt like taking off his hat to every little ragged boy he met, for he did not know but he was confronting the future statesmen or president. Let them not be content with the diploma. Let them attain to higher heights of knowledge. It was not systems or colleges that counted, but the individual."

English.

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

SPELLING — A PLAN.

M. A. WATT.

JUST now there is an epoch of revolt against spelling. Theoretically we are doing away with the old-fashioned spelling; practically we are still grinding away at the oddities and anomalies of the English orthography, and still reaching as poor a result as of yore. The task of raising a class to a high level in this subject is still a question of sad thought to both pupil and teacher, and imperfect lessons, shirked corrections, copying, and punishments, are some of the features of the spelling class, leading many children to actively hate this subject as taught, or presumably taught, in school. Now the question is, are we making the children good spellers, or are we merely detectives to find out how badly they spell and to mete out suitable punishments for their failures? Of course "to make good spellers," any one will say. But when we hear two teachers talking over methods for this subject any one would think the chief end of the lesson was to make sure of how many mistakes each child had, and to keep them from copying. Now good spelling is not attained without a training in observation, order, logic and memory, and any method that succeeds in training a child to spell well, must be based on a knowledge of this fact. To set a child a lesson on a paragraph, say, of a reading lesson and expect him to have it perfectly prepared for the next day, is to expect something unreasonable, unless he has special abilities or training in these respects. Yet many teachers punish every day for imperfect results!

Miss Kramwell had for years ground her pupils into a morbid dread of the spelling lesson, and had succeeded in getting perhaps ten pupils out of fifty to be excellent spellers, ten more to be pretty good, ten more medium, and out of the untrustworthy remainder there were always to be found two or three very bad indeed, in spite of the fact that they had been pursued until every error was corrected twenty times for each word, for a period of two school terms, and no loop-hole of escape allowed them.

There was in her present class, James Black, an earnest, dear boy, who tried and tried, and there was timid Helen Smyth, who longed to leave school with the other girls but was always "kept in" for her corrections; and there were those two careless, easy-going souls, Charles McSweeny and Alfred Lowndes, to whom the matter was one of indifference and hopelessness, and the punishment an expected and not-to-be-avoided fate. What was to be done with these four was the responsibility which lay upon Miss Kramewell's thoughts one day in the middle of the term. After visiting a friend at a shorthand academy a method came to her like an inspiration and the next day she tried it.

"Pupils, take *slates*." The class looked up, surprised, for she had always used a dictation book, but the slates were placed on the desk, ready for further orders.

"Write these words on your slates, each twice; write well."

Then she wrote on the board three words, such as these, from the Reader, dividing them into syllables: "dif-fer-ent, ex-ten-sive, pro-por-tions."

"Write them again."

This done, the class sat in position.

"Now we are going to have a *drill*." When I say different, you will write the word as many times as you can before I say the next word. Write plainly, and if you need to, *look at the board*." The children were surprised again. "*Look at the board!*" They had been punished ere now for that very thing! But Miss Kramwell looked so cheerful, that they went to work with energy, and Miss Kramwell went on: "*Different, extensive, proportions, extensive*"—a hand went up. "You gave us 'extensive' before, Miss Kramwell."

"Never mind, write it again as often as I say it, Johnnie—*different, extensive, proportions, different, proportions*, etc., etc.," until the class had seen and written and heard each word a great number of times and had grown independent of the blackboard. All in less time than it takes to write it down here.

Then Miss Kramwell covered the words and wrote other three words, "*visible, starvation, mystery*," with the same division into syllables (with passing comments on meaning by synonym and context). The class wrote them slowly twice, then rapidly many times. Then the first three were written, mixing in the second three and repeating the more difficult oftener. Four more words were then put upon the board and drilled upon as the others. Slates were cleaned and the words upon the board covered. Miss Kramwell then read out the ten words to the class. The blackboard words were then uncovered and the pupils compared their spelling with the board. No one was punished for errors; she simply commended the good work everybody had done and said she believed she would have a fine lot of "reporters" soon, if they kept on doing so well. No lesson was assigned, but she said she would take the same words next day and then she would give them ten new ones. She noticed as a hopeful sign that Charles McSweeney and Alfred Lowndes were quite gay and elated over the fact they had accomplished as much as the others and that James Black had spelled every word correctly.

The next day she took a review without the board (for memory-training) of the ten words, but put the words on for comparison after they had been written. The new words were given out as on the day previous and then the twenty were rapidly written. No scribbled or obscure words were to be counted as correct, and each scholar corrected his own, apparently with no watching from the teacher. No mark was given for *correct* work, but for *earnest* work, and the children did not feel so great a temptation to deceive by giving in less errors, as is too often the case.

Next day, the dictation books were used, and, without blackboard, the twenty words were neatly written in ink in the book. They were then marked by a committee of good spellers and the teacher, any dissatisfied pupil asking the teacher's opinion. All mis-spelled words were re-written at the back of the dictation book. Marks were given proportioned to the result as in an examination. A great interest was seen to be prevailing, and the almost discouraged plucked up courage and asked to know where Miss Kramwell intended to find the next twenty words, and she was kind enough to say she was thinking of a certain page. A steady trial of this method helped her class very much, and by varying it by giving sentences and words used practically, and by plenty of written composition, she found the children's language, fluency of handwriting, quickness of hearing, and concentration, were all being improved as well as their spelling. It was no mere *grind*, which is detestable, but was a delight to all. Even Charles McSweeny and Alfred Lowndes brightened up, because it was something they *could do well*, and that is always encouraging, and Miss Kramwell says that James Black and Nelson Smythe have quite got over dreading the spelling hour. And nobody ever now says, "I didn't get it down, you went too fast." The class would dissolve in laughter at such a speech, for it is the ambition of every one to get each word written at least *three* times, and they would scorn to be behind. The method may not be new, but if kept up with discretion, and varied to avoid monotony, it is a good one, and gives good results.

If in a day or so Miss Kramwell wished to test their power of *using* the words taught, she gave out some words and asked for written sentences, obtaining such results as:

Preservation—"My mother's fruit kept in good preservation;" or,

Preservation—"The moths got at my fur cap and it is in a bad state of preservation;" or

Proportions—"This building is of large proportions;" or

Proportions—"Proportions are the length, breadth, and thickness and height of anything, taken together."

Miss Kramwell gave the class some home work on these lines and got very intelligent results. But these are matters of detail merely; the point is to give eye-training especially, and to use the hand and ear and memory to quick automatic power of expression, and the variation of the plan will vary as the pupils and the teacher vary.

Science.

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

HIGH SCHOOL ENTRANCE.—1894.

PHYSIOLOGY AND TEMPERANCE.

NOTE.—*Five questions will make a full paper.*

1. Describe the processes which food undergoes in order to pepare it to enter the blood.
2. Explain clearly why the body requires food.
3. What are the functions of
   (*a*) the heart,
   (*b*) the arteries,
   (*c*) the capillaries.
4. State clearly the effects of alcohol on
   (*a*) the blood-vessels,
   (*b*) the blood.
5. Explain the changes that take place in the blood as it circulates through the lungs.
6. Show how alcohol injuriously affects the functions of the lungs.
7. Give four reasons why you consider the use of tobacco injurious to the system.

ANSWERS.

1. The food is chewed by the teeth to render it fine, so as to be easily acted on by the various secretions poured into the alimentary canal. While in the mouth the saliva with which it mixes changes a portion of the starch of the food into sugar which is soluble and so can be absorbed. When the food passes into the stomach it is rolled about and mixed with the gastric juice, which changes the insoluble proteids into soluble peptones. Certain other salts are here dissolved; and a portion of these with other soluble materials are absorbed into the blood and lymph vessels of the mucous membrane of the stomach. The liquid food now called chyme, is passed into the intestines, where it comes into contact with the bile and pancreatic juice. The latter changes insoluble starch to soluble sugar, and also changes proteids as in the stomach and attacks the fats. The functions of the bile are not well understood. During the whole of its course, the food as it is rendered soluble is absorbed into the blood and lymph vessels in the lining of the intestines and stomach. From these it is conveyed to larger vessels and finally into the heart.

2. Every movement of the body is made by expending energy of some kind. Heat is a form of energy which can be transformed into mechanical energy. To supply heat the body is gradually burned up and to make good this waste, food is required.

3. (*a*) To force blood to the lungs for purification.

To force blood to all parts of the body, conveying food and oxygen.

To receive the impure blood to send to the lungs.

(*b*) To carry the blood from the heart to the lungs and to all parts of the body.

(*c*) By the thinness of their walls they allow the food parts of the blood to pass to the

muscles and receive the worn-out particles and gases.

4. (*a*) Causes a permanent dilation of their walls and eventually renders them hard and unyielding so that they are liable to burst.

(*b*) Makes it thin and watery and prevents the corpuscles from obtaining oxygen.

5. When the blood comes to the lungs it contains a large amount of carbon dioxide gas. When the blood spreads all over the lungs and air is taken into them, the oxygen of the air passes into the blood through the walls of the capillaries and the carbon dioxide passes out. The oxygen is seized by the corpuscles. Blood containing oxygen is red and that containing carbon dioxide is a very dark red.

6. Alcohol causes the walls of the lungs to dilate and become thickened. This prevents the free interchange of gases mentioned in question five.

7. Tobacco weakens the force of the heart and makes its action irregular.

It increases the flow of saliva, which is often spit out and thus is lost to digestion.

It weakens the nerves and therefore the control of the muscles.

It often sets up inflammation of the throat by causing, when smoked, frequent changes in temperature.

It prevents the full growth, dims the vision, and renders the hearing imperfect.

CURIOUS PROPERTY OF ALUMINUM.

MR. CHARLES MARGOT, preparator at the physical laboratory of the University of Geneva, has recently made a curious discovery concerning aluminum. He has found that if glass be rubbed with a piece of this metal, very brilliant markings will be obtained that no amount of washing will cause to disappear. This propety of aluminum of adhering firmly to glass, and to silicious substances in general, is especially manifested when the rubbed surface is wet with water or simply covered with a stratum of aqueous vapor.

Mr. Margot has constructed a small aluminum wheel which revolves very rapidly and with which he makes designs upon glass after the manner of ordinary engravers. The designs are metallic, chatoyant and brilliant, and by burnishing with a steel tool, they may be even made to have the appearance of metallic inlaid work. The adhesion is absolute. But it is necessary to see that the glass as well as the aluminum point are perfectly clean.

This property of aluminum permits of immediately distinguishing the diamond from strass. While, in fact, aluminum leaves a very apparent trace upon crystals of the latter, it has no action whatever upon the diamond.

ELECTRICAL VOLTAGE.

IN answer to a question from an interviewer as to what he hoped to see accomplished by means of electricity, Mr. Tesla replied : "You would think me a dreamer and very far gone if I should tell you what I really hope for. But I can tell you that I look forward with absolute confidence to sending messages through the earth without any wires. I have also great hopes of transmitting electric force in the same way without waste. Concerning the transmission of messages through the earth, I have no hesitation in predicting success. I must first ascertain exactly how many vibrations to the second are caused by disturbing the mass of electricity which the earth contains. My machine for transmitting must vibrate as often to put itself in accord with the electricity in the earth."

When asked if he did not feel a little worried about taking a current of a quarter of a million volts, Mr. Tesla said :

"I did at first feel apprehensive. I had reasoned the thing out absolutely ; nevertheless there is always a certain doubt about the practical demonstration of a perfectly satisfactory theory. My idea of letting this current go through me was to demonstrate conclusively the folly of popular impressions concerning the alternating current. The experiment had no value for scientific men. A great deal of nonsense is talked and believed about 'volts,' etc. A million volts would not kill you or hurt you if the current vibrated quickly enough—say half a million times to the second. Under such conditions the nerves wouldn't respond quickly enough to feel pain. You see voltage has nothing to do with the size and power of the current. It is simply the calculation of the force applied at a given point. It corresponds to the actual pressure per square inch at the end of a water pipe, whether the volume of the water be great or small. A million volts going through you doesn't mean much under proper conditions. Imagine a needle so small that the hole it would make in going through your body would not allow the blood to escape. Imagine it so small that you couldn't even feel it. If you had it put through your arm slowly, that would be, electrically speaking, a very small voltage. If you had it stuck through your arm with great rapidity, going, say, at the rate of a hundred miles a second, that would be very high voltage. Voltage is speed pressure at a given point. It wouldn't do you any more harm to have a needle shot through your arm very rapidly—that is to say, with high voltage—than it would to put it through slowly. In fact if it hurt you at all, the slow operation would probably hurt more than the other.

