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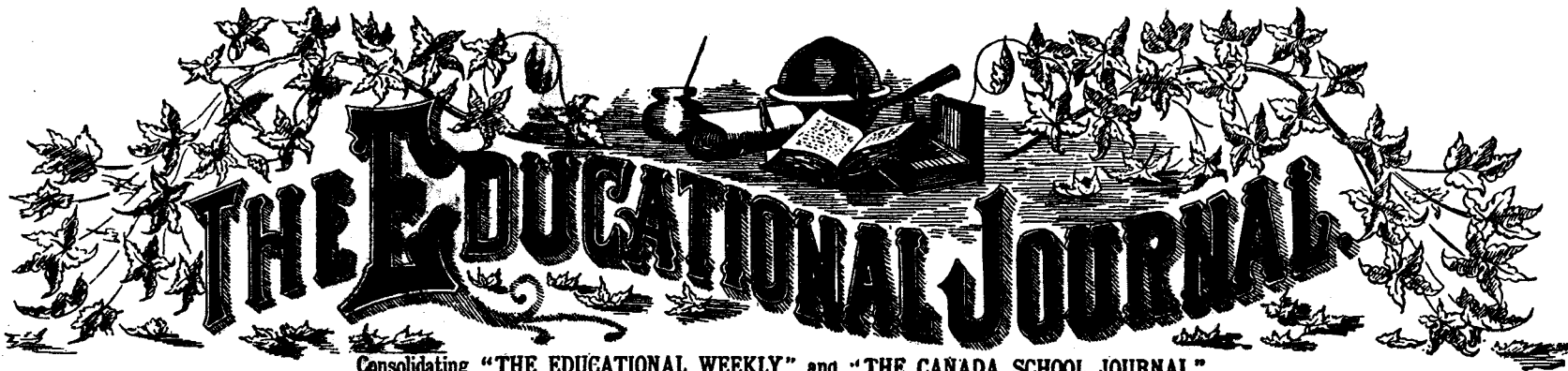
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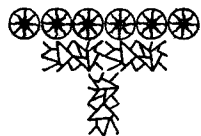
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OFFICIAL CALENDAR

—OF THE—

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June:

1. Public and Separate School Boards to appoint representatives on the High School Entrance Examination Board of Examiners, [H. S. Act, sec. 38 (2).]

Notice by candidates for Kindergarten Examinations to Department due.

5. Examinations at Normal Schools begin.

Practical Examination of School of Pedagogy begins.

9. University Commencement.

14. Normal Schools close (First Session).

26. Examinations in Oral Reading, Drawing, and the Commercial Course in High, Public and Separate Schools begin.

EXAMINATIONS 1893.

June:

1. Applications for Kindergarten Examinations due.

6. Practical Examination School of Pedagogy begins.
Normal School Examinations begin.

26. Examinations in Oral Reading, Drawing, and the Commercial Course in High, Public and Separate Schools begin.

28. High School Entrance Examinations begin.
Public School Leaving Examinations begin.

29. Kindergarten Examinations at Hamilton, London, Ottawa and Toronto.

July:

4. Primary and High School Junior Leaving, and University Pass Matriculation Examinations begin.
Examination for Commercial Specialists' Certificates at Toronto.

13. High School Senior Leaving and University Honor Matriculation Examinations begin.

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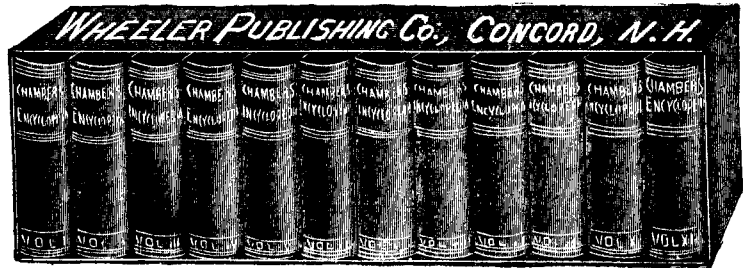
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TORONTO, JUNE 1, 1893.

Vol. VII.
No. 4.

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Editorial Notes.

MANUAL instruction is making slow but steady progress in the English schools. There were 285 schools which had taken it up in 1892 as against 145 the previous year. Cookery classes stand at 2,113, and Laundry Centres at 153, as against 1,796 and 36 respectively in 1891. The practice of Thrift has received a great impetus, the 2,629 Penny Banks of 1891 having grown to 6,383. School Libraries, too, are on the up-grade, 5,560 being now in existence, as against the 4,967 of the previous year.

IT IS a great pity, we are inclined to think, that the regulations should be so rigid in respect to the use of unauthorized books, especially Readers, in the schools. To confine the reading exercises of school children to a single set of Readers, however excellent, is to put it out of the power of the teacher to use one of the most effective of all stimulants to love of reading and to intellectual activity, by introducing a variety of interesting matter, which the wide-awake teacher would often be glad to do without expense to the children. Variety is the spice of life. In a very important sense it is the spice of literature for the reading class.

CHICAGO seems bound not to rest its claims to renown even upon its unique World's Fair. It is achieving fame by various startling innovations in educational matters. While its private citizens are building up with enormous outlay one of the greatest universities in the world, a determined war is being waged, at the other extreme of its educational work, against what a certain class of opponents are pleased to call "fads" in the public schools. But this should not surprise us, seeing that

it is but a few weeks since an order went forth from some sapient authority to the effect that no double division be formed in any room in the Chicago public schools until the membership of such room becomes greater than sixty-three. To expect good, even tolerable, educational results from classes of sixty-three, crowded into a single room, argues a sublime faith in the power of the Chicago public school teacher to work miracles.

IT SHOULD not be forgotten that fine school houses and college buildings do not necessarily mean good schools and colleges. Of course it is desirable to have the best buildings and the finest apparatus that can be afforded. Nothing is better worthy of liberal expenditure or will better repay it than education. But to lavish expense on these mere mechanical appliances and then be unable to afford to pay first-class instructors and plenty of them is a huge mistake. Better beyond comparison, the large-minded, cultured, enthusiastic teacher in a log hut, than the brainless, or half-educated functionary, in an imposing structure of granite. The danger is by no means imaginary. Many communities pride themselves on their fine school buildings, while with the poor pittances they offer as salaries they fail to secure anything but the dullest mediocrity, or worse, to do the work without which their bricks and mortar are a costly sham. The living teacher alone can make a live school. And, as a rule, such teachers can only be had by offering liberal salaries.

THE RECORD of a complete year under the "Assisted" Education Act of Great Britain cannot yet be had. But according to the last annual report, the *Schoolmaster*, which is not partial, we take it, to "Assisted" Education, informs us that "on 31st August, 1892, the rolls of the Common Schools showed the names of 3,880,722 "free," and 1,125,328 "fee-paying" pupils, and of these latter, 849,091 were, week by week, tendering a "fined-down" fee as the result of the great Act in question. Put in a nut-shell, 77.52 per cent. of the children were at that date "free"; 22.47 per cent. of them still "fee-paying." Modifying this return with information given at a later date, the *Schoolmaster* concludes that in April, 1893, school fees, in some form or other, were still exacted from 21.97 per cent., or roughly, 1,100,000, of the children attending the schools.

Literary Notices

Our Little Men and Women for June opens with a poem by Mary D. Bryne, and the frontispiece accompanies the verse. Other articles that will commend themselves are, A Little Columbian Grandpapa, The House that was made by Me, Three Little Gold-Diggers, and The Clock o' the Year. There are other illustrated poems and stories suggestive of good things and bright—just what boys and girls like. Price \$1.00 a year; 10 cents a number. D. Lothrop Company, Publishers, Boston.