The question of danger is simply the size of current, and yet if a big enough current should be turned against you and broken with sufficient rapidity—if it should, so to speak, jerk back and forth an inconceivable number of times to the second—it wouldn't kill you. Whereas, if applied continuously, it would simply burn you up."—*Scientific American.*

ANSWERS TO CORRESPONDENTS.

A. M. F. asks : "Will you kindly give in the JOURNAL a list of simple apparatus for the teaching of Physics? Apparatus might cost in all about $25. I think I might obtain grant of that amount from my trustees. Such a list would be valuable to many of the schools.

Answer.—No satisfactory list can be given without knowing the course in Physics to be covered, especially since the sum you mention is so small. If you will write the editor of this department, outlining the course, the matter will receive prompt attention.

"SUBSCRIBER" asks for answers and solutions to the Senior Leaving Physics paper of '94.

The answers and solutions will be given as soon as the Primary and Junior Leaving papers are discussed.

NEMO, Grey Co., asks where he can purchase a book with full botanical descriptions of the commonly occurring Canadian wild plants.

No such book should be published, or so far as known, is published. Any ordinary textbook of Botany, the plant, and a good pair of eyes are all that are essential. The secrets of nature were never wrested from text-books.

A MILLION APPLICANTS.

A BUSINESS man in this city received a few days ago, in response to an advertisement for an assistant to fill an important position, a very large number of applications, "about a million," he said, and of these all but four were consigned to the waste-basket. As the name of the firm advertising was not given, the writers of these four letters were the only ones of all the number who ever knew even who it was that advertised, and of course were the only ones who had any chance of getting the position. It is almost pathetic to think of all these applicants waiting for a response to a letter that in some way carried with it its own condemnation, that said somewhere between the lines, "The one that wrote this is ignorant and incompetent."

"What was it," you ask, "that crept into that letter that doomed it?" Just the thing, my young friend, that creeps into a life that dooms it to the second or third class—IGNORANCE, and what is more, ignorance of the ignorance, paradoxical as that may seem. You little know that you paid postage on a mis-spelled word and a poor crippled sentence without a verb ; that one capital letter and several punctuation marks you forgot to enclose, but put in, instead, some conceit and assurance that did not recommend you in the least. You little knew, or you would not have written it, that your letter would not even be read on account of the bad penmanship ; and you may be surprised to know that your letter told all about your bad taste and slovenliness, that a man would, if necessary, pay to keep out of his business, and yet you expected a favorable answer.—*The Business World.*

BEGINNING GEOGRAPHY.

THE following, by the editor of the *Public School Journal*, of Illinois, is in line with some editorial remarks in the last number of the JOURNAL :

The thing to avoid in teaching geography to beginners is the memorizing of statements, definitions, and the like, before the child has a mental picture of the thing to be defined. A knowledge of geography is an organized group of mental pictures. These are, for the most part, constructed by the *visual* imagination. The mental images of *sound*, *touch*, and *taste* come in to fill out the picture, but it is the *eye* of the mind, more than its *ear* or other senses, that must make the mental pictures in geography—giving them form and color. To be led to make the pictures of the things that the child has not seen, it must see things that are like them. What would a child know about a cow if it never saw anything but a picture, two inches long, of a cow? So of every other object, natural or manufactured. Through geography we undertake to help the child to construct an image of the world as it is—the natural world and the human world. Many other school studies help to do it, but this is the special function of geography.

How shall the school begin the study?

Not by learning definitions out of text-books.

The school should first study its immediate environment for the purpose of filling the mind with mental pictures which can be used as the basis for the construction of mental pictures of things that cannot be seen. It is immaterial with what particular class of things in this environment the school begins. Dr. Charles McMurry, in his little book on "*Special Method in Geography*," names seven topics :

1. Food products and occupations connected with them.
2. Building materials and related trades.
3. Clothing—materials used ; manufacture, etc.
4. Local trade—roads, bridges, railroads.
5. Local surface-features — streams, hills, woods, etc.
6 Town and county government—court house, city hall, etc.
7. The seasons—relation to position of sun ; length of days ; change of moon ; heat and cold ; winds, storms, etc.

This order is as good as any, perhaps. The teacher can re-arrange the topics if he has a logical sequence of his own which he thinks better.

The first topic is fitted for either spring or fall. In the spring the child's imagination goes forward to the matured product, and in the fall it travels backward. The essential thing is that he thinks the processes through, and the occupations these processes create. The school should make a catalogue of food products for men and animals that are produced in the neighborhood, from actual observation, and by searching the memory. Do not learn lists of names of things without forming mental pictures of the things, and of how they grow. Keep the child thinking of the world as an active, working world, always doing something. The study of food-products may be made to lead to the study of the second topic, and that to the third, etc, until the child has a large group of mental pictures of processes and of the products resulting that are actually occurring around him, and of which he is part.

Every teacher can see that a study of these seven topics is a year's work for most third-grade pupils, and that they will supply them with vivid images of things that are very like many of the other things in geography to be learned later by making use of this material, if really learned at all.

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J. E. WELLS, M.A., EDITOR AND PROPRIETOR.

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Editorials.

TORONTO, OCTOBER 15, 1894.

OUR EDUCATIONAL POLICY.

LIKE other editors, we do not, of course, hold ourselves responsible for the opinions of our correspondents, but we are always glad to publish a vigorous, breezy letter, like that of "Experience," in another column. Some of the things vouched for as facts by the writer of that letter, would, we confess, seem almost incredible, did we not know our correspondent to be a thoroughly reliable and responsible witness. That a young man, or young woman—"Experience" gives no intimation of sex, but we are very loth to believe that even the youngest and most thoughtless lady teacher could stoop to such tactics—having succeeded in obtaining a certificate, could deliberately seek to displace some older and presumably better teacher, struggling along, perhaps, under a weary load of cares and responsibilities, by offering to take the place at a smaller salary than that—in nine cases out of ten, already far too small—which he is receiving, seems really too mean for credence. That such meanness should sometimes meet with temporary success argues a standard of both wisdom and righteousness on the part of trustees, which we do not care to characterize.

Apart from the moral aspect of the question, which, as it is infinitely the highest and most important aspect of any question, should always come first, nothing can exceed the short-sightedness and folly of such a course on the part of one who expects to spend even a few years in the teaching profession. The most ignorant day laborer will very seldom so cut the support from under his own feet. It is a direct bid for the farther reduction of the average of teachers' salaries, already dishearteningly small. It would be but poetic justice should the youth who obtains a situation by such means find himself speedily ousted in his turn, to make room for some one who is willing to accept a still smaller pittance. Such is, no doubt, often the fate of those supplanters, who succeed in getting situations by such contemptible underbidding. They have no right to expect anything else, for the board of trustees who will stoop to parley with those who have such ideas of what is honorable and dignified, in the first instance, are just the men who will listen to the next youth who offers his cheap services for a still smaller consideration. To be ousted in such a way might well lead the rejected one to reflect upon the meaning of the Golden Rule. It might possibly lead him even to be ashamed of having done his best to lower the character and dignity of his own profession.

But, after all, is it not the rule that the new teacher who ousts the old and "takes the job" at a reduced salary, receives the full value of his services? Undoubtedly, in most cases. The pity of it is that the training and character-forming of the future citizens of Canada, or a certain proportion of them, should be entrusted to such prentice hands, and that those hands, feeble as they generally are, should be able to pull down to a lower level the standing of what should be one of the most honorable and most remunerative of all professions. In writing thus severely, we are not without appreciation of and sympathy for the position of the young man or woman who has struggled hard to reach the goal of a third-class license, and, that attained, is now naturally anxious to crowd in at the very first opening through which a situation can be reached. We are sorry for the person who has been lured on by what we agree with our correspondent in regarding as a mistaken and mischievous educational policy. But we are bound to place the best interests of the children, who will in a few years be the men and women of the Province, above all individual interests. We are well aware too, that there are exceptions to all general rules, and that such rules, however necessary and salutary on the whole, often work hardship in particular cases. We know, for instance, that there is here and there a student who, at eighteen, is better educated and has more maturity of mind and judgment, than the average young man or woman at twenty-one. But it would be very unwise to be guided in legislation by the exceptional, instead of by the normal case. What thoughtful and candid person can deny that the rule is that a boy or girl of eighteen is utterly unfit to be entrusted with the very difficult and responsible duties of the school-room? It has long been a matter of astonishment to us that the Department should hesitate to raise the age of admission to the practice of this one profession, of all others, to twenty-one years, the period which the wisdom and experience of the country almost unanimously agree in fixing as the age of adultness and full responsibility, in every other relation of business and professional life. It cannot be that there is any reason to fear that the supply of teachers will be insufficient. The change might, and probably would, lead to a moderate increase in salaries, but that secondary effect would be but a proof of the wisdom and beneficence of the change.

With regard to the other views advocated in our correspondent's letter, we do not now express an opinion. We should prefer to listen to the opinions of others, who may have better opportunities than we for reaching sound conclusions. We invite correspondence, especially in regard to the working of the Model School system, as at present in operation. Would a smaller number, more fully equipped, better meet the real wants of the country? Would the lengthening of the term of attendance to a full year be an advantage to both teachers and scholars? We are not disposed to attach overwhelming importance either to a University degree, or to the grade of the teacher's certificate as a criterion of his fitness for the principalship of a school of any kind. Our observation, as well as our reason, has taught us that there are not a few who, without either the A.1, or the A.B., are men and women of thorough culture, sound judgment, and unsurpassed ability as educators and trainers of teachers. Yet, of course, a line has to be drawn somewhere, and we know no better method to substitute for the courses and examinations of which the above cabalistic characters are supposed to indicate the results in a general way.

These questions are of vital importance to our educational work. Our columns are open for their fair and dispassionate discussion.

THE ENGLISH LANGUAGE.

THE following article from a late number of the Troy, N. Y., *Press*, seems well worth reproducing for its intrinsic interest. The writer does not inform us as to the sources of his statistics, but it is probably safe to assume their approximate correctness. It may be a comfort to the teacher, when he is driven to despair by the seeming impossibility of bringing some dull pupil to understand or remember a few of the thousand and one irregularities of his mother tongue, to reflect that this very language with all its irregularities and imperfections, is already, to a large extent, the language of commerce the world over, and that it is making steady and rapid progress, with a fair prospect of becoming the universal language of civization.

"Is the English language destined to become the universal language? Three centuries ago it was employed by less than 3,000,000 of people; to-day it is spoken by over 115,000,000 people in all parts of the globe, and is constantly increasing, both as to population and territory. At present it is distributed as follows: United States, 65,000,000; British Islands, 38,000,000; Canada, exclusive of French Canadians, 4,000,000; West Indies, British Guiana, etc., 1,500,000; Australia, 4,000,000; South Africa, India, and other colonies, 2,500,000. This includes only those whose mother tongue is English, no account being taken of the vast number who speak English but who have another tongue. The increase of English speakers is calculated to be 2,000,000 annually. No other language of modern times has made such rapid progress. Three hundred years ago the 3,000,000 people who spoke English resided principally on the British Isles. Now it is spoken more or less in nearly every country on the face of the earth.

The principle languages which compete with English, not considering such as Chinese and Hindostanee, are French, Spanish, Russian and German. French is practically stationary as regards the number of its adherents; Spanish is largely spoken in South America and the southern part of North America, but it owes its prominence to the colonizing genius of its speakers; where German is introduced it rapidly gives way to the native tongue, generally English; Russian, like the German, has little influence upon the Western civilization. It is a remarkable fact that while the English in their colonies and offshoots have absorbed millions of aliens, there is no record of any great body of English speakers having become absorbed by any other race. In the United States there are millions of Germans and other foreigners who have become merged with the English speakers in a single generation, they losing even their family names; and the children in many cases do not understand their parents' language. In Canada, however, the French-speaking population is increasing faster than the English speaking. This is not because the French element absorbs the English, but because it crowds it out. While the French is seldom absorbed by any other tongue, it is most always absorbed by the English.

The English has practically driven the French out of Egypt, and it is rapidly driving the Dutch out of Africa. This has been accomplished in Egypt within a dozen years. The change in Africa is being effected with even greater rapidity. As the English-speaking settlers rush into the new country, the Dutch and other languages, which are ready to be met with, drop into the backwoods and are finally lost. Africa is witnessing a repetition of the fight of the tongues in America three centuries ago, which resulted in a victory for the English. The history of lingual development in America alone is a sufficient argument for the prediction that no languages, excepting possibly those of the Orient, will long remain formidable competitors of the English."