A subject of great and growing importance, that of irrigation in the arid states, has the first place in *The Popular Science Monthly* for June. Herbert Spencer concludes in this number his essay on "The Inadequacy of 'Natural Selection,'" which has attracted much attention from thoughtful evolutionists. "The Ceremonial Use of Tobacco" is described by John Hawkins. "An Ethnologic Study of the Yuruks," a wandering people of Turkey, illustrated, is contributed by Alcide T. M. d'Andria. Under the title "Modern Miracles," Prof. E. P. Evans describes some of the astonishing feats of Arabian and Hindu fakirs. An article describing "The Phenomena of Death in Battle," is contributed by George L. Kilmer. In "The Revival of Witchcraft," by Ernest Hart, some of the later developments of hypnotism are shown to be based on fraud and delusion. Certain "Adaptations of Seeds and Fruits," which serve to utilize favorable and resist unfavorable influences, are described by J. W. Folsom. In "Why Grow Old?" some hints toward preserving early vigor are given. James McDonald's interesting account of "East Central African Customs" is concluded in this number. Frank H. Eaton describes "the Bay of Fundy Tides and Marshes." Sir Archibald Geikie is the subject of the usual sketch and portrait. New York: D. Appleton & Company. Fifty cents a number, \$5 a year.

The June *Arena* is a mammoth number. It is probably the largest magazine ever published as a monthly issue of a review, containing one hundred and sixty-four pages, of which one hundred and forty-four are in the body of the magazine, and twenty pages of carefully written book reviews by such well-known critics as Rev. W. H. Thomas, D.D., of Chicago, Helen Campbell, Hattie C. Flower, Hamlin Garland, and the editor of the *Arena*. Among the leading papers in this anniversary issue are: Insanity and Genius, by Arthur McDonald; The Liberal Churches and Scepticism, by Rev. Marion D. Shuter, D.D.; Arsenic verses Cholera, by R. B. Leach, M.D.; Women Wage-earners in the West, by Helen Campbell; Does the Country Demand the Free Coinage of Silver, by A. C. Fisk; Save the American Home, by I. E. Dean; Islam, Past and Present, by Prof. F. W. Saunders; Union for Practical Progress, by the Editor. Mr. Flower also contributes a striking paper, entitled Parisian Fashionable Folly verses American Common Sense, which deals with the dress reform movements now being so vigorously pushed by the National Council of Women of America. This paper is handsomely illustrated, containing twelve or fourteen large photogravures of Boston ladies in the new reform costumes. Mrs. Francis E. Russell, Chairman of the Dress Committee of the National Council also contributes a paper on Freedom in Dress. One of the most striking features of this issue is a symposium advocating the charms of the Maize as a National Flower.

No one can succeed as a teacher who is not himself a student. Close and constant study, not only of the subjects to be taught, but of others outside of and beyond these, is the price that everyone must pay for real success in the school-room.—Anon.

Mathematics.

CORRESPONDENCE.

PROBLEMS, SOLUTIONS, ETC.

No. 63.—Sent by A.B., St. C. St., Montreal.

If $\frac{x^2+2x+1}{x^2-2x+3} = \frac{y^2+2y+1}{y^2-2y+3}$ show that each fraction is equal to $\frac{xy-1}{xy-3}$.

SOLUTION BY THE EDITOR: If $\frac{a}{b} = \frac{c}{d}$, then

each = $\frac{a-c}{b-d}$ add.

$\therefore V = \frac{x^2-y^2+2(x-y)}{x^2-y^2-2(x-y)} = \frac{x+y+2}{x+y-2} = \frac{x^2+2x+1}{x^2-2x+3}$

Apply $\frac{a}{b} = \frac{c}{d}$, then $\frac{a+b}{a-b} = \frac{c+d}{c-d}$ and we have

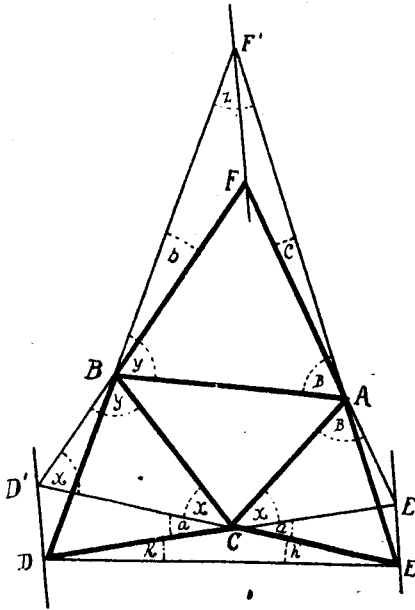
$\frac{x^2+2}{2x-1} = \frac{x+y}{2}$, whence $x+y=2(xy-2)$. Substi-

tute this and $V = \frac{x+y+2}{x+y-2} = \frac{2xy-2}{2xy-6} = \frac{xy-1}{xy-3}$ Q.E.D.

No. 64. By L. M. Stevens, *Westerly, R.I.*—Let ACB be a triangle, and AFB, BDC, and CEA equilateral triangles on its sides, all turned outwards. Let FB and EC, produced, meet D', DC, and FA at E', EA and DB at F'. Show that the lines through DD', EE', and FF' are parallel.

[This property was recently discovered by Prof. Morley, of Haverford College, by means of complex variables, and it is sent to the JOURNAL by his permission. A geometric demonstration is desired.—Ed.]

SOLUTION BY THE PROPOSER.



From the diagram,

$z+b+c=z+h+k = \frac{1}{3}\pi \dots (1)$

$\therefore b+c=h+k = a \dots (2)$

Now, $a+a=y-b=B-c = \frac{1}{3}\pi \dots (3)$

Adding, $a+B+y+a-(b+c) = \pi \dots (4)$

or by (2), $a+B+y = \pi \dots (5)$

But $a+x+y = \pi \dots (6)$

$\therefore x=B; y=y; \text{ and } z=a.$

That is, the triangles ACE', CBD', and AF'B are similar.

$\therefore CE' : CA = CB : CD'$, or $CE' : CE = CD' : CD'$. Hence the triangles CEE' and CDD' are similar; and, consequently, $\angle CEE' = \angle CDD'$.

That is, EE' and DD' are parallel. Similarly DD' and FF' are proved to be parallel.—N.E. *Journal of Education, Boston.*

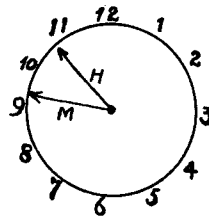
No. 65.—Sent by W. H. FLETCHER, WOOD-STOCK.

From the following Trial Balance construct a statement of Assets and Liabilities, and also of Profit and Loss, showing the surplus:

DEBIT ACCOUNTS.		CREDIT ACCOUNTS.	
Mortgages	\$1,500,000	Capital	\$600,000
Stock Loans	10,000	Dividend Due	200,000
Government Bonds	15,000	Reserved Fund	575,000
Office Premises	12,000	Deposits	108,000
Int. on Deposits and Debentures	10,000	Debentures	38,000
Salaries and Expenses	18,000	Int. Charged on Mortgages, etc.	7,245
Dividends Paid	3,000	Contingent Fund	\$1,588,245
Bank of Montreal	245		
Cash on Hand			
Int. Accrued	\$53,000	Interest and Dividend Accrued	\$18,000
	218		17,000
	427		2,000

The following solutions of Nos. 53, 56, 57, 58, 59 and 60, were sent in by Miss ETHEL BARKER, Jameson Avenue Collegiate Institute, Toronto.

NO. 53.—SOLUTION.



Suppose x = number minutes after 10.

Then hour hand has travelled $\frac{x}{12}$ spaces

\therefore Distance from 12 = $10 - \frac{x}{12}$

\therefore Space between hour and minute hands = $10 - \frac{x}{12}$

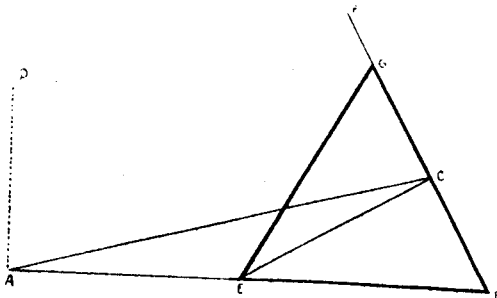
$\therefore 50 + \frac{x}{12} - \left\{ 10 - \frac{x}{12} \right\} = x$

$\therefore 480 + 2x = 12x$

$10x = 480$

$x = 48$ minutes after 10 o'clock.