AIM HIGH.

WE have chosen, as our special paper for this and next number of the JOURNAL an article which, though somewhat more abstruse than those we usually select, will be found to be a very able and admirable setting forth of the qualifications and work of an ideal teacher. The more mature among our readers will, we are sure, read it with pleasure and profit. If any of the younger should feel disposed to pass it by, as being a little too "hard," we should like to urge them to change their minds, attack it resolutely and seriously, and master its meaning. Even should this require half-a-dozen careful readings, it will amply repay the toil. Every progressive teacher will, of course, do a certain amount of hard professional reading. In our estimation it would be difficult to find anything better worth a few hours' careful study than Professor Holman's paper. Some of the more practical paragraphs will be found extremely simple and full of wise counsel and suggestion. The reader will, of course, remember that the picture so elaborately drawn is that of the *ideal* teacher. It is necessary to bear this in mind, else such a delineation might lead one to cry out in despair, "Who is sufficient for such a work as this?" But as the arrow aimed at the moon, though sure to fall far short of its mark, will go higher than if directed towards some lower object, so the man or woman who keeps the highest ideal before the mind and is perpetually striving to reach it, will do a nobler work and reach a higher elevation than he or she who, because the highest is unattainable, is content with low ambitions, grovelling for a lifetime amongst the commonplace.

KIND WORDS FROM OUR PATRONS.

WE do not often obtrude the flattering notices we are constantly receiving upon the notice of our readers. We generally prefer to leave every teacher to examine and decide for himself whether he can afford to do without the JOURNAL. It may be, however, that some, before subscribing, would like to know what teachers who have been taking the paper for months or years, have to say about it. The following notices have been hastily gathered, almost at random, from our letter files covering a short period. They could be supplemented to almost any extent:

"I find the paper a great help, and I can appreciate the articles in it more and more as I teach."

"I have taken your JOURNAL for over a year and have found it very helpful in school."

"I have found your JOURNAL of great assistance to me and shall highly recommend it to all my friends in the work."

"I was out of the profession for a year and did not take the JOURNAL, but have now much pleasure in again subscribing for such a valuable aid to teachers."

"The JOURNAL suits me far better than any U S publication I can get."—From Nipomo, California.

"Your JOURNAL has been a regular visitor to my study for eight years. I have always liked it, as it is neat, clean, practical, modest and really helpful. I wish it long continued and deserved success."

"Your journal was always a welcome guest when I was teaching."

"I would like to say I enjoy your paper very much and find it very helpful indeed."

"I am greatly pleased with the JOURNAL. Its editors seem to have the true educational spirit, which is common sense. To my mind it is the best educational paper on the continent. Please continue it for another year."

"I like the JOURNAL very much."

"I do not wish to be without the JOURNAL, as it contains so many valuable helps and hints."

"Your valuable little paper has been one of my very best companions for the past three years, and I think every teacher who wishes to be successful should have it."

"I find your paper very helpful and I wish to renew."

"Your valuable paper is much appreciated."

"Though I have left my first love, your JOURNAL still has charms for me, even in the hurly of writs and briefs. I like its tone. Anyway, one cannot afford to fall behind in matters of education and training of the youth."

"Your JOURNAL is really a very great help to teachers, especially to the young teacher."

"I have found the JOURNAL a great benefit and help in my work."

"It contains many a helpful hint in my work."

"I think a great deal of the JOURNAL, and it helps me very much in my work."

"Am highly pleased with the paper."

"I cannot afford to do without the JOURNAL.'

"I like the JOURNAL very much."

"It has been a great help to me."

"I am well satisfied with it."

"I enjoy reading the JOURNAL and find it very helpful. Am of the firm opinion no teacher can afford to do without it."

"I look forward to every issue of the JOURNAL and value it very highly."

"Your JOURNAL is a valued aid in my work and study."

"Permit me to express my sincere appreciation of the great benefit I derive from the columns of THE EDUCATIONAL JOURNAL. In my opinion it is the Canadian teachers' best friend, and if we do our utmost to act up to its teaching, our work shall not be in vain."

"As the JOURNAL is an excellent one, I shall certainly renew my subscription."

"I must say it has helped me very much."

"Am well pleased with it as a journal of education, and would prefer it to any other with which I am acquainted."

"I like the JOURNAL very much."

"The JOURNAL contains many a helpful hint in my work."

"I thank you very much for past favors and for the good I have derived from your JOURNAL. I wish you every success."

Special Papers.

THE PRACTICAL TEACHER.*

(From the *Educational Times*).

IN considering this subject it is proposed to endeavor to set up an ideal rather than describe or criticise the existing type, except in so far as there have been, and are, practical teachers who most nearly approach what we may hold to be the perfect type. The term "practical" is to be understood to mean one who is actively engaged in the practice of the profession, and is not intended to suggest one who is content to work according to certain rule-of-thumb methods, and cherishes a lofty disdain for "the mere theorist," as he would call him. "Who is the best worker?" and "What is the highest work?" in school education, are the questions we seek to answer.

Before we can hope to get any clear idea of the worker and his work, we must know what are the precise scope and object of his efforts. That is, we must first ask: "What is education?" before we can determine what an educator should be. It would hardly be true to say that we can offer any well-assured and generally-accepted definition of education; nor, indeed, is it likely that such a definition can be given until we have a complete theory of life and knowledge. But at least we can accept for our present purpose some able and authoritative utterances on the subject. Education must fit man for the higher life of contemplation and philosophy, says Plato, the ancient; it must prepare us for complete living, says Herbert Spencer, the modern. Each of these philosophers inverts the order of the other: Plato would have the body minister to the mind; Spencer urges that the mind should wait upon the body. Aristotle's idea of the "golden mean" seems to offer a practical solution here. Let us make mind and body so aid each other as to raise both to their highest expression, and let it be the aim of education to fit the individual to realize, so far as is possible, such a happy result.

Herbart—the father of scientifically systematic education—insists that the end of education is virtue. Professor Rein, who is probably the greatest living exponent of Herbartian pedagogy, expresses the end of education thus: "The educator should so educate his pupil that his future personality will be in keeping with the ideal human personality"—in an ethical sense. In sharp contrast with these is the practical utilitarian view of Mill, who contends that education is "the culture which each generation purposely gives to those who are to be its successors, in order to qualify them for at least keeping up, and, if possible, for raising, the improvement which has been attained." So also Dr. Bain, who writes: "I propose to remove from the science of education matters belonging to much wider departments of human conduct, and to concentrate the view upon what exclusively pertains to education—the means of building up the acquired powers of human beings." This seeming opposition of views again brings us to a compromise, and emphasizes the fact that it is unlikely that either element—the transcendental or the utilitarian—can be neglected. For comprehensiveness and practical helpfulness, we can hardly do better than accept Dr. Sully's definition, viz.: "Education seeks, by social stimulus, guidance, and control, to develop the natural powers of the child, so as to render him able and disposed to lead a healthy, happy, and morally worthy life." Let us, therefore, consider what is required of the person who shall undertake such a task. Let us try to answer the question: "What constitutes the equipment, theoretical and practical, of a good teacher?"

The essence of the whole matter is "to develop the natural powers of the child." The very first condition of fitness for the task must, therefore, be a knowledge of the nature of the child. We may say that child nature—which is human nature in the little—has three great elements: the mental, the moral, and the physical. Further, we may assert that each of these is a part of the others, and that neither can attain perfection unless all do. There is a real trinity in unity here. Whoever desires to successfully control the development of such a complex and subtle organism has, indeed, undertaken a difficult and delicate task, and has need of great skill and knowledge. Thus, the first thing that strikes one in observing a good teacher at his work is the perfect ease and harmony which pervades the business. Reflection will convince the intelligent critic that this is the result of perfect adaptation, which can only come from accurate and comprehensive knowledge. The good teacher is a scientist at work. The world at large is waking up to the fact that every art, however seemingly humble, involves an applied science. All who understand the work of education know that it is one of the best examples of the truth. Therefore, the practical teacher seeks first to understand the child as material which he wishes to form and fashion. He seeks to know what this material is capable of, and when it is able to respond to certain demands made upon it. "Milk for babes; strong meat for men," is a good school-room maxim. Of all educators, Froebel seems to deserve the greatest honor and reverence, in that he saw into the very beginnings of education, and was able to see what were the conditions which would make the little ones delightfully happy, and yet definitely develop their natural powers. To at once satisfy present needs and provide for future, in the fullest and most pleasurable way, is a glorious success. If we can only perfect Froebel's system for the very young, and work out equally suitable systems for each succeeding stage of development, we shall have found the royal road to learning. But this cannot be done till we know more of the real nature of those with whom we have to deal.

Next we have, as practical teachers, to know what will stimulate and develop natural powers. The first thing to be decided here is the selection of the best agents to employ for each of the separate sets of powers which are involved, viz., the mental, moral, and physical. This is a very large question; but it has, fortunately, been largely answered by experience, and is always being more or less determined by philosophic thinkers. But each individual educator has need of scientific judgment and sound information on these points, for special cases have to be dealt with in actual work. The remarkable insight shown by some in this direction has done much for the general good. Goethe took up the study of medicine, but was advised by one of his teachers to read Italian literature. How much such discriminating advice had to do with giving the world some of its finest literature it is hard to say. In this sense the educator must be an artist, for he must be able to bring out in their fullest beauty and perfection, the finer tones and deeper harmonies of his subject. One of the purest pleasures of the teacher's life is to discover the germs of real capacity, it may be of true greatness, to carefully and devotedly nourish and cherish it, till it breaks upon the world in all the fulness of its power and blesses the individual and the race. And no gratitude is more pure or intense than that of the youth who is thus revealed to himself and rejoices in his strength and success. How many Tom Browns have been given to the world by such splendid makers of men as Arnold? But there is more than a happy accident in the power and skill of such workers on living models; and although it is true that the artist is born—like other men—it is not less true that he is born helpless and ignorant, and acquires skill and knowledge in the same way as, though to a greater extent than, others. So the good teacher cultivates his knowledge of the material till he sees the possibilities for beauty and greatness in it, and is able to mould and modify it towards its ideal form.

This brings us to the active element in the work of teaching. "Guidance and control" have to be exercised over the development of the natural powers of the child. There are, in the practical teacher, not only the artistic temperament and power of appreciation, but also the technical power and skill to do good work. The educator is an artisan, in the broad sense of a skilled worker, as well as an artist. He is a true worker, one who finds joy and reward in true work, because it is an expression of himself; his ideas and his ideals. He recognizes that there is a craft, a mystery—as the ancient leaders of industry delighted to call it—in the acquiring and exercising of the manual skill which is needed. He finds all the pleasures which every accomplished worker finds in harmonious and effective activity. The art of teaching is in itself a source of power, since it economises effort, increases results, and demands thought and knowledge. Where this art is thoroughly known and fully used, there is the master hand. Such a one works with the precision, ease, and accuracy of a perfect machine, and yet is never mechanical, because there is always the directing agency of thought and knowledge. As with a well-trained gymnast, so with the practical teacher, every action is graceful and powerful, and yet there is no direct suggestion of force and skill. Where there is a feeling that a certain result must be obtained from a pupil at a certain time, the capable educator will only require to make the right judgment, and the right action will follow, as certainly and as easily as the judgment. With such mechanical power and precision, the true artificer can throw into his work an enthusiasm and spirit which carry all before them. Men like Arnold, Dr. Temple, and Thring inspired their boys by their manner of working; its reality, sincerity, and earnestness called forth the like virtues from the boys themselves, and made it a pleasure to work in such good company. When the ability to organize and carry out the actions which will best achieve actual results in developing the natural powers of a child has been obtained, in addition to the knowledge of the nature and possibilities of those powers, then there is the true type of the practical teacher.

One other requirement, however, remains for consideration, viz., how to secure that the outcome of the teacher's work shall render the child "able and disposed to lead a healthy, happy, and morally worthy life." This directly raises the question of the school curriculum. Here, again, we shall find that the practical teacher must possess both theoretical knowledge and practical skill. He must know what are the best subjects to dispose towards such ends, and he must be able to exemplify many of the processes and results of this part of his work in his own person. Unhealthy men are not likely to be able to teach the exercises and games which give, and require, robust health; unhappy and soured natures are not likely to impart brightness and joy to the lives of others; those wanting in moral worthiness are not likely to inspire the young with lofty ideals; nor are the ignorant likely to impart knowledge to the unlearned. The good teacher will be a good scholar, a good athlete, and a good man; a leader in the school-room, the play-ground, and in life. The fine scholar will always command the admiration and respect of his pupils; the man of noble life will easily win the esteem, and it may be the affection, of those whom he teaches; but the headmaster who is good at athletic games and leads his boys to victories in the field is their hero, and they are his slaves. The educator who is so fortunate as to combine these excellences in his own person—and there are such working in our schools—will know best what is required to bring out those powers of mind and judgment which will lead to the choice of good and the rejection of evil; and he will also know how to train his pupils in systematic physical exercises, so that a healthy body may wait upon good morals.