NO. 56.—SOLUTION.



Let AB be the given sum of a side and the altitude of an equil. Δ .

It is required to construct the Δ .

At B make an angle of 60° , ABF, and at A erect a \perp AD to AB.

Trisect \angle DAB and bisect \angle of 30° nearest AB by AC.

From C draw CE \perp to BF, meeting AB in E. From CF cut off GB=CB, join CE.

$\angle CAB = 15^\circ, \angle CBA = 60^\circ$

$\therefore \angle ACB = 105^\circ$

$\angle BCE = 90^\circ$

$\therefore \angle ECA = 15^\circ$

$\therefore EC = EA.$

$EC = EC$

In Δ 's EGB, ECB, $CG = CB$

$\angle ECG = \angle ECB$

$\therefore EG = EB$

and $\angle EGC = \angle EBC$

$= 60^\circ$

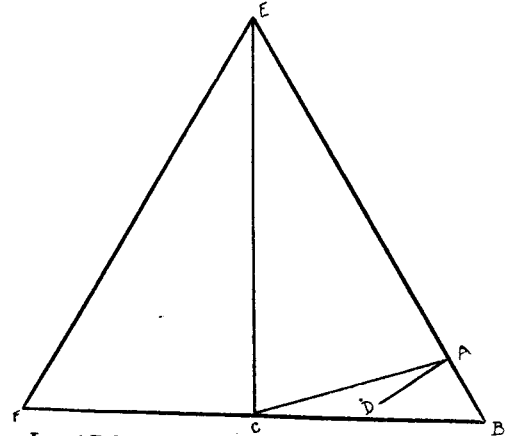
$\therefore \Delta$ ECB is equiangular

$\therefore \Delta$ EGB is equilateral

and $EC + EB = AB$

$\therefore \Delta$ EBC is the required equil. Δ .

NO. 57.—SOLUTION.



Let AB be the given difference of a side and the altitude of an equil. Δ .

It is required to construct the Δ .

On AB describe an equil. Δ , and produce a side, BC, to C.

From A draw AD \perp AB.

Trisect the complement of \angle DAB and bisect the \angle of 30° nearest AD.

From C draw CE \perp CB, meeting AB in E.

From BC produced cut off Cf = CB, join EF.

$\angle ABC = 60^\circ, \angle CAB = 105^\circ$

$\angle ACB = 15^\circ$

$\angle BCE = 90^\circ$

$\angle ACE = 75^\circ$

and $\angle CAE = 75^\circ$

$\therefore EC = EA$

$EC = EC$

In Δ 's ECB, ECF, $CB = CF$

$\angle ECB = \angle ECF$

$\therefore BE = FE$

and $\angle CBE = \angle CFE$

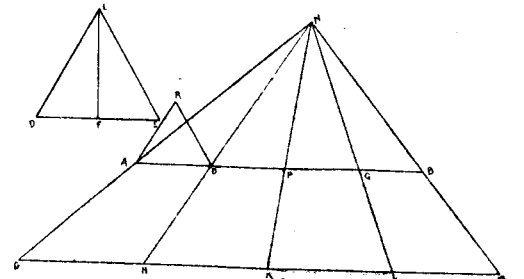
$\therefore \Delta$ EFB is equiangular

$\therefore \Delta$ EFB is equilateral:

and $EB = EC = AB$

$\therefore \Delta$ EFB is the required equil. Δ

NO. 58.—SOLUTION.



School-Room Methods.

LANGUAGE LESSON.

(FIRST PRIZE PAPER).

"AUTOBIOGRAPHY OF A JACK-KNIFE."

BY MISS AGNES WATT.

One afternoon this term, at the close of the geography lesson, Miss Devizes gave the word, "Class, position!" Forty bright-eyed boys and girls gazed expectantly at their teacher, who, after a step or two around the room, seated herself quietly on a chair by her desk, and, with apparent aimlessness, picked up an old knife which had strayed some months before into her "catch-all" box. There was something in the thoughtful and intent look she gave it that caused the children to wonder why Miss Devizes was gazing at that old knife. Miss Devizes saw they were interested, so she smiled on them and said, "Do you know, I was just thinking that if this old knife could talk, it could tell quite an interesting story. I would like to hear it tell some things in its history. What do think you would like it to tell you?"

Eyes sparkled, lips smiled, and hands flew. "Well, Harry, what would you like to hear?" "I'd like to know whose it used to be, Miss Devizes." "And you, Percy?" "I'd like to know how the blade got broke, teacher." "I do not like the grammar of that, Percy, can you improve it?" "Blade was broken," Miss Devizes, I should have said." "Yes, that is better. What would you like to hear, Maggie?" "I think I'd like the knife to tell how it was made, Miss Devizes." "That would be interesting, Maggie. How many would like to hear that? I see that many would; perhaps some one can tell us something about that? George, can you?" "Yes, Miss Devizes; father has a book that tells how a great many things are made, and I was reading in it about knife-making. I do not remember all of it, but it said the blade was made from a rod of steel, heated red-hot, and hammered until it was the shape of a knife-blade, and then cut off. A hole was punched in it and then the nail-hole was cut by a chisel shaped like the nail hole."

"How about the handle, George, do you remember how that was made?" "Yes; the book said that the outside pieces were called scales, and they were shaped out of wood, or bone, or ivory, and then fastened loosely to the iron plate and hammered and filed and hammered to fit."

"Thank you, George, you have read to some purpose. After all this that George has told us, there is the polishing of the handles and blades, and then the sharpening follows. This old knife has had to stand a good many blows, and has been heated, and cooled, and tempered, and ground before it was fit for use. Who can recite the last stanza of the 'Village Blacksmith'?"

Maude recites:

"Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught;
Thus, at the flaming forge of life,
Our fortunes must be wrought,
Thus, on its sounding anvil shaped
Each burning deed and thought."

"So this old knife has had some hard experiences, just such as most good people have, to fit them for useful lives. We must not grumble at hard lessons, boys and girls, must we, if they are to fit us to be more useful afterwards?"

"Miss Devizes, I read once that Canada had the best iron in the world."

"Well, Charlie, there is none to surpass it, unless it be Swedish iron. It is very pure and very plentiful. Where are these iron mines in Canada, boys?"

"Yes, iron is found in many other places, but especially it is plentiful in Ontario, north of Lake Superior. Do you think Canadian iron was used for this knife?"

"I would like to know where is the best place for knife-making, Miss Devizes?"

"Who can tell Verna that? Can you, Tom?"

"I had an extra fine knife once, Miss Devizes, and it had 'Sheffield' on the blade, so I think

that they make good knives there, and that is in England."

"Please, Miss Devizes, I'd like to hear the knife tell who made it, and who sold it, and who bought it, and—" The eager speaker paused for breath, and Miss Devizes answered with a smile.

"I can tell you the first part, for it was stamped here on the blade, 'Henry Taylor, Sheffield.' All eyes turned on a youthful Henry who bore the name of Taylor, and whose blushes turned into a smile as he caught his teachers' eye.

"This knife must have been made by a Henry Taylor of England, probably when our Henry was a little baby," she continued, "for you can see it is an old knife and has seen some hard knocks since it left the factory. Would you like to hear its story since then? It is a travelled old knife, for it has crossed an ocean. What ocean Jimmie?"

Jimmie answered, "The Atlantic," and Miss Devizes went on, "And it has done a great deal of journeying since, though not perhaps in a ship. What has been its usual way of travelling since, boys?"

An appreciative smile broke over the boys faces as Richie slyly said, "In some boy's trouser's pocket."

"Rather a dark carriage, Richie. Now it has seemingly decided to take a rest, for it has stayed in my box quite a while."

"Teacher, I wish the old knife could talk to us," and Katie pensively rested her head upon her hand and gazed at her teacher, who smiled at her, saying gayly:

"Well, Katie, I'll do the best I can for you. I'll just set old Mr. Jack-knife up here on my desk (setting its half-open blade in a crack of the desk, so that it formed a triangle with the desk), and you may listen while he tells you his history, and all about his travels and adventures. Then write it down and I will read aloud some of the things he told you. Put this for your title (writing on the board 'The Autobiography of a Jack-knife,') which means 'A history of myself written by myself,'"

"Miss Devizes, it makes me think of 'Black Beauty, the Autobiography of a Horse,' said Rose delightedly, and her teacher said,

"Yes, Rose, and you must all remember to keep the knife speaking, like Black Beauty did, and make it use 'I,' and 'we,' when speaking all through of itself. Now, take papers, begin writing."

The children settled to their work with earnest faces, sometimes stopping to gaze on the solemn figure of the old knife, which had now acquired a grotesque "humanness" to them, which evidently charmed their fancy. Some papers were read aloud and the rest collected. Next morning Miss Devizes received several essays which had been voluntarily re-written at home, by some boys, who had not considered their first crude effort to have done justice to the subject. Miss Devizes was much pleased to see with what energy and variety these had treated the knife's historical reminiscences, but was still more pleased when she found one of the boys was John Jones, who usually said, "I just hate composition!" She intends to call for an essay on the same subject soon again.

WHAT DO THESE MEAN?

Illustrate the meaning of each of the following proverbs by applying its teaching to every-day life.

1. A rolling stone gathers no moss.
2. A bird in the hand is worth two in the bush.
3. Fine feathers do not make fine birds.
4. Birds of a feather flock together.
5. Beggars must not be choosers.
6. Great oaks from little acorns grow.
7. Try to hit the nail on the head.
8. Never cross a bridge until you come to it.
9. Paddle your own canoe.
10. The early bird catches the worm.
11. Where there's a will, there's a way.
12. Don't cry for spilled milk.
13. It is a long road that has no turning.
14. Make hay while the sun shines.
15. Jack at all trades and good at none.
16. Necessity is the mother of invention.
17. Strike while the iron is hot.
18. There is no royal road to learning.
19. Rome was not built in a day.
20. Too many cooks spoil the broth.

—Popular Educator.

Let AB be the given sum of the three sides and altitude of an equil. Δ .

It is required to construct the equil. Δ .

Take any line, $DE > \frac{1}{4} AB$, (Fig. 1.)

On DE construct equil. ΔCDE , CF being the altitude.

Take any point, G, above or below AB.

Through G draw $GH=CD \parallel AB$

Produce GH to K, making $HK=DE$

" GK to L, " KL=EC

" GL to M, " LM=CF

Join GA, MB and produce to meet in N.

Join NH, NK, NL cutting AB in O, P, Q.

On AO describe an equil. Δ . AOR.

AO, OP, PQ, QB are proportional to GH, HK, KL, LM.

\therefore AO is a side

\therefore AOR is the required Δ .

NO. 59.—SOLUTION.

London, Da Db Norwich

Let A be the train from London and B the train from Norwich. Suppose Da, Db are the distances they have gone when they meet.

$$\frac{Da}{Db} = \frac{A's\ rate}{B's\ rate}$$

Db=Distance A goes after they meet and Da= " B " "

$$\frac{Da}{B's\ rate} = B's\ time.$$

and $\frac{Db}{A's\ rate} = A's\ time.$

$$\therefore \frac{Da}{Db} \times \frac{A's\ rate}{B's\ rate} = \frac{B's\ time}{A's\ time} = \frac{4}{1}$$

i.e. $\left\{ \frac{A's\ rate}{B's\ rate} \right\}^2 = \frac{4}{1}$

\therefore A's rate = 2 B's rate,

NO. 60.—SOLUTION.

Int. on 1st = $\frac{30}{100}$ of 1st, Int. on 2nd = $\frac{18}{100}$ 2nd

Int. on 3rd = $\frac{6}{100}$ of 3rd

\therefore The amounts = $\frac{130}{100}$ 1st, $\frac{118}{100}$ 2nd, $\frac{106}{100}$ 3rd

\therefore 1st + $\frac{130}{118}$ 1st + $\frac{130}{106}$ 1st = \$15,000

1st + $\frac{65}{59}$ 1st + $\frac{65}{53}$ 1st = \$15,000

3127 1st + 3445 1st + 3835 1st = \$15,000 + 3127

\therefore 10,407 1st = \$4,696,500

1st = \$4,057.06 +

2nd = $\frac{65}{59} \times 4,057 = \frac{651}{10407}$

= \$4,965.41 +

3rd = \$5,527.53 +

NOTE.—"NOVICE," Kimball, solved 59 and 60; solved also by J.N.B., Chesterville, Ont., but No. 60 was not completed. W.F.N., Cookstown, also solved these questions, giving the P.W. of the shares in No. 60, but not quite accurately. Three pupils of No. 1 Lobo and Caradac sent solutions of No. 145, p. 274, H. S. Arith. J.W.D. deserves a rap over the knuckles for sending the wrong reference. The problem is on page 275. *Au Revoir.*

If not crowns of wealth, if not the luxury and ease of great fortunes are yours, yours will be a more enduring crown if it can be said of you that in every touch upon the life of the young you have lifted it up.—President Harrison.

The Educational Journal

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

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

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THE AGRICULTURAL COLLEGE.

WHETHER there be much or little ground for the charges of inefficiency and mismanagement which are annually made against the Agricultural College at Guelph, few thoughtful and observant citizens can seriously doubt the general usefulness of the institution. This usefulness consists, we believe, not more in the practical benefits which it has been the means of conferring upon the Province in such matters as the introduction of better drainage, improvement of the dairying industry, and the results derived from the experiments and tests made on the experimental farm, than in its influence in popularizing the idea that the farmer, no less than the lawyer, the physician, or the member of any other profession or calling, may be, and should be, a man of education and high intelligence. We know of nothing which would be of greater service to the country than the prevalence of this opinion, and we know of no agency which should do so much in spreading the opinion as the Agricultural College. That in order to do this the teaching staff and internal management of the College should be maintained at the highest possible standard of efficiency goes without saying. We know not what grounds there may be for the complaints which have been made with reference to the qualifications of certain members of the staff, but it is certainly undesirable and unfair that the name of any teacher against whom complaints have been made by students should be brought before the

Legislature, save as a last resort. Nothing is more common than for a few students to become temporarily dissatisfied or at loggerheads with a particular teacher, whose manner or methods may be new to them. On the other hand we believe that earnest and industrious students are the very best judges of the efficiency of a teacher, and we have no sympathy with the tone of disparagement or contempt with which some speak of any complaint by them as an attempt to run the school. The fact is that in these days no teacher can really succeed in any institution, advanced or elementary, who is unable to win the sympathy and confidence of the great body of his pupils. We say this knowing nothing of the nature of the charges in this particular case, or of the quality or the number of complaining students, all which particulars are important in their bearing upon the question. While we deprecate the airing of such a matter in the Legislature, save, as we have said, after other and more appropriate means have been used, as almost certain to result in grave injury to the accused, however undeserving of blame, we are equally ready to maintain the right of any considerable number of students to complain in a proper manner, and to have their complaints investigated by the proper authorities.