Such, in general outline, are the character-

*A paper read before the College of Preceptors, London, England, in June last, by Professor H. Holman, M.A.

istics of a good practical teacher. They may appear, and, indeed, are, a long and exacting list. It will be asked: "Can any one person be all these things?" The reply is: "He can be most, must be many, and should provide for all." That is, whilst the head of a school may not himself be good, *e.g.*, at athletic games, he should insist that one of the assistant-masters should excel in physical prowess. It is by no means so uneducational as many seem to suppose, to have in a school an assistant-master whose chief, it may be sole, qualification is that he is a 'Varsity Blue.

With this general limitation in view let us consider in further detail the separate points of equipment needed by a good practical teacher. First, we may consider the teacher as a scientist. Inasmuch as the work of developing and determining the mind and morals of the young is probably the most delicate and difficult of all arts — that of the physician alone being comparable, and largely coincident with it — there is need of the most profound and precise knowledge, and it will be found that the good teacher is equipped with sound scientific knowledge. He is not a blunderer into success, in a sphere where mistakes are always disastrous and often criminal. He has a good theoretical and practical knowledge of psychology, though he is generally too modest to admit more than that he understands something about children. This knowledge finds its practical expression in the care with which the order of mental development is followed. Not only are separate subjects arranged to suit this order, but the separate parts of each subject are attacked in a similar way. Thus it will be found that, as the very young are taught almost wholly through the concrete, and that as they develop their powers of mind and body they gradually approach the abstract and purely rational, so also the very ignorant, at whatever stage of development, will be put through a similar progress, though, of course, at a very different rate. As Professor Laurie remarks: "If ever you have the mind of an undeveloped adult to deal with (a Central African, for example, or a British boor), and desire to teach him anything, you must, *even with him*, start from the simplest child-elements of it." Not only, as Herbert Spencer points out is the history of the race repeated in the history of the individual, but the history of the whole life of the individual is reflected in the history of each complete part of it—a truth which Jacotot perceived, but perverted. It is true to say that all that is in the mind is first in the senses, when we add that it could not be in the senses unless it were also in the mind. Hence the practical teacher first appeals to the senses, by presenting concretes and causing appropriate experiences. Thus attention, mental activity, interest, and judgment are secured, and the basis is given for a full and accurate knowledge of a thing with regard to its concrete form and content. From this the advance is made to a knowledge of the same thing as a unity, and as having certain qualities, relations and powers. And all this by graduated steps, by suitable selection, in manageable quantities, and with plenty of time for thorough assimilation and plenty of practice.

To take a simple illustration: one must first know what a man is in the corporeal sense—and this first as a body with a certain general outline which marks it off from others; then as having certain characteristic superficial anatomical and physiological details. Thus a precept is formed. Then one goes on to know a man as a living, thinking, and acting being; a being that can be virtuous or vicious, that can cause certain events to happen, that is in union with others of his kind, and with all nature, etc. Man in this sense, as a unity of qualities, relations, and powers, is a purely rational entity, *i.e.*, we have formed a concept of man. With such a knowledge of mind-growth the educator can bring about real development; can teach the mind to know in a real and living sense — not simply to remember information — and can bring out to the fullest perfection all the powers and graces of the intellect.

Again, the practical teacher has found out how knowledge comes into the mind. He is aware that the mind gets its first elements of knowledge directly, through its own particular powers as mind. That is to say, the mind knows some things straight away, simply because it is a living mind. This is intuitive knowledge. One knows what light is—as light—simply because one sees; and in no other way can it be known. This is a sense intuition. Also one knows that the whole is greater than its part, because the mind can, of its own proper nature, judge; and in no other way can this be known. This is a rational intuition. From such beginnings all further growth must evolve. From such elemental data it is possible to build up an immense and profound organism of knowledge. The next step is to bring out all the detail in these fundamental notions. One may live for a century and never know that light is anything more than light — in its simplest sense — whilst, as a matter-of-fact, all the wonders and beauties which the natural sciences reveal to us are contained in it. This making explicit of the full significance of things is the result of experience and reflection, action and thought. Observation, investigation, discrimination, and discovery, are the words which express the way that knowledge lies. But one cannot exhaust all the experiences which the infinity of time and space supplies, nor can one think all the thoughts even about any one object which its infinity of relations demands. Hence a third source of knowledge is made use of, *i.e.*, we supplement what we can get for ourselves by what others can give us. Information is a legitimate and necessary source of knowledge.

With this clear apprehension of the genesis and growth of knowledge — the beginnings of knowledge in the direct intuitions of sense and reason, the elaboration of these fundamentals, through experience and reflection, and the adding to this of information received upon such authority as commends itself to a critical and discriminative judgment — the teacher is able to determine the method of procedure. To exemplify: in giving a lesson on a plant, the color, shape, size, and the various parts (when exposed by dissection) are realized in a direct sense by intuition. This, therefore, forms the starting-point for gaining systematic and scientific knowledge about it. Next, the experiences of daily life, or the careful observation of the different stages of development of otherwise similar plants, will give rise to the judgment that the plant grows; whilst experiences provided in the form of experiments will show that it absorbs moisture, etc. Thus the intuitive elements of knowledge about the plant are elaborated and organized, through rational effort, and the idea of a plant has a scientific content. This is the element of intellectual discipline, and constitutes what we call the disciplinary value of knowledge. But there is still much to be known about the plant which will be supplied as information to the young student, *e.g.*, the history of the evolution of a particular species. It will, however, always be shown that such information is reasonable in itself, is supported by sound evidence, and is advanced by competent and reliable authorities.

A sound judgment with regard to the nature of a human being gives the practical teacher the most important help with regard to deciding what is the best condition for the pupil to be in for effective work. He knows that pleasure is the expression of a normal and harmoniously working organism; and that the vital forces are in their most effective state when pleasure results from activity. On the other hand, pain is the expression of conflict, excess, or insufficiency; and it lowers the vital energies, and obstructs their efficiency. For these reasons there is always an atmosphere of pleasure and brightness about the work of a good teacher; and pain is only present when greater evils, or worse forms of suffering, would be likely to arise under other conditions.

Not only does the practical teacher know how knowledge comes, and under what condition it best comes, but he also knows what are the elements of specific departments of knowledge. He is a philosophic scientist. It may be, and often is, that, like M. Jourdain, he is a philosopher all his life without knowing it; but he is none the less a true disciple of Aristotle. He is one who insists upon knowing, so far as can be known, the elements and beginnings of that which pertains to knowledge, in so far as he has to deal with it. Like Aristotle, his mind and tongue seem only to know the everlasting "Why?" and "What?" He is relentless in analyzing and pursuing ideas and facts to their very foundations. Thus, if it be a question of teaching reading, he asks: "Why should reading be taught?" The answer will be: "Because it exercises thought, observation, and judgment, in an easy and pleasant way; because it trains the senses of sight and hearing, and the powers of speech; and because it gives information in a convenient and agreeable form." That is, it has disciplinary, utilitarian, and culture value. Then follows the question, "What is reading?" Now comes the analyzing process, and reading is found to be (1) the recognition of certain conventional signs, (2) the translation of visual into vocal symbols — in reading aloud, and (3) the interpretation, through right association and appreciation, of the thought symbolized — firstly to one's own mind, and secondly to that of others, through reading aloud with due expression and feeling. As Professor Laurie justly insists, "The reading lesson, as the language lesson, is the thought lesson." The pupil who is taught to read for such reasons, and through such stages of progress, will have a good chance of getting living knowledge and real power. And it is upon such a preparation of each subject of instruction that all true teaching is based.

(CONCLUDED IN NEXT NUMBER).

FROM A SUPERINTENDENT'S NOTE-BOOK.

Following are a few notes taken to the credit of our schools while visiting them:

1. Making good use of the dictionary.
2. Using topical methods, thereby cultivating in the pupil power of independent expression.
3. Teacher's desk orderly, floor swept clean, desks dusted—several teachers had some kind of dusters.
4. Giving plenty and variety of seat-work to small pupils.
5. Having pupils explain their work.
6. Helping pupils when the work is assigned that they may not need to go to the teacher for help when she is hearing classes.
7. Teaching pupils *how* to study.
8. Supervising pupils at noon and recess, and not permitting them to make a playground of the school-room.
9. Keeping pupils well in their grade and not allowing them to get out because they or their parents want to leave a part of the course behind.
10. Preventing tardiness by having some interesting exercise for opening.
11. Insisting on neat seat-work at all times.
12. Making good use of school apparatus.
13. Requiring complete answers from pupils in recitation.
14. Having everything ready for business when school-time came.
15. Many teachers had their work prepared before coming to the school-room, thus economizing time and not allowing the text-book to become their master.
16. Asking, not commanding, and presenting a pleasant appearance in the school-room.
17. Talking in conversational tone and not talking too much.
18. Every lesson calling for something in review.
19. Putting into practice good ideas gained from educational books and papers.—*Selected.*

Examination Papers.

ANNUAL EXAMINATIONS, 1894.—PUBLIC SCHOOL LEAVING.

GEOGRAPHY.

Examiners: { CORNELIUS DONOVAN, M.A. / J. J. TILLEY.

1. (*a*) Why is it colder in the Antarctic than in the Arctic regions?
(*b*) Why is the surface water of the North Pacific warmer than that of the North Atlantic?

2. Draw an outline map of the Province of Ontario, locating (*a*) the twelve cities, (*b*) the boundary water system, and (*c*) the Northern and North-Western Division of the Grand Trunk Railway.

3. Compare the Provinces of British Columbia and Manitoba as to (*a*) Climate, (*b*) Land Surface, and (*c*) Productions.

4. Name the cities on the following rivers and state for what each city is chiefly noted: St. Lawrence, Potomac, Mersey, Clyde, Shannon, Nile, Tiber.

5. Make a list (in tabular form) of the British Possessions in North America, including the West India Islands, and name the chief exports of each to Great Britain.

6. How may inland cities be made to enjoy to a large extent the commercial advantages of seaports? Illustrate your answer by reference to two cities in Great Britain.

7. A vessel freighted at Montreal delivers part of her cargo at Liverpool and the rest at St. Petersburg. Through what waters must she pass and of what will her cargo probably consist?

VALUES—1, 6+4=10; 2, 20; 3, 12; 4, 16; 5, 16; 6, 10; 7, 16.

HISTORY.

Examiners: { J. DEARNESS. / A. B. DAVIDSON, B.A.

1. What marked effects did each of the conquests—Roman, Saxon, Danish and Norman—have upon the British nation?

2. Show how the Wars of the Roses and the Reformation prepared the way for the despotic personal monarchy of the Tudors.

3. The policy of Walpole and that of the elder Pitt, Lord Chatham, led them to be called respectively the Peace Minister and the War Minister.
Sketch the career of each with a view to justify these designations.

4. Sketch the Reforms associated respectively with the names of John Howard, Huskisson, O'Connell, Lord John Russell, Wilberforce and Cobden.

5. Relate the causes, most important events and results of
(*a*) the Crimean War.
(*b*) the Indian Mutiny.

6. Mention the chief provisions of any two Acts of the British Parliament which related to Canada.

VALUES—1, 16; 2, 12; 3, 16; 4, 24; 5, 16; 6, 16.

ENGLISH POETICAL LITERATURE.

Examiners: { JOHN SEATH, B.A. / J. F. WHITE.

A.

Values.

After a day of cloud and wind and rain
Sometimes the setting sun breaks out again
4 And, *touching all the darksome woods with light,*
Smiles on the fields, until they laugh and sing,
Then like a ruby from the horizon's ring 5
drops down into the night.