It is reasonable to suppose that Ontario teachers will henceforth take a still deeper interest in the Agricultural College, especially if they are found taking advantage of its special summer courses in any considerable numbers. The Minister of Education is reported as enumerating among the evidences of the usefulness of the College the fact that it has led young men to look upon the occupation of farming in a much more favorable light. But its most important effect, in his opinion, was the breaking down of class barriers by enabling the boys from the farm to take their places honorably among the city youths from the universities. This remark, if correctly reported, would seem to imply that the universities are patronized chiefly by city youths, though we have no reason to suppose that to have been meant. We have been accustomed to believe, and we feel sure that the fact could easily be established by statistics, that the young men at the universities, are, to say the least, quite as largely representative of the country as of the cities. Be that, however, as it may, the remark suggests a thought which has often come to us as we have heard ardent discussions of the question, How to keep the country boys on the farm? Why not discuss, How to get the city boys on the farm? The assumption seems to be that

the most desirable thing is that the sons of farmers should remain upon the farms, leaving the pursuit of business and the professions for the city lads. We make bold to maintain that a still better thing would be to keep up the circulation by inducing as many of the city boys as may have adaptation for rural pursuits to fit themselves for the farm, and affording free scope for the country boys whose aptitudes lie in that direction to come to the cities; to put, in short, agriculture, horticulture, stock-raising, etc., on a par with other callings, in point of mental and social culture, and encourage every one to devote himself to that to which he is best fitted.

EDUCATION IN QUEBEC.

AN important movement in the direction of much needed educational reform in the Province of Quebec, has been temporarily defeated by the votes of the bishops who constitute the majority of the members of the Catholic section of the Council of Public Instruction for that Province. We say "temporarily," for it seems impossible to doubt, now that public attention has been called to the matter and the reform is being advocated by some of the ablest and most influential educationists and citizens, including the Superintendent of Education himself, that the movement can be long delayed. The reform asked for is simply this. Mr. Masson, one of the ablest and most influential of Quebec laymen, moved in the Council of Public Instruction, of which he is a member, that all teachers, whether belonging to the religious orders or not, should be required to submit themselves to examination before being licensed to teach. The motion was objected to by the bishops on the ground that the question is one which belongs to them as the spiritual advisers and leaders of the people, and their directors in educational affairs, and was consequently lost.

That the reform is greatly needed is very evident, not only from what is generally known of the state of public education in Quebec, but from certain statements which were recently made in the Provincial Legislature, and the truth of which is said to be admitted by Mr. Pelletier, the Provincial Secretary. These statements were to the effect that notwithstanding the very considerable amount of money expended upon them, the public schools of Quebec—we presume, but are not certain, that the allegation was confined to the Catholic schools—were in a most inefficient and backward condition; that in some municipalities it was impossible to get school commissioners who could either

read or write; and thirty per cent. of the jurors in the law courts could not sign their names.

The chief difficulty seems to be that the schools are largely taught by members of the religious orders, whose training is mainly of a theological character, and who are naturally unacquainted both with the subjects most needed for a thorough practical education, and with the best modern methods of instruction. Mr. Masson, who is a loyal Catholic as well as a very able and influential man, who has held high office, is reported as having spoken as follows in reply to the remark of one of the bishops that the question was one which belonged to the clergy: "It is time that you understood, my lords, that the public demands educational reform. We want our children educated for life in this world; but you would make them all priests."

We have no means of knowing what is the attitude of the teachers themselves with reference to the question, but we should suppose that the public and professional spirit of the majority, at least of all who either believe themselves fully qualified for the duties of their high calling, or are willing and determined to become so, would be strongly in favor of the proposed reform. It would greatly facilitate all such forward movements if the teachers of the Province were more fully organized in local and provincial associations, corresponding to those of Ontario. Such meetings would stimulate thought and enquiry, would promote study of educational methods, and cultivate that liberty of thought and speech which is one of the most potent agents of reform in all departments of public and social life.

THE USE AND ABUSE OF THE NEWSPAPER.

WHAT is being done in our public schools in the way of teaching the boys and girls to acquaint themselves with current events? No person, young or old, can have any reasonable excuse in these days for ignorance of what is going on in the world. Highly important as it is to have some knowledge of the history of the past, and thus to know something of the great nations of ancient and modern times, and their relations to the political world of to-day, it is surely of still greater importance to have some clear ideas in regard to the world as it exists to-day, and of the causes and consequences of the changes which are continually taking place. No one can claim to be regarded as a person of even ordinary intelligence who does not follow, with some degree of understanding and appreciation, the course of current

history, not only in the political movements which agitate the nations, but in scientific discovery and development; in the great industrial struggles, the issue of which no one can foresee; in the work of Christianizing the heathen nations who still make up so large a part of the world's population, and so forth. Look, for instance, at a few of the great events which are taking place at the present time, the World's Fair, in the United States; the Home Rule struggle in Great Britain; the great political contest which is now being waged over the Army Bill, in Germany; the no less important battle between Free Trade and Protection, which is being fought out on the platform and in the press, in the United States and Canada, etc.

The newspaper, in itself one of the most marvellous developments of the time, is the great source of information on all matters of current history. We include, of course, the magazine and all forms of periodical literature. Yet, as everyone knows, the newspaper of the day is so large an affair, and contains a mass of matter so vast in bulk, so promiscuous in kind, much of it absolutely worthless and not a little of it positively harmful, that the right use of the newspaper is in itself a science worthy of being made a study in the schools. Not a few good persons, we are aware, do not take the trouble to discriminate between the useful and the useless, the good and the bad, in the newspaper, and are inclined to discard it altogether, or to declare the time spent over it, excepting, perhaps, the religious weekly or monthly, wasted, or worse than wasted. But the number of such persons is becoming "small by degrees and beautifully less."

With all its faults and follies, and they are legion, the modern newspaper is one of the greatest and most indispensable educational agencies of the day. The family which is not supplied with at least one good daily and more than one weekly or monthly, is at serious disadvantage, and its members are easily known by their lack of general information in regard to the events which occupy a large place in the thoughts of those who keep themselves informed in regard to what is going on in the world, and who take an interest in the progress of great movements in society, church and state.

In view of these considerations, we know no better educational use in which either a portion of Friday afternoons, or a few moments of every day, could be spent in the school room, than in interesting the children in the contents of a good newspaper, and guiding their taste and judgment in the selection of at least some part of the really valuable information it conveys.

English.

Edited by Fred. H. Sykes, M.A., EDUCATIONAL JOURNAL, Toronto, to whom communications respecting this department should be addressed.

ENTRANCE COMPOSITION IN COUNTRY SCHOOLS.

BY A. STEVENSON, B.A., HEAD MASTER, ARTHUR HIGH SCHOOL.

It would be unreasonable to expect much in the way of composition from the nurslings that are frequently sent up, or come up to the entrance examinations. But some of the older candidates do not do so good work as they should be able to do, and it is possible that defective teaching is somewhat to blame for this. Now the ability to write a sketch or essay includes two elements, these are the possession of ideas and of the faculty of expression. Children have ideas in plenty but only on a few subjects. Moreover many of these ideas are crude, vague, undefined and unattached to names. Then, too, ideas exist in the child's mind, associated in the most heterogeneous and absurd relations, unarranged, unclassified. The work of the teacher here is to develop definiteness and order among these chaotic forms and facility in assigning suitable names to them.

Let us proceed from the simple to the complex. During the public school course and long after it would be well if children were required to write only on matters within their own intimate knowledge. The teacher's first care then should be to choose suitable topics. There need be no difficulty in this if only the teacher knows what the child knows, or at least knows enough about such matters to talk intelligently and in an interesting fashion concerning them.

But many teachers of rural schools know little or care little about the subjects with which alone country children are familiar. These teachers have a feeling more or less strong that there is not much to learn in the country, that country life is commonplace and coarse, if not indeed essentially vulgar, and that country affairs and experiences are utterly flat, stale and unprofitable. It may be said positively that so long as a teacher is in this frame of mind, though he charm never so wisely in other subjects, he will not ordinarily succeed as a teacher of English composition. In this subject above all others sympathy between teacher and pupil is pre-eminently necessary, and as it is certain that the children cannot rise to the teacher's height he must perforce come down to them.

Yet it is no descent for him after all. The truly wise find no knowledge too trivial for them. There is much to be learned, much to be profited by, much to be enjoyed, within the limits of every school section. "I have travelled a good deal in Concord," said Thoreau, the sage, and any one who reads his books * will see that he travelled to advantage. John Burroughs, too, and Bradford Torrey, Olive Thorne Miller and Hamilton Gibson, Mary Murfree and Mary E. Wilkins have made both name and fame by books written on just such things as many teachers either ignore or despise.

First, then, if the teacher is on a perch of fancied superiority to these things let him come down therefrom and make himself thoroughly conversant with country life, the occupations of the people, their thoughts and feelings, their sorrows and their joys; let him talk with the ploughman and the woodchopper and read farm journals and the books of such authors as I have just mentioned; let him wander for hours and days in the fields and woods and swamps, and then, and not until then, can he teach composition to country pupils.

He will now be able to choose a seasonable and suitable topic, one which has a present living interest for his pupils or in which such an interest may be easily developed, one representing facts that are actually a part of their experience. Suppose it is "Spring work on the Farm." This topic may be assigned during any of the spring months and might profitably be given out at least a fortnight before any work in composing is required. The pupils will be asked to observe and recollect and so gather material for the work to be done. If the habit of using little note-books is acquired at this

*Walden, and *A Week on the Concord and Merrimac Rivers*, are published in the *Camelot Series* well printed and bound, and cheap.

stage the advantage will be inestimable. On the day appointed the teacher will spend half an hour or more with the class talking over the subject chiefly for the sake of developing definiteness and sequence in thinking and expression. That is to say, the children having gathered the material, the teacher now guides them in their planning and building. He may even go so far occasionally as to supply a good term or phrase, for certain parts of the description, or to call attention directly to details that have been overlooked by the pupils.

Some definite method of arrangement should be adopted, the simpler the better, so long as the pupils recognize that there is a method in it. In such topics the order of time is both natural and suitable. Certain simple subdivisions of the matter may be made, chiefly by the pupils, and the names assigned to these subdivisions may be written on the blackboard in neat order as follows:

SPRING WORK ON THE FARM.

I. Preparation of Seed and Tools; Why, What and How?

II. The First Ploughing and Sowing; When and What?

III. The other Grains.

IV. Roots, Potatoes and Corn.

While the matter is warm and the interest fresh the pupils should write up a draft of the composition, and they should have plenty of time to do this either in school or at home. This alone would be enough for one night's home work. Next day the pupils are to spend half an hour in criticising their work and one another's work with a slight supervision from the teacher by way of direction and decision. Then the teacher takes the essays home with him, examines them carefully, marks the errors more or less definitely *but makes no corrections*. He, however, preserves a list of the most glaring errors for class criticism. Next day, before the subject loses interest, the essays are returned to the writers and they spend another period in correcting them either alone or with help from one another, and by individual appeal to the teacher in the last resort. The teacher must not fail to see that all the corrections are made, and made in the proper way. Finally each pupil will write out his corrected essay in a special book kept for this purpose.

All this takes time of course, but it can be done and when it is done something of value has really been accomplished. Moreover, where such care as this is taken an essay need not be required oftener than once in a fortnight or three weeks.

A few small matters of form in addition to spelling and grammar should be attended to, such as the place and punctuation of the title, the use of periods and proper spacing after them, the indication of paragraphs, and the clear left hand margin.

Some additional seasonable topics for spring and early summer are as follows: Burning the Fallow, Building a Barn, Digging a Well, Making a Garden, Spring Wild Flowers, Some Birds and their Ways, The Inhabitants of a Swamp, Bumble Bees, The Ground Hog, The Mud Turtle, We Went Fishing, An Old Rail Fence, House Cleaning, How I Made Butter (Cakes, Pies, Soup, Tea, etc.), A Boy (Girl, Man, Woman, Dog, Horse, etc.) I Know, A Narrow Escape, An Adventure I Had.

III READER LITERATURE.

"THE WATER FOWL."—SECOND PRIZE LESSON.

BY MISS EMILY J. GARDEN.

Teacher.—(To class with books open before them), "The author of this poem, Mr. Bryant, was at one time in great perplexity about what he ought to do concerning something that was troubling him. In this state of mind he was one day walking along a country road when he noticed a single bird flying in the air straight along, as if it knew just where to go. He thought to himself, 'How does that bird know so well where to go? It does not seem to be troubled as I am.' After he returned home he wrote the poem we are to study to-day.

Some people think that children cannot understand this poem, but I believe that you can understand every word of it, and I shall be very glad if any boy or girl will tell me at once if there is any part of the lesson that he or she does not understand. Let us first look at the picture. What do you see?"

Ans.—"A man, some trees, a house, a river, a lake, a bird."

"All correct. Now look at the picture again and tell me, if you can, what time of day is shown there."

Almost all are ready to answer, "Evening."

"How do you know?"

Ans.—"The cows are going home."

"How many birds do you see?"

Ans.—"One."

"Well, our lesson is about this solitary bird, and is, I think, a most beautiful lesson."

"The title of our lesson tells what kind of bird it is. Who can tell?"

Ans.—"A Water-fowl."

"Let us imagine that the man leaning over the gate is Mr. Bryant; and as stands gazing at the bird he seems to be asking it the question contained in the first word of our lesson. What is it?"

Ans.—"Whither."

"What does 'whither' mean?"

Someone.—"Where."

(Show by means of familiar examples that it means rather "where to," "toward what place.")

"Now who can find the remainder of the question, 'where to' is not all of it."

(After a little time a number have found the entire question—"Whither dost thou pursue thy solitary way?")

"Who know the meaning of solitary?"

Ans.—"Solitary means alone or lonely."

"All who do not understand so much raise hands." (None are raised.)

"You found out from the picture that it was evening, see if you can find anything about it in this stanza. Your answer, Kate."

Kate.—"The dew is falling."

John.—"The heavens glow with the last steps of day."

"That is a strange way to express it; it speaks as if the day walked away from us." Raise hands those who do not understand it." (Usually there will be none; children very readily grasp the meaning of figurative language.)

Does this stanza tell us how the sky looked that evening?"

One.—"It was 'rosy.'"

Another.—"The heavens glow."

"Now I am going to tell you what the next two lines say and ask you to find for me the words that tell each point." "If there were a man here who is in the habit of shooting birds and he should like to shoot *you*, he could not, for you are too far away. Ready. Who have found a 'man who shoots birds?'"

Ans.—"Fowler."

"Right. 'If he should try to shoot you?'"

Ans.—"Might mark thy distant flight to do thee wrong."

"He could not?"

Ans.—"Vainly."

"You are too far away."

"Distant."

"Very well done. In the next line the poet compares the whole scene, bird, sky, etc., to something else. To what is it compared?"

(The class will very soon notice that the scene is compared to a painting in which a dark bird is painted on a crimson sky.)

"The last line says that the bird *floats*. What do we usually speak of things as *floating* on?"

Ans.—"Water."

"Why does he say it floats?" (Bring out that being so far away no motion is visible.) The next stanza takes us back to the question, 'Where is the bird going?' What is it looking for or seeking? What are some of the places mentioned in this stanza which the writer thinks it may be seeking?"

Ans.—"The brink of a weedy lake." (Explain plashy.)

Another.—"The marge of a river." (Notice peculiarity of marge.)

Another.—"The ocean side."

"Why is the ocean side called 'chafed'." (Explain the constant action of the waves.)

"Is there a road through the sky which birds may follow to reach the place they are seeking?"

Ans.—"No."

"What word in the next stanza says so?"

Ans.—"Pathless."

"There are two other adjectives in this stanza to describe the air. What are they?"

One.—"Illimitable." (Teaches the meaning of illimitable.)

"What is the other adjective?" (No one can find it, thinking desert a noun). Teacher quotes the stanza:

Full many a gem of purest ray serene
The dark, unfathomed caves of ocean bear.
Full many a flower is born to blush unseen
And waste its sweetness on the *desert air*."

and shows that the relation of the words is the same).

Why is it called *desert air*?"