What see I now? The night is fair,
The storm of grief, the clouds of care,
The wind, the rain, have pass'd away;
The lamps are lit, the fires burn bright. 10
The house is full of life and light:
It is the Golden Wedding day.
The guests come thronging in once more,
Quick footsteps sound along the floor.
The trooping children crowd the stair, 15
And in and out and everywhere
4 *Flashes along the corridor,*
The sunshine of their golden hair.
4 *On the roun l table in the hall*
Another Ariadne's Crown 20
Out of the sky hath fallen down;
2 More than one *Monarch of the Moon*
Is drumming with his silver spoon;
4 *The light of love shines over all.*

O fortunate, O happy day! 25
The people sing, the people say,
2 The *ancient* bridegroom and the bride,
Smiling contented and serene,
2 Upon the *blithe,* bewildering scene,
Behold, well pleas'd on every side 30
Their forms and features multiplied,
As the reflection of a light
Between two burnished mirrors gleams,
Or lamps upon a bridge at night
Stretch on and on before the sight, 35
Till the long vista endless seems.

1. Explain clearly and in full detail the connection in meaning between the introductory stanza in the above extract and the preceding and the succeeding context.

2. Express simply and concisely the meaning of the italicized parts. (For values see margin.)

3. (*a*) Explain and comment upon the similes in the extract.
(*b*) Explain also the allusions to other parts of the poem.

4. Give a descriptive title
(*a*) for the poem to which the extract belongs; and
(*b*) for each of the word pictures of home-life therein, following the order in the poem.

B.

2 A cloud lay *cradled* near the setting sun;
A gleam of crimson tinged its braided snow;
Long had I watched the glory moving on
4 O'er *the still radiance* of the lake below.
Tranquil its spirit seemed and floated slow,—
4 *Even in its very motion there was rest;*
While every breath of eve that chanced to blow
2 Wafted the *traveller* to the beauteous West:—
Emblem, methought, of the departed soul,
4 *To whose white robe a gleam of bliss is given:*
4 And, *by the breath of mercy made to roll*
Right onward to the golden gates of Heaven;
2 Where, to *the eye of faith,* it peaceful lies,
And tells to man his glorious destinies.

5. Fully explain the parts in italics. (For values see margin.)

6. Show the appropriateness of "*gleam* of crimson," "its *braided snow,*" "the glory," "*golden* gates."

7. Trace out fully the points of the likeness drawn between the cloud and the departed soul.

C.

8. Describe in your own words, and with suitable brief quotations, "How well Horatius kept the bridge in the brave days of old."

VALUES—1, 14; 3, 6+12; 4, 3+18; 6, 3×4=12; 7, 16; 8, 25.

EAST VICTORIA PROMOTION EXAMINATIONS, JUNE 21ST and 22ND, 1894.

CLASS II.—GEOGRAPHY.

1. What is an oasis? a prairie? a volcano? a valley? a harbor? Name one of each and tell where it is.

2. What oceans touch North America? Asia? Africa?

3. Name six important productions of each of the continents.

4. What connects (*a*) North and South America? (*b*) Asia and Africa? (*c*) The Arctic Ocean and the Pacific Ocean?

5. Name and locate three large islands and three large rivers of North America.

6. Where do the following live: (*a*) white bear, (*b*) reindeer, (*c*) elephant, (*d*) ostrich, (*e*) camel.

7. Name six kinds of wild animals found in Canada.

8. Where are the following and for what are they noted: (*a*) Amazon, (*b*) New York, (*c*) Florida, (*d*) Newfoundland, (*e*) Andes?

VALUES—1, 10; 2, 6; 3, 9; 4, 3; 5, 6; 6, 5; 7, 6; 8, 5.

CLASS III.—GEOGRAPHY AND HISTORY.

Geography.

1. Define, meridian, canal, tropic, equator, horizon.

2. Through what waters would you pass in a voyage from Liverpool to Chicago by way of Quebec?

3. Name the direction of the following rivers, and say into what waters they flow: (*a*) Missouri, (*b*) Ottawa, (*c*) Fraser, (*d*) Trent, (*e*) Rhine.

4. Draw a map of the County of Victoria and locate (*a*) the townships, (*b*) the chief lakes and rivers, (*c*) the county town, (*d*) the incorporated villages, (*e*) the railways.

5. Where in America are the following found in great quantities: (*a*) coffee, (*b*) silver, (*c*) rice, (*d*) coal, (*e*) cotton?

6. What and where are the following: (*a*) Boston, (*b*) Duluth, (*c*) Rio Janeiro, (*d*) San Francisco, (*e*) Montreal?

7. Name and locate the cities of Ontario.

History.

8. Write an account of the taking of Quebec 1759.

9. What do you understand by
(*a*) The Reciprocity Treaty?
(*b*) The British North America Act?
(*c*) Responsible Government?

10. Who is (*a*) Governor-General of Canada?
(*b*) Lieut-Governor of Ontario?
(*c*) Warden of this County?
(*d*) Sheriff of this County?
(*e*) Prime-Minister of Canada?
(*f*) Premier of Ontario?
(*g*) Reeve of your municipality?

11. Who were (*a*) John Cabot, (*b*) Jacques Cartier, (*c*) Magellan, (*d*) Drake, (*e*) Tecumseth, (*f*) La Salle?

12. In what year was the Dominion of Canada formed? What provinces first composed it? What provinces have since been added?

13. Who discovered the Mississippi? In what year?

VALUES—1, 5; 2, 6; 3, 5; 4, 18; 5, 5; 6, 5; 7, 6; 8, 7; 9, 3; 10, 4; 11, 6; 12, 3.

CLASS III.—GRAMMAR.

1. On the morning of the second day of his school life, the little fellow came into his class quietly with his book in his left hand.
(*a*) Write the subject, the modifiers of the subject, the predicate and the modifiers of the predicate.
(*b*) Parse *morning, his, school, little, fellow, came, quietly, with.*

2. How can you tell (*a*) an adjective from an adverb, (*b*) a preposition from a conjunction?

3. Explain the difference in meaning of (*a*) boy, (*b*) boy's, (*c*) boys, (*d*) boys'.

4. Write the possessive case of, (*a*) he, (*b*) men, (*c*) birds, (*d*) who, (*e*) book.

5. Write the plural of, (*a*) penny, (*b*) I, (*c*) cargo, (*d*) spoonful, (*e*) deer, (*f*) mother-in-law.

6. Write the singular objective of (*a*) I, (*b*) thou, (*c*) she, (*d*) he.

7. Draw a diagram like the following, and give the relation and part of speech of each word in the sentence: "The monster sank again into his native element."

WORD.	RELATION.	PART OF SPEECH.

8. Correct the following, giving reasons:
(*a*) I done my work last night.
(*b*) He seen them boys across the bridge.
(*c*) He laid on the sofa for 3 hours.
(*d*) The man has went home.
(*e*) Why have you not wrote to me?

VALUES—1, 12+14; 2, 4; 3, 4; 4, 5; 5, 6; 6, 4; 7, 16; 8, 10.

CLASS III.—LITERATURE.

Readers not to be used.

The Farmer and the Fox.

1. (*a*) What is meant by the "poultry-yard suffering?"
(*b*) Why did the farmer say he would "*teach* the fox to *steal* his geese?" Did not the fox know how already?
(*c*) Explain how the fox's tongue had helped him in hard pinches. What did he mean by *hard pinches?*
(*d*) "One more good turn." What good turn did he want done now?

(e) "They won't care a rabbit skin." Explain this.
(f) "They will dine at your expense." What did the fox mean by that?
(g) What did he mean by the farmer's head being too thick, and how did he compare his own cleverness with that of the farmer?
(h) What did the farmer mean by *logic?*
(i) By what other name is the fox known?
(j) Distinguish between *vengeance* and *revenge.*
(k) What name is given to a story of this kind?
(l) What useful lesson may we learn from this story?

The Beaver.

2. (a) Mention several useful lessons we may learn from the beaver?
(b) What name is given to a foot like that of the beaver? Name other animals of the same kind in this respect.
(c) What is meant by beavers being very social animals?
(d) Explain why the beavers are safer in the water than on land.
(e) What other animal builds a house somewhat like the beaver?

Zlobaine.

3. (a) Why had the husband "twice need of life?"
(b) "Unrecking harm." Explain.
(c) What part of an army is the flank?
(d) "The live black crescent crept." Explain this. What is a crescent?
(e) "But one was there whose heart was torn." Who was this? What is meant by the heart bring torn? Why was it torn?
(f) "Knee smiting against knee." Does this show that he was a coward? Give a reason for your answer.
(g) Why did the father feel joy at the boy's act?
(h) Give the names of the man and the boy.
(i) Write what you think of such boys as the one described here.

4. Write the name of the author of each of the following, and state to what country he belonged:
(a) Zlobaine.
(b) A Canadian Boat Song.
(c) John Gilpin.
(d) The May Queen.
(e) The French at Ratisbon.
(f) The Whistle.
(g) The Rapid.
(h) A Small Catechism.
(i) Jack in the Pulpit.

5. Quote two stanzas each from any two of the following:
A Canadian Boat Song.
Jack in the Pulpit.
Somebody's Darling.
Evening Hymn.
Lord Ullin's Daughter.
John Gilpin.

VALUES—1, 3×12=36; 2, 4×5=20; 3, 3×9=27; 4, 9; 5, 8.

LANGUAGE FOR FOURTH YEAR.

DR. MILNE, New York *School Journal*, recommends writing telegraphic dispatches as a device for training in brevity of expression. Try it. Suppose a case and let pupils see who can leave out the most words and yet preserve the full meaning of the message. For instance:
1. You have missed your train. Telegraph to your brother to meet the next one.
2. You have not received an expected letter and fear that your mother is ill. Ask your father about it by telegraph.

Another exercise recommended by Dr. Milne is explaining proverbs. This strikes us favorably as an introduction to the critical study of literature. Have pupils explain:
A wise son maketh a glad father.
A lying tongue is but for a moment.
He that spareth the rod hateth his son.
A soft answer turneth away wrath.
Open rebuke is better than secret love.
Faithful are the wounds of a friend.
A bird in the hand is worth two in the bush.
—*Intelligence.*

Do to-day thy nearest duty.—*Goethe.*

LOST time is never found again, and what we call time enough, always proves little enough. —*Benjamin Franklin.*

Correspondence.

"THE INFANTRY."

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—Will you permit me to offer a few remarks on the "Crusade of the Children" that is actively going forward in many parts of Ontario? I would like to secure your aid and influence in helping to suppress the inexcusable meanness, or, if it be not that, the utterly absurd thoughtlessness, of the "infantry" at present attending the County Model Schools. Your space is valuable; I will condense what I have to say and give facts that need no long comment, facts that are seldom met with in the papers, but are in themselves sufficient to account for much of the evil that mars the lives of a thousand teachers every year.

1. There are sixty-one "*teacher-factories*" in operation in Ontorio, viz.: one in Toronto, one in Ottawa, and fifty-nine distributed throughout the counties.

2. These fifty-nine county "factories" made the country a present of 1,225 new teachers Christmas 1892, and will most likely send it quite as handsome a present in 1894.

3. Already the "infantry" at the County Model Schools are scouring the country in search of situations.

4. In several instances known to the writer they have approached the Trustees of schools held by experienced teachers, and have offered their services for 1895 at $50 less, at $75 less than the present salary, and this has been done before any vacancy had occurred and with the manifest design to create such a vacancy, before the applicant had any certificate.

5. In reply to certain advertisements known to the writer, some members of the "infantry" have sent applications that end with these eloquent words—"I will take $25 less than the lowest tender."

6. A specimen case happened this time last year where a clever teacher, who received $500 for twelve years in the same school, had his "throat cut" by the "infantry" so that he was compelled to take $425 or lose his place. This year they have already displaced him at $375, and a "raw recruit" will take his place for 1895.

7. Of the 1,283 "infantry" who marched in solid column to the model schools in 1892 only fifty-eight failed to receive the legal documents qualifying them to displace 1,225 better teachers.

8. In 1887 the column of "infantry" formed up 1,376 strong and drove out over 1,000 experienced men and women at starvation salaries. Where are these 1,376 sadder and wiser people to-day? How many of them are now making anything by the skill they acquired in the school-room? Not ten per cent. are now teaching in the public schools of Ontario, though their training cost the country many thousands of dollars. Where will the senseless young recruits of 1894 be at the end of five years? Retribution will long since have overtaken them, and they will have been displaced by the senseless recruits of 1896 and 1897.

9. The County Model School System is an expensive delusion. It was a mistake from the beginning. The number of schools is at least twice as great as the necessity calls for, and further:

10. The model school term is only half as long as the time really required to give the slightest tincture of the training required. There is not a model school-master in Ontario who does not know and believe this. If there is one, by all means let him contradict this proposition in the next issue of the JOURNAL. The writer ventures to predict that fifty contradictions of his contradiction will appear in the succeeding issue.