Numerous answers.—"Nothing grows there, No life is there."

"How then does the bird find the way?"

(The children, grasping the meaning of "There is a Power," etc., usually answer at once, "God teaches it.")

"Why does the bird fan the air?"

Ans.—"It means *flying*."

"Do you think that if you could fly like the birds and get up nearer to the sun, it would be very hot there." (Many will think it would.)

"Well that is a mistake. Strange as it may appear the higher up we go, the colder the air gets, and at a certain distance from the earth we could not live; the air would not suit our lungs at all, it is too light. So the poet speaks of the cold, thin atmosphere.

"How long has the bird been flying?"

Ans.—"All day."

"Is it coming down now?"

Ans.—"No."

"How do you know?"

Ans.—"Yet stoops not weary to the welcome land."

"Do you think it has very far to travel now?"

Ans.—"Soon that toil shall end."

"What will the water-fowl find at the end of its journey?"

Ans.—"Other birds of the same kind, among whom it will make its home."

"When the other birds see it coming what will they all do?" Almost all hands up to answer, "They will scream."

"The bird has gone. Something has *swallowed* it! What was it?"

Ans.—"The abyss of heaven."

(Teacher explains "abyss" as a great depth with no apparent bottom.)

"Where then has the bird gone?"

Ans.—"It has flown out of sight."

"What is left when the bird has gone?"

Ans.—"A lesson."

"The lesson is in the last stanza, let us read it." Teacher speaks about "zone" as bringing out idea of the long distances which birds fly.

"What long way must we tread alone?"

One.—"When we die."

"Yes we must go *alone* then but I think we shall not find that a very long way, perhaps it will be the shortest journey we ever took, but *living* may be a very long way and we must each one live alone. No one else can live for you. Every step we must each one take alone; parents and teachers may advise, but every one must decide for himself the way in which he will walk. There is only one who can guide us all the way; the same who guides the water-fowl. Who is it?"

Ans.—"God."

"Will He guide us? Yes, he has promised to guide all those who ask him, and who follow His directions. What does the last line of the poem say about it?"

Ans.—"Will lead my steps aright."

CORRESPONDENCE.

S. (1). In such sentences as "Let the man do it at once," you ask, Should we regard "man" as the obj. of "let," or subj. of the infin. "do." It must be admitted at once that "man" does occupy as regards "do" the same relation as the subject of a finite verb, "Permit that the man do it." And in A. S. they even could say, "Brothor, læt thæt ic ates tha egle of thinum eagan," Brother let that I pull out the mote from thine eye. "Man," therefore, has subjective relation to the infinitive. But has it any relation to the verb "let?" The plausible explanation that "man" is an indirect object = "permit (to) the man the doing," must be set aside, for "let" has always taken a *direct obj.* + infin. — "Læt tha deadan byrigan hyra deadan," Let the dead bury their

For Friday Afternoon.

THE HILLS OF MAYBE.

CARRIE RENFREW.

Beautiful voices are calling to me
Over the hills of maybe;
Singing of wonderful things to be
Over the hills of maybe.
Over the hill where the dreamland lies,
Basking in the sunshine that never dies.
Over the hills of maybe.
Mystical visions are becoming far
Over the hills of maybe
Visions reality never can mar
Over the hills of maybe.
O 'tis a comforting, calm delight
Following hopes that have winged their flight
Over the hills of maybe.
Dreams that have found but a shadowy birth,
Over the hills of maybe.
Whispered of glorious things on earth
Over the hills of maybe.
Glorious thoughts, aye, and glorious deeds
Answer to all of humanity's needs.
Over the hills of maybe.
Never an ache but has somewhere a cure
Over the hills of maybe.
Never a soul but is cleansed and pure
Over the hills of maybe.
Never a life 'neath the scourging rod
But shall be lifted up nearer to God
Over the hills of maybe.

—Woman's Journal.

CONTRARYLAND.

Sing hey, sing ho, for Contraryland,
Who'll sail on a voyage to Contraryland?
The winds are all steady,
The ship is all ready,
Who's willing, who's willing,
To set sail for Contraryland?
And who shall you find there?
They are all of a kind there,
The great famous band in the Contraryland,
They all sit in corners, like little Jack Horners,
And wait to be teased into saying they're
pleased,
Their mouths all droop down,
Their eyebrows all frown,
They sulk and they pout,
And they whine and they flout,
And they steadily say,
All the day, all the day,
"I won't," and "I can't,"
And "I don't," and "I sha'n't,"
"It's too high," "It's too low,"
"It's too fast," "It's too slow,"
For a dweller in Contraryland.
Sing hey, sing ho, for Contraryland,
Who'll sail on a voyage to Contraryland?
The winds are all steady,
The ship is all ready,
The cargo is filling,
Who's willing, who's willing,
To set sail for Contraryland?

—Youth's Companion.

SPRING AND SUMMER.

Spring is growing up.
Is it not a pity?
She was such a little thing,
And so very pretty.
Summer is extremely grand,
We must pay her duty;
But it is to little Spring
That she owes her beauty!
From the glowing sky
Summer shines above us;
Spring was such a little dear,
But will Summer love us?
She is very beautiful
With her grown-up blisses,
Summer we must bow before:
Spring we coax with kisses!
Spring is growing up,
Leaving us so lonely;
In the place of little Spring
We have Summer only!
Summer with her lofty airs.
And her stately paces;
In the place of little Spring,
With her childish graces.

—Selected.

the periods from 1688, see the authorities referred to by that historian at the head of his chapters. Interesting reading in connection with these will be Scott's "Waverley," Dicken's "Tale of Two Cities," "Barnaby Rudge," Macaulay's "Clive," "Warren Hastings," Parkman's "Wolfe and Montcalm," Lever's "Charles O'Malley." For Roman history take the Schmitz and Smith elementary books, together with Liddell's "History of Rome." I do not know the author of "Unknown to History."

G.D.S.—In the "Deserted Village" the schoolmaster is depicted as being able to tell in advance by his own calculations (presage) when the sessions of the law courts, etc. (terms) and the seasons and festivals (tides=times, seasons,) of the church would fall. The "twelve good rules (l. 232) were: Urge no healths; profane no Divine ordinances; touch no state matters; reveal no secrets; pick no quarrels; make no comparisons; maintain no ill opinions; keep no bad company; encourage no vice; make no long meals; repeat no grievances; lay no wagers. The poverty-stricken woman is described in (l. 136) as "the sad historian of the pensive plain," because her melancholy fate tells the story of desolation which has come upon Auburn. Altama, (l. 344,) is a river in Georgia; Torno, (l. 418,) or better Torneo, is a river running over a rocky country between Sweden and Russia into the Gulf of Bohemia; Pambamarca, (l. 4, 81,) is one of the highest of the Andes, near Quito.

Question Drawer.

M. J. S.—It would be impossible, in the space that we could spare for the purpose, to give anything like a satisfactory explanation of the system of government of the Dominion and the Province. Your histories should give you that. We may just say in general terms, that Canada, while a colony of Great Britain, whose Government appoints its Governor-General, is in regard to all matters not affecting its relations to Great Britain, or to foreign nations, a self-ruling federation of the different Provinces of which it is composed. Its Executive consists of the Governor-General acting by the advice of a Privy Council, which is responsible to Parliament. Parliament consists of a House of Commons elected by the people and a Senate whose members are appointed by the Government. Whenever the Government fails to command the support and confidence of a majority of the members of the Commons, it must either resign at once or appeal to the people in a general election. The Provincial Legislatures are in the main but smaller copies of the Dominion Parliament, though Ontario and one or two of the others have no Upper House, or Senate. The Lieut.-Governors are appointed by the Governor-General, acting, of course, on the advice of his Council. The Dominion Government and Parliament have to do with all matters affecting the whole country, or rather the country as a whole; the Local Governments and Legislatures only with matters of local concern. The dividing lines between the functions of the general and the local authorities are defined in an Act passed by the British Parliament at the request of the Provinces, which is known as the "British North America Act," and is really the Constitution of the Canadian Confederation. But by all means do not take this as an answer to your large request, but merely as a hint to guide you in studying up the subject, which is one which every teacher and every other intelligent citizen should understand clearly.