11. Dentists, Doctors, Lawyers, High Schoo Teachers, Voters, etc., must be at least twenty-one years of age before they are allowed to assume a professional standing in the community and practise their profession for money. But the country "factories" license "raw recruits" of both sexes at eighteen to go out and underbid and displace better teachers, at ruinous salaries. They are not qualified to sign a promissory note for $10; no one can collect an account from them by legal process; they are *minors* and their parents are still responsible for them.

12. Members of Parliament, especially Patron members, are respectfully invited to figure up what the county model schools have cost the country in the last ten years, and to consider whether it is common sense to pay such large sums annually for "green" teachers, and whether the same amount would not be more profitably expended on half as many schools to produce older and better trained teachers who would remain at least five years in the work. The country pays a handsome sum every year for a miserable, temporary remedy that does not touch the real complaint. This quack treatment ought to be discarded for a more scientific system.

13. No male or female teacher can marry and settle down on the salary now paid to the average public school teacher, and therefore no competent teacher will remain long in a country or village school under present conditions. At the same time there is money enough spent every year to secure a skilled teacher permanently for every average section in the province, if common sense only had might as it has right.

14. The practical remedies are plainly these:

(a) Abolish three-fourths of the present model schools, leaving only one at Chatham, London, St. Thomas, Brantford, etc., where large public schools exist sufficient to give ample training in practical teaching—about fifteen or twenty in all.

(b) Raise the minimum age for license from eighteen to twenty-one, so that three more years may be available for training the coming teacher for his LIFE work — not the temporary work of three or four years.

(c) Make the model school session a full year as it now is at the School of Pedagogy.

(d) Let the government and the counties contribute the same sums as they now do to designated schools. The consequence would be that instead of only *three* University graduates among the Head Masters of the Model Schools and only *eight* First A men, there would not be *one* of lower qualification, because these schools could then pay first-rate men.

(e) Abolish the present tampering with the *legal* qualification of Model School head masters and allow no one with lower than First A to become a teacher of teachers after seven years' experience. All Second-Class and First-Class men should be notified to "move on" or quit the model school work. This combined with (a), (b), and (c) given above, would work a blessed revolution for public school teachers in less than three years and would at the same time give the country better service than it ever received in the past, at no increase of cost.

(f) Increase the Normal Schools to three — one in London is manifestly required — and increase the attendance to one year.

(g) Let the model and normal examinations be no longer merely nominal, and place in these schools the most advanced, aggressive, incisive, and successful teachers, who have devoted their lives and talents to the study of pedagogy in all its bearings.

(h) In order to make these reforms possible, restore the Council of Education or some equivalent which shall be commissioned to devise an educational policy entirely independent of party politics — just as the Senate of the Provincial University now does in secondary education.

15. On the present upheaval of old party ties the man who will adopt half-a dozen of these

planks and advocate them fearlessly and conscientiously is sure to come to the front in less than five years. Who will be the member that will take the pains to master this question of money and teachers.

16. The present writer is not a public school teacher and will not be benefitted or injured at all by any of the reforms suggested. But he has studied the problem for about thirty years and knows pretty thoroughly the several aspects of it.

I am Sir, yours truly,

EXPERIENCE.

Primary Department.

GEOGRAPHY.

RHODA LEE.

GEOGRAPHY is a subject that is well taught in the majority of classes and is one in which there is no lack of interest. It is unnecessary to discuss its utility; that we could not well do without a knowledge of geography is an undisputed fact. The subject as it was taught at one time was as useless as it was uninteresting. It consisted chiefly of committing to memory long lists of names which of course were forgotten as soon as a new list was attacked. The feats of memorizing, even in junior classes, were sometimes wonderful, but they did not *teach* geography.

We must admit, however, that geography is to a great extent a work of memory, yet there are good and bad ways of accomplishing it. Let me illustrate one of the good ways by briefly outlining a lesson on the rivers of North America. Previous to it, the continent should be studied from a raised map, (putty or clay) if possible, in regard to general slopes, elevation, etc. Climate, vegetation, peoples, animals, birds, and other such topics, would be taken up at the same time. After this, and following, naturally comes the study of the outline, and as this is to be used in fixing all the other facts of the continent we spend considerable time on it. We aim to have both accuracy and speed in sketching. Draw or have scratched on the slates squares or oblongs of a definite size to assist in outlining. The teacher has the same on the black-board and asks the children to draw with her. One side only is taken at a time and this is drawn and drawn again until the children are quite familiar with it. After drawing from copy a number of times it is drawn from memory. The order of procedure for this work is, 1st sketch, 2nd compare—with the teacher's map covered for the time with a curtain—3rd correct, 4th erase. Let this be done as often as possible until the form becomes so familiar that mistakes cannot well occur. When the rivers are to be taught, the slopes of the continent will be reviewed, and the probable course of the rivers discussed. The teacher works at the black-board, the children on their slates or work-books. As she traces the course of a river they do the same, writing the name beside it. Any interesting facts in regard to the river, its name, course, country through which it passes, commercial value, scenery, etc., should be spoken of, and the children encouraged to hunt up information of a like nature. In addition to writing the names beside the rivers, make a list stating the direction in which they flow. The teacher leaves her map on the board, the children erase theirs. After the lesson has been duly impressed the curtain is drawn and some test-work given, either oral or by means of a map sketched on slates. The map on the board gradually becomes complete as the different features are studied. The oft-repeated aphorism "learn by doing" is well illustrated in this method, which, if carried out properly, cannot fail to give a very definite and well-fixed knowledge of the country studied.

BUSY WORK.

RHODA LEE.

AS AN exercise in the use of nouns and verbs and also in sentence-forming, the folling is useful, giving an almost unlimited supply of seat-work. Obtain from the pupils two lists, such as the following, one of nouns, the other of verbs:

NOUNS	VERBS
Cats	*Play*
Dogs	*Grow*
Trees	*Bark*
Birds	*Run*
Mice	*Sing*
Girls	*Hop*
Boys	*Cry*
Flowers	*Work*
Cars	*Sleep*
Frogs	*Laugh*
Water	*Fall*

After placing the lists on the blackboard, ask the children to take each noun in turn and combine it with as many words from the second list, as possible, a complete sentence being formed every time. For example: Boys play, Boys grow, Boys run, Boys sing, Boys work, etc.; Water falls, Water runs; Mice run, Mice sleep, Mice work, Mice grow, etc. Then the sentences may be enlarged, by additions either to the subject or predicate. For example: Boys play at recess, Cross dogs bark, Electric cars run on the street.

WAS HE TRUTHFUL?

[ADAPTED.]

ROGER was deeply interested in his arithmetic. He had begun working as soon as he came home, not even stopping to make a visit to the pantry. His pencil seemed to be running a race with the sewing machine, which kept up a busy hum. Suddenly something snapped, and the machine stopped.

"There! I've broken my needle, and it is the last one I have in the house. Roger can't you run to the store and get me one?"

"O mamma, must you have it? I have not a single minute to spare," said Roger.

"I can work on something else if you have not time to go," replied his mother.

Roger's pencil worked on noisily for a few minutes, when someone knocked.

"Is Roger at home?" said an eager voice. "Oh, say, the bows and arrows have come. Can't you go down to see them."

Roger threw down his pencil, seized his hat and was off. He did not return till tea-time. "Now for arithmetic," he said when the table was cleared, and the lamp placed upon it, with the daily paper. "Hallo! here's the new magazine. I must read the continued story. I guess I will have time for that."

But, somehow, the story was very long, or else one story led on to another, for, when Roger at last tossed the book aside he found the evening almost gone. He glanced at the clock, rapidly counted the leaves, "Oh, dear! I can't do half as much as I planned," he said. "I am so tired I can't think."

The next day the teacher was surprised that Roger had done so little, and when she asked the reason he said he had done all he had time for.

Was this truthful? Was it right?

—*American Teacher.*

GOOD MANNERS FOR BOYS AND GIRLS.

MORNING EXERCISES FOR A WEEK.

IT IS frequently a good plan to have one central thought running through the week's morning exercises. The daily repetition of one main idea fastens it firmly in the minds of the pupils. We must not lose sight of the "line upon line and precept upon precept" method.

It is a good plan to let each day's quotation remain on the board for the entire week. On Friday the whole can be reviewed. Each teacher probably has her own favorite quotations on the topic of manners. The following are only suggestions:

1. A man's own good breeding is the best security against other people's ill manners.—*Chesterfield.*

2. Good breeding shows itself most when to an ordinary eye it appears the least.—*Addison.*

3. Good manners is the art of making those people easy with whom we converse, Whoever makes the fewest people uneasy is the best bred in the company.—*Swift.*

4. Hail! ye small, sweet courtesies of life, for smooth do you make the road of it.—*Sterne.*

5. Civility costs nothing and buys everything.—*Lady Montague.*

6. Evil communications corrupt good manners.—*Bible.*

7. And thus he bore without abuse the grand old name of gentleman.

DAYS GONE BY.

OH, the days gone by! Oh, the days gone by!
The apple in the orchard, and the pathway through the rye;
The chirrup of the robin and the whistle of the quail,
As he pipes across the meadows, sweet as any nightingale;
When the bloom was on the clover, and the blue was in the sky,
And many happy hearts brimmed over, in the days gone by.

In the days gone by, when my naked feet were tripped
By the honeysuckle's tangles, where the water-lilies dipped,
And the ripple of the river lipped the moss along the brink,
Where the placid-eyed and lazy-footed cattle came to drink,

And the tilting snipe stood fearless of the truant's wayward cry,
And the splashing of the swimmer in the days gone by.

Oh, the days gone by! Oh, the days gone by!
The music of the laughing lip, the lustre of the eye;
The childish faith in fairies and Aladdin's magic ring.
The simple, soul-reposing, glad belief in everything,
When life was like a story, holding neither sob nor sigh,
In the olden, golden glory of the days gone by.

—*James Whitcomb Riley.*

CLASS RECITATION.

OCTOBER.

OCTOBER gave a party;
The leaves by hundreds came,
The chestnuts, oaks and maples,
And leaves of every name.

The chestnuts came in yellow,
The oaks in crimson dressed,
The lovely Misses Maple
In scarlet looked their best.

The sunshine spread a carpet,
And everything was grand;
Miss Weather led the dancing,
Professor Wind the band.

They balanced to their partners,
Then gaily fluttered by;
The scene was like a rainbow
Fresh fallen from the sky.

Then in the dusky hollows
At hide-and-seek they played;
The party closed at sundown,
And everybody stayed.

Professor Wind played louder,
They flew along the ground;
And then the party ended
With hands all 'round and 'round.

—*Anon.*

MOVEMENT SONG.

MAKING BUTTER.

SKIM, skim, skim;
With the skimmer bright,
Take the rich and yellow cream,
Leave the milk so white.

Churn, churn, churn,
Now 'tis churning day;
Till the cream to butter turns,
Dasher must not stay.

Press, press, press;
All the milk must be
From the golden butter now
Pressed out carefully.

Pat, pat, pat;
Make it smooth and round.
See! the roll of butter's done—
Won't you buy a pound?

Taste, oh! taste,
This is very nice;
Spread it on the children's bread,
Give them each a slice.

—*Poulsson's Finger Plays.*

WHAT THE APPLE SAID.

I AM little Miss Apple,
My home's in a tree,
Far up in the branches
Where no one can see.

I list to the birdies,
I swing in the breeze,
I laugh in the sunshine,
I hide in the leaves.

My cheeks are so rosy,
My pulp is so white,
I know I am juicy—
Do, please, take a bite.

—*Selected.*

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Hints and Helps.

TEACHING GRAMMAR.

THE relations of words to one another in a sentence depend upon the relations of ideas to each other in the thought which the sentence expresses. The different classes of ideas which the mind forms determine the different parts of speech that are found in language. Men made language because they first had ideas which they wished to express. The teacher's knowledge will be helped and his power to teach increased by beginning the study of grammar where mankind began to make grammar. Let him first examine the ideas in his mind—his mental furniture—for the purpose of seeing into what classes they may be divided.

1. He may first note that there are certain ideas about which some statement *can be* made. These are the *subjects* in his thoughts. The *words* expressing ideas of this class are called *nouns* or *pronouns—nouns* when they give names to those ideas, and *pronouns* when they denote them without naming them. The thing to be fixed in mind is that these *ideas* are of such a nature that they can be *used* as subjects about which something can be predicated. Sometimes a single word will express this idea, and sometimes it requires a phrase or a clause to express it. But it will be a subject-idea all the same. The idea is not always used as a subject. It may be used in other ways. But it always could be used as subject if we wished to make some statement about it.

2. If we examine our mental possessions further, we find another class of ideas that are qualities, or actions, or other attributes of these subject-ideas. The idea, *apple,* for instance, can have something predicated of it and the *word* is therefore a *noun.* But the idea, *red,* or *green,* or *ripe,* etc., may belong to any apple that I have in mind. This is an attribute of the apple. Or the idea, *falling,* or *growing,* or *changing* in some other way may belong to it, which may be another kind of attribute. So one idea may be an attribute of another idea, and the word expressing it is called an adjective-word, or attributive word.

3. If we examine our stock of ideas further we find another class that are attributes of these attributes. Suppose my subject-idea is "slowly-growing apple." The idea *slowly* here is an attribute of the *growing.* Another idea might be a *rapidly*-growing apple. Another might be a rapidly-*decaying* apple, etc. Here, then, is another class of ideas that are attributes to other attributes. The *words* "slowly" and "rapidly" we call adverbs. Now, each one of either of these classes of attribute-ideas may be expressed by a single word, or it may require a *phrase* or a *clause* to express it.

4. I have found three different classes of ideas that are expressed respectively by *nouns (or pronouns), adjectives,* and *adverbs.* If I examine my mental possessions further I find ideas that *assert* more or less directly one idea of another. I may be thinking, "The apple *is* growing." In this case the attribute, *growing,* is asserted directly. If my thoughts were that "the apple *may* be growing," the assertion is not made so positively. The *words* that express these asserting ideas we call *verbs.* We may express the attribute and the assertion all in one word, as "the apple *grows.*" *Grows* is both an adjective-word and an assertive-word. But it is named verb because of its *asserting* office. The complete name of it is "attributive-verb."

We have now found four classes of ideas and four (or five) parts of speech corresponding to them. Both nouns and pronouns express the same class of ideas.

5. By examining our stock of ideas further we find another class that show the relation between two *ideas* holding different ranks in the thought. The words of these we call *prepositions.*

6. There is another class whose office it is to join *thoughts* together more or less closely. Sometimes they join ideas holding the same rank in the thought.

We have now completed the enumeration of the distinct classes of ideas that the mind possesses. All other "parts of speech," if any, are the results of using words to express two or more of these ideas in combination. For example, the *relative pronoun* expresses the *connection of thoughts* and the *subject-idea* (substantive and conjunctive) both in one word.

7. What about the interjection? This is not used to express an idea but a feeling. We have as many different forms of exclamation as we have of feeling, perhaps. Of course, intense feeling may attend certain ideas. But in so far as they are ideas and not feelings they fall into one or more of the classes above set forth.

We have often said that the above presents the entire subject of grammar in a nutshell. The uses of these different classes of ideas in thinking give rise to all the different forms of sentence-expression. The same word is often made to fill many different offices in expressing these thoughts, for the reason that our ideas are much more numerous than the words in our language. The desire for short-cuts in expressing thought has also caused many abridged forms to come into use in which a good many ideas are expressed by a very few words.

If teachers would thoroughly master this scheme of thinking the parts of speech in connection with the classes of ideas they express, most of the difficulties of grammar would soon vanish.—G. P. B., in *The Public School Journal.*

THE SCHOOL MUSEUM.

ONE of the simplest and surest methods of arousing an interest and enthusiasm among pupils, of strengthening the bond of sympathy and harmony between teacher and pupil, so essential in effective work, is the establishment of a school museum. If no vacant room is at hand, boxes may be made to serve as receptacles for the specimens,— separated ones being used for each of the three kingdoms, animal, vegetable, and mineral.

The intrinsic value of the collection may be nothing, but if the proper spirit is shown in its collection, if each pupil becomes a stockholder in the enterprise, and consequently earnest in his endeavors to make it a success, if the material made is the subject of real thought and study, its value cannot be estimated. Charles Kingsley says: "He is a thoroughly good naturalist who knows his own parish thoroughly;" and in making such naturalists this plan will be no inconsiderable assistance.

Some of the most interesting geological collections at the World's Fair owed their chief merit to the fact that they were school collections,— labelled by pupils who had gathered them in their own neighborhood. They testified that the most fascinating of the natural sciences, geology, had been pursued by those pupils in a thoroughly practical manner; that the secrets of the rocks over which they daily walked had been to a certain extent learned.

The Indian relics in some of these displays spoke of the "stone age," and suggested thoughts on the march of the human race from barbarism to civilization; and, by the way, if our grandfathers had been taught to realize the value of these things, how much rich ethnographical material they might have preserved that is now forever lost! The plowman of the present day rarely brings to the surface arrow-heads and skinning stones so common some two or three generations ago.

The queer horn-shaped stone or "petrified wasp's nest," picked up by the road-side on the way to school, might, if it could speak, tell of a wonderful ride on an ice mountain ages before toboggans were ever thought of. The "moss" collected from an old fence rail is suggestive of the multitude of the tropical air plants.

A collection of seeds, together with their coverings, may become an exceedingly profitable study. Here we find that the thistle-down has a value in the ecomomy of plant life, and that the child who joyously blows the downy heads to pieces to find "the time o'clock," is enhancing this value in so doing. The maple wing, the seed-pods of touch-me-not, that fly at the slightest touch after the seeds become ripe, speak, too, of one of the many phases of nature's care of her plants,— the dissemination of seeds. Then there are the provisions against destruction by the elements, food store and many other things that even these tiny seeds tell.

Inasmuch as the material required by any two schools will necessarily vary, the discussions and topics for the study will also be different; but if the plan is entered into with zeal, there will be no paucity of subjects for investigation.—BESSIE L. PUTNAM, in *Educational Gazette.*

A GREEK SCHOOLMASTER.

We found the schoolmaster's house apparently the best in the village, occupying a great quadrangle, as usual, with high walls, entered through a somewhat stately portal. An outside stairway of marble led to the upper floor, which was given up for our entertainment,— a large square chamber, with balcony looking toward sunrise and the sea, and behind this two other tiny apartments. The big chamber was evidently the *megaron* reserved for state occasions, and cold and cheerless accordingly. A great sofa and a shake-down, with a table, a few chairs, and small pictures of Greek politicians, saved it from absolute emptiness; but the little box behind this, with the schoolmaster's beggarly bookshelves and a big open fireplace, promised better things. The evening was chill, and I ventured the suggestion that the smell of fire would not be unpleasant. At once our host's fair daughter, Helene, heaped an armful of pine fagots on the hearth, and touched them off. The warm blaze shot up, and in a moment we were new creatures. The resinato went 'round, with Helene for cup-bearer; and the symposium was one long to be remembered.

Fancy two barbarians, smitten with the love of Greece, on pilgrimage to the deme of Xenophon; their host, the schoolmaster for twenty-five years of Xenephon's native place, without a copy of Xenophon in his house! With Marathon hardly a dozen miles away, he had never set foot upon the famous field, yet he was full of curiosity about our New World.

"So you are Americans?"

"Yes."

"Of North or South America?"

That is always the next question here.

"North America,—the United States."

"Ah! do you live near Panama?"

Panama is in the air now, even here behind Hymettus. We explain that it is much farther from Providence to Panama than from here to Marathon. Then the schoolmaster comes out strong.

"You have heard of the flood?"

"Yes."

"Noah's flood?"

"Yes."

"When all the world was drowned except Noah and his people in the ark?"

"Yes."

"You remember Noah had three sons, Shem, Ham, and Japheth?"

"Yes, I remember."

"Well, one of them settled Asia, one Africa, and the other Europe."

"So I have heard."

"Then what I want to know is, Where do you Americans come from?"

"Tell him," said the Sage, observing that I was cornered,—"tell him that we had a boat of our own."

I did so, but without provoking a smile; and it presently came out that the schoolmaster was in dead earnest. He had mixed us up with the aborigines, and was trying to get at our own opinion of our origin. Assured at last that we were Europeans and able to give an historical account of ourselves, he questioned us closely about our Red Remnant. It is a subject of profound interest to the Greek mind, probably because a modern Greek version of "The Last of the Mohicans," with frightful woodcuts, is to be found in every book-stall, not only in Athens, but in the provincial towns. It seems to be the same old curiosity about the outlandish to which Æschylus catered in The Persians, and Herodotus in his history. When I had given him some account of our red people, he brought out his own theory of an earthquake tearing the continent in twain at Bering's Strait, and so parting Japheth's family. This seismic doctrine is doubtless taught in the demotic school of Sparta without ever a word of the Platonic Atlantis.—J. Irving Manett in *Atlantic Monthly*.

A page digested is better than a volume hurriedly read.—*Macaulay*.

He that values his time will be choice of his company and choice of his actions.— *Spanish Proverb.*

Question Drawer.

Questions in English will be answered in next number.

L. W. The next examination for first-class professional certificates will commence on December 11th, 1894.

A. R. L. and many others are enquiring from time to time for notes on P. S. Leaving Literature, similar to those which are so popular, on Entrance Literature. Many do not seem to be aware that there is a book, edited partly by Mr. Sykes, and partly by the Editor of the Journal, containing full notes on all the Lessons in the High School Reader, and so of course including the selections for P. S. Leaving, from year to year. It is published by the W. J. Gage Co., and is sold for 30 cents. Orders will be filled at this office.

E. W. *re* notes on P. S. Leaving literature see answer given elsewhere in this column. Your other questions and those of some other inquirers are answered in the following note from a teacher of experience to whom the questions were submitted: "In preparing for the P. S. Leaving, the pupils require several of the High School text-books but not all The H. S. Reader, H. S Drawing books, and H. S. Book-keeping are specially useful, but the H. S. Arithmetic and Algebra are too difficult. Some of the supplementary books issued in Toronto are the most suitable." Perhaps some other friend will specify more minutely, for the benefit of inquirers.

S. asks, (*a*) whether, in the solution of the question, "What is the price of 45 cows at $18 each?" the multiplicand represents cows, dollars, or something else. A moment's thought will show him that, since what is wanted is a price, or sum of money, the natural reasoning is: If one cow cost $18, 45 cows will cost forty-five times as much; that is, the answer will be forty-five times eighteen *dollars*. In this case the multiplicand is usually said to represent dollars. If we multiply, instead, forty-five by eighteen for convenience, the explanation usually given would involve an intermediate step in the reasoning, something like this: 18 x 45 is the same as 45 x 18, therefore forty-five cows at eighteen dollars would amount to just the same as eighteen cows at forty-five dollars, etc. (*b*) According to this theory the product will be always of the same name as the multiplicand.

A subscriber asks for the best method of teaching Arithmetic with Senior Third and Fourth classes, observing, "I am using the Arithmetic and find it almost impossible to keep my scholars in a class together, as some work faster than others, and some are sometimes absent, and so get behind." So far as we can see, there are but two ways of meeting the difficulty The first, if practicable at all, would be so only where the classes are comparatively small. It is to give indivinual attention to pupils, allowing each to proceed as rapidly as he is able, with due regard ts thoroughness. This method has its advantages, but it deprives the pupils of the stimulus and enthusiasm of class work. The other plan is to give additional work to the faster pupils, so as to keep them fully and profitably employed during the time allotted to this study— practically an honor course. We should be very glad, however, if some experienced teacher who has faced the difficulty, as all old teachers must have done, and mastered it, would kindly give our correspondent and others the benefit of his or her experience.

Literary Notes.

Houghton, Mifflin & Co. have just published No. 63 of the Riverside Literature Series, containing Paul Revere's Ride and Other Simple Poems from Longfellow. This book supplies admirable reading matter for the third and fourth grades, for which it is difficult to find a sufficient amount of interesting and simple material. This Number of the Riverside Literature Series has been published separately, and is also to be bound with No. 11, which contains The Children's Hour and Other Poems. The combination of Nos. 11 and 63 will form an excellent book for class-room use, for school library use, and for private use. This book contains some of the best poems ever written by Longfellow, and does not contain anything beyond the comprehension of quite young children. No. 63 by itself costs only 15 cents. The combination of Nos. 11 and 63 in linen covers costs 40 cents.

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Mr. Aubrey de Vere, the Irish poet, contributes to the October *Century* the second of his two papers of Recollections, edited as before by Mr. George E. Woodbury, who contributes a biographical note on de Vere. A portrait of de Vere, decorated in a border of blackthorn, accompanies the article, which deals with Wordsworth, Sir William Rowan Hamilton, Coleridge, and others. There is also an entertaining and curious article by Dr. Edward Eggleston on "Folk-Speech in America," a subject on which Dr. Eggleston may be considered an expert. Dr. Eggleston quotes the following extract from a letter to himself from Lowell, which may well be pondered by those who are contemptuous of dialect. "I hope you will preserve and give us a collection. Remember that it will soon be too late. Railways are mixing and the school-master rooting out... ..Archaisms of speech survive only among people who are so lucky as not to be able to get at your new-fangled phrases. When the lumberman comes out of the woods he buys him a suit of store-clothes and flings his picturesque red shirt into the bush. Alas! we shall soon have nothing but store-clothes to dress our thoughts in, if we don't look sharp."

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The *Arena* for October opens with an article on Mr. Henry D. Lloyd who is known all through the great middle West as a student of and authority upon the economics of the labor movement. It is written by an able Chicago journalist, Mr. Henry Latchford. Prof. Joseph Rodes Buchanan writes a forcible word on "The New Education," which is a severe arraignment of the cramming system. Dr. Buchanan believes in training the eye and hands as well as the mind. A feature of this issue which should interest the women who follow current literature is a symposium of eleven women, representative of advanced social thought, in England, all sections of the United States, and Australia. The Editor of the Review, B.O. Flower, writes deprecatingly of the increase of the military spirit in the States. Professor Heinrich Hensoldt, Ph. D., contributes the third paper in his interesting series on "Occult Science in Thibet." Dr. Sydney Barrington Elliott writes on Prenatal Influence. Stephen Crane contributes a short story called "The Men in the Storm." Carl Vrooman has a paper on the revival of debating societies in our American colleges and the new movement for intercollegiate debates on current problems, which will interest college men. The Editor discusses Psychic phenomena. Rev. C. H. Zimmerman writes on "The Church and Economic Reforms." Prof. Thomas E. Will, Frank Parsons and James M. Brown make a valuable triangle on data and views on the problem of "The Unemployed." Walter Blackburn Harte balances much serious reading with a good natured, humorous paper on "The Advantages of Provincialism."

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That popular New York clergyman, the Rev. Dr. Rainsford, contributes a most interesting article to the October issue of *The Ladies' Home Journal*, in which he defines the position of "The Clergyman in Society." Not less interesting is the eminently practical view which Mrs. Burton Harrison, in her contribution to the series "Before He is Twenty," takes of "A Boy's Evenings and Amusements"—how the first should be spent, and of what the second should consist. Mr. Howells' literary biography, which he has so aptly named "My Literary Passions," continues to grow in interest and charm. A very valuable article entitled "The Candy-Eating Habit" is furnished by Cyrus W. Edson, M.D., President of the New York Board of Health. The biography of the number consists of sketches, with portraits, of A. Conan Doyle, the creator of "Sherlock Holmes," and James Matthew Barrie, the author of "A Window in Thrums." The full piano score of the Rose-Bud Waltzes, specially written for the Journal by Luigi Arditi, Patti's veteran orchestral conductor, cannot fail to delight all lovers of good music, as "The Possibilities of Crepe Paper" and "The Holly and the Mistletoe on China" will please all lovers of the artistic. The editor dis-

courses with much earnestness on what constitutes a successful life for men and women, and Addison B. Burk very thoroughly explains the methods employed in the building and loan plan —"When Buying a House with Rent Money." Much solid wisdom may be found in Burdette's inimitable "Through Two Ends of a Telescope." Mrs. Mallon contributes some charming suggestions for "Dainty House Gowns" and for "Little Girls' Gowns," and Miss Hooper speaks some wise words on "Dressing on a Small Income" *The Ladies' Home Journal*, with a circulation of 700,000 copies, is published by The Curtis Publishing Company, of Philadelphia, for ten cents per number and one dollar per year.

Book Notices, etc.

The Rhetoric Tablet, published by Ginn & Co., Boston, is a blank Tablet about ten inches by six, with margin for correction marks, which will be found a great convenience by teachers of composition. On the cover is an elaborate system of marks and abbreviations to be used in the correction of compositions.

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Practical Lessons in Fractions by the Inductive Method. By Florence N. Sloane. D. C. Heath & Co., Boston; pp. 92, 40c.

This book will be useful in graded schools, especially to the teacher. It is designed to meet the wants of an average Third class. All who try the methods given will cease to consider arithmetic a dull, unpractical study.

***

Geometry for Grammar Schools By E. Hunt, LL.D. Boston: D. C. Heath & Co.; pp. 100.

This is intended to carry on in the public school the geometrical knowledge acquired in the Kindergarten. We apprehend that it is too difficult for pupils under twelve years, and of great value to teachers over twenty who are groping after practical instruction in how to teach geometry.

***

National School Library of Song. No. 2. Ginn & Company, Boston; pp. 82.

An admirable collection of advanced solfeggios and four-part songs, in which compositions of great beauty by older masters such as Mendelssohn, Weber, are varied by selections from Smart, Barnby, Pinsuti, etc. The editor, Leo R. Lewis, has chosen as a critical musician would choose, yet has constantly kept in mind the capacity of students of Normal and High Schools for whom the selection is designed.

***

A SERIES of translations and reprints of original documents in the three fields of English History, Modern History of Continental Europe, and Medieval History, edited respectively by Prof. Edward C. Cheyney, Prof. James Harvey Robinson, and Mr. Dana C. Munro, is being issued by the Department of History of the University of Pennsylvania. As the study of original matter is the only satisfactory way of really understanding the history of any time or of any period, such a publication as this will be welcomed by all students of history, as in this way they will have access to materials which would be otherwise beyond the reach of most of them. The terms of sale are: Annual subscription, $1.00; single numbers, 15 cents. Orders should be sent to Dana C. Munro, University of Pennsylvania, Philadelphia, Pa.

***

A NEW History of the United States has been published by Allen C. Thomas, A.M., Professor of History in Haverford College, Pennsylvania. Excellent maps and portraits, the characteristic of recent American text-books, and the lamentable non-characteristic of too many of our Canadian school books, add to the interest and attractiveness of the book. Good paper, and clear, large type, make another excellent feature of the work. The national story of the American people is well told, and the old-fashioned outlines of history, as a record of battles and sieges, and laws, is abandoned for the more sensible view which takes note not only of these things, but of the history of the nation's thought as well, and of its social, industrial and religious development and problems. (Boston, U. S. A.: Heath & Co., publishers. Price, $1.25).

Graduate Courses. Boston: Mudge & Son; pp. 116; price 15 cents.

Under the auspices of the Harvard Graduate Club, and with the co-operation of other graduate clubs, the present volume has been compiled in a form to present clearly and compactly the graduate courses offered in the universities of the United States during the coming academic year. These courses are grouped according to subject, with the names of the universities and professors offering them, so that a perfect synopsis of the graduate work is given. One regrets keenly, in looking at the nineteen colleges and universities of the United States, offering graduate courses, that no Canadian university is represented. When even the University of Toronto offers no facilities for graduate work, one wonders at the stagnation of our boasted educational system.

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The Making of Virginia and the Middle Colonies. By Samuel Adams Drake; pp. 222, $1.50 New York: Scribners.

The value of Mr. Drake's works, in giving spirit and interest to the bare outlines of school histories, it is hard to over-estimate. He is gifted with a keen appreciation of the vital points in historical characters and events, and seizing on them he, with a mass of illustrations of maps, plans, portraits, landscapes, presents them with a clearness and picturesqueness that make his books as interesting as a novel. The present volume deals with an interesting theme, the founding of Virginia, Maryland, New York, New Jersey, Delaware and Pennsylvania, and recounts in a series of fascinating chapters the efforts of Raleigh, the Lords Calvert, Hudson and Penn, while the short-lived Dutch and Swedish colonies are not passed over. The volume possesses the truth that comes of wide acquaintance with historical documents at first hand, and the charm that arises from the appreciation of manly effort in the noble cause of founding new realms of civilization and prosperity on this continent. It should be welcomed into every school library.

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Arithmetic by Grades. Pupils' edition, 8 vols., 25c. each, averaging about 100 pp. each. *Teachers' Manual*, 225 pp., 90c. By Dr. John T. Prince: Ginn & Co., Boston.

If every public school teacher and his pupils had a set of these books, the following consequences would follow shortly: (a) The teaching of arithmetic would be stripped of more than half its drudgery. (b) Pupils would be compelled to work out independently their own answers, no results being given in the pupils' edition. (c) They would be encouraged by being able to master one volume each term and start with a new one the next term. (d) Much valuable time now wasted in dictating problems would be saved for actual study of the subject. (e) Many cases of injury to pupils' eyes by straining the sight to read from B.B would be avoided. (f) Busy work would be simply provided for every spare moment of school time in ungraded schools. (g) A perfect *reductio ad absurdum* proof of the unfitness of the Ontario Public School Arithmetic would be given which the Education Department would soon be compelled to recognize as valid. We have no doubt that every Secretary of a Teachers' Institute would receive a set of these books on application to the publishers. The Manual is a good book and a friend to every primary teacher.

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We have received from the publishers, D. C. Heath & Company, Boston, a complete set of Thompson's Rhetorical and Industrial Drawing. Professor Thompson is an able student and teacher of this subject, and his series of text-books is the most elaborate and complete we have ever seen. The entire system consists of the following series of Drawing Books and Manuals: 1 The Manual Training Series: Two manuals. 2. The Primary Freehand Series: Four drawing-books and manual. 3. The Advanced Freehand Series: Four drawing-books and manual. 4. The Model and Object Series: Three drawing-books and manual. 5 The Æsthetic Series: Six drawing-books and manual. 7. The Institute Series: Two drawing-books, one for Primary and the other for Grammar and High-school grades.

The system is highly praised by many superintendents, professors and teachers in different States, and seems certainly to be at the least an important step in the direction of the "Ideal Course in Elementary Art Education" which it was the aim of the author to make it. In an accompanying treatise, Professor Thompson takes the ground, which we believe is the true and tenable one, that drawing, like language, is related to every other department of intellectual education: but that it has no departmental existence of its own, and that it cannot, should not, be treated as an independent subject. It is to be the servant or the handmaid of all, but it must wait until it can be useful to them. His system of drawing-books and manuals cannot fail to be of great service in carrying out that idea, by reason of its comprehensiveness and consequent adaptibility.

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"Chatham, N.B, Oct. 2, 1894.

"Hugh S. Wright, Esq., District Manager, North American Life Assurance Company, Woodstock, N.B.:

"DEAR SIR,—Allow me to thank you for your kind attention in assisting me to complete the necessary papers in connection with the claim under Policy No. 11139, on the life of my son, Rev. William A. Lawler, deceased.

"I must also thank the company for their prompt settlement of the claim. Proof papers were sent from here on the 13th of September, and I am in receipt of your check bearing date the 17th of September.

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Official Calendar of the Educational Department

November:

1. Last day for receiving applications from candidates not in attendance at the Ontario School of Pedagogy for special examination to be held in December.

BOOK-KEEPING AND DRAWING.

SELECTIONS FOR LITERATURE.

ENTRANCE.—1895.

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Lesson V. Pictures of Memory.
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Les on XX. The Vision of Mirza.—*Second reading.*
Lesson XXIII. On His Own Blindness.
Lesson XXVI. From "The Deserted Village."
Lesson XXXII. Flow Gently, Sweet Af on.
Lesson XXXVII. The Bell of Atri.
Lesson XLII. Lady Clare.
Lesson LXVIII. The Heroine of Vercheres.
Lesson LXXVI. Landing of the Pilgrims.
Lesson LXXXIX. After Death in Arabia.
Lesson XCI. Robert Burns.
Lesson XCIV. The Ride fro n Ghent to Aix.
Lesson XCVI. Canada and the United States.
Lesson XCVIII. National Morality.
Lesson CI. Scene from "King John."

SELECTIONS FOR MEMORIZATION.

Fourth Reader.

1. The Bells of Shandon, pp. 51-52 ; 2. To Mary in Heaven, pp. 97-98 ; 3. Ring out, Wild Bells, pp. 121-122 ; 4. Lady Clare, pp. 128-130; 5. Lead Kindly Light, p. 145; 6. Before Sedan, p. 199; 7. The Three Fishers, p. 220 ; 8. The Forsaken Merman, pp. 298-302; 9. To a Skylark, pp. 317-320 ; 10. Elegy, written in a country churchyard, pp. 331-335.

PUBLIC SCHOOL LEAVING.—1895.

From the High School Reader.

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XXXV. The Isles of Greece.
LI. Horatius.
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LVI. To the Evening Wind.
LXVII. The Hanging of the Crane.
LXXIX. The Lord of Burleigh.
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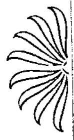

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