ARE they dead that yet move upon society, and inspire the people with nobler motives and more heroic patriotism?—Henry Ward Beecher.

THAT the leading object of the study of English grammar is to teach the correct use of English, is, in my view, an error.—Whitney.

Who steals my purse steals trash; 'tis something, nothing; 'Twas mine, 'tis his, and has been slave to thousands; But he that filches from me my good name Róbs me of that which not enriches him, And leaves me poor indeed. —Shakespeare.

dead. The truth appears then to be that "let," which meant (1) to let go, dismiss (2) let alone (3) allow, was a transitive principal verb, requiring a direct object, as in "Nu thu læst thinne theow...on sibbe," Now thou dismisst thy servant...in peace. Then there was an object for closer definition or restriction (if they made him king) of the idea of permission growing out of the primary meaning. In modern English the noun or pron. is to be regarded as a direct object. of "let;" the infinitive has the force of an adverbial objective, limiting "let." At the same time the verbal nature of the infinitive permits the direct object to hold a (logically) subjective relation to itself.

(2) Why should "he," in the sentence "you and he and I were there" be called a demonstr. pron. while the others are personal? "He, she, it, they, them" would still be called pers. pronouns but for the study of the history of our language. "He" goes back to A.S. he, which the Goth. shows to have been a demonstrative pronoun; "she" is the A.S. seo, the fem. def. article, but originally=that; "it" is A.S. hit, neut. of he, etc. But they are not now what they were. The function of demonstrative has been virtually confined to "this" and "that," originally neut. demonstratives. He, she, it, etc., have become, with the almost complete evaporation of the demonstrative force, pronouns symbolic of the 3rd personal relation, and thus are distinguished from demonstrative, adjective, relative pronouns. They consequently deserve classification as personal pronouns. It is no argument against such classification that they indicate gender, while the first and second pers. pronouns do not. For it is to be expected that the speaker and the person spoken to, being in each other's presence would not require verbal indications of obvious distinctions. But in speaking of others—no doubt absent—the necessity for clearness would create verbal distinctions indicative of sex.

R. O.—

- (1) "True worth is being, not seeming;
In doing each day that goes by
Some little good—not in the dreaming
Of great things to do by-and-bye."

The analysis of this passage is obscure only because of the abbreviated character of the expression. Expanded, it consists of a series of co-ordinate sentences: (1) True worth is in being (2) (true worth) is not (in) seeming; (3) true worth is in doing...good; (4) (true worth is) not in the dreaming...by-and-bye. The analysis of (1) is: subj. "worth;" adj. compl. "true," verb "is;" adj. compl. "in being;" (2) differs from (1) only in the additional adv. compl. "not;" (3) is complex; subj. and verb as in (1); adv. compl. "in doing" which itself as the gerund of a transitive verb takes the object "(some little) good" and is modified adverbially by "each day," which itself is modified by the adj. clause "that (subj.) goes (pred.) by (adv.)." (4) Subj. and verb as in (1); "in the dreaming," adv. compl. Treat "to do" as adjunct to "things" and "by-and-bye as adv. to the infin. "do."

- (2) "These are the gardens of the desert, these,
The unshorn fields boundless and beautiful,
For which the speech of England has no name."

The passage is made up of two co-ordinate principal clauses and an objective clause which modifies "gardens" and "fields." Logically, there is but one thought as the first two lines repeat the same idea. (a) Subj. "these;" verb, "are," compl. of verb, "gardens," qualified by (1) "the" (2) "of the desert" (3) "for which,"... "name." (b) Subj. "these;" verb "are;" compl. of verb "fields" qualified by (1) "the" (2) "unshorn" (3) "boundless and beautiful" (4) "for which,"... "name." The adj. clause has Subj. "speech;" compl. "the," "of England;" verb, "has;" direct obj. "name" (qualified by "no"); adv. compl. "for which."

C.Mc.B.—For works to read with Green for

Primary Department.

GEOGRAPHY.

RHODA LEE.

Geography in primary classes is, in some respects, a rather unsatisfactory subject. The principal difficulty is in the study of land and water divisions. In large classes where we have neither clay nor sand-box it seems almost impossible to give a clear definite conception of physical features with which the children are not familiar. This is generally supposed to be a part of our work, but happily we are not confined to it alone. We should have most interesting and developing talks on such subjects as the following:

The earth, its shape and motions.

Seasons.

Day and night.

Inhabitants.

Products.

Winds, rain, and other physical phenomena.

Great care must be taken in discussing these subjects that no erroneous or distorted ideas find their way into the minds of the children. It sometimes happens that an incorrect idea in a song or memory gem will cause a great deal of trouble before we can completely eradicate it.

As an aid in talks about day and night or the seasons suspend from the ceiling a large yellow ball—tissue paper will answer the purpose nicely—to represent the sun. A rubber ball which can be painted in different colors will answer for earth.

In connection with inhabitants and products encourage the children to bring pictures of different lands and people. If possible cut these out and arrange a geographical scrap-book. Pictures of the various land and water divisions will be found very useful to supplement the word-pictures which at times is all that we can give.

A product map is something in which the children take great interest. The construction is very simple. On a large sheet of white or brown paper make a drawing to represent the earth, marking off the zones, and in these paste little pieces of the principal products in the parts to which they belong.

The formation of rain is a subject in regard to which we frequently find very hazy ideas. Vague notions as to drops literally rising out of the sea and being stored away in clouds, which in turn shower them down again after the fashion of a huge watering-can, are found in some minds, while in very few is there any clear understanding of the process which can so easily be explained.

The subject may be broadly divided into two parts:

1st. The changing of water into vapor.

2nd. The conversion of vapor into water. Points to be considered are:

1st. The action of heat on water.

2nd. The fact that the hotter the air is the more moisture it can hold.

3. Pure vapor cannot be seen (notice spout of kettle when water is boiling).

4. Warm air is lighter than cold, and in consequence rises.

5. Air filled with vapor when chilled becomes visible, appearing as a cloud.

6. Greater cold changes clouds into rain.

Many stories have been written for children, following the course of a drop of water through all its possible journeyings. Starting with sea, the heat of the sun changes some drops of water into vapor; joining others similarly affected they form clouds and are carried inland by the winds. Afterwards drop in form of rain, which finds its way through the ground to a rocky bed and helps to form a spring. The spring finds its way out, and with the aid of other little spring, and rivulets forms the great river, finds its way at last back to "mother ocean," the home of the rain-drops.

READING TO CHILDREN.

RHODA LEE.

School programmes do not, as a rule, give us any specified time for reading to the children. "Home," says the practical man, "is the place for it." That is quite true, but in too many busy homes there is neither time nor inclination for reading to the little folks.

Looking back upon our own childhood have we not delightful recollections of being "read to?" What happy times those were when we gathered around the reader to listen to the charming fairy tales, Mother Goose rhymes, and other more thoughtful poems and stories. As we grew older, how we longed to be able to read and enjoy those stories for ourselves.

Many people attribute an early taste for reading and an appreciation of what is good and beautiful in literature to the fact of their hearing good reading in their youthful days before the world of books was open to them. Besides the effect upon the taste of the child, reading aloud may have a great influence upon the speech. The teacher's voice should always be an example to her pupils, and in no surer way will they profit by the pattern than as it is heard in some bright, interesting story in which considerable play can be given to the voice.

Short stories are best for the lowest class, but above that a longer one that will last three or four weeks is preferable. What better way of ending the day than just to take, when possible, the last ten or fifteen minutes for reading aloud. It has a way of smoothing out the wrinkles, and banishing, for a time at least, the "cares that infest the day," in a most effectual manner. Let us spare a little time in the busy day for reading to the children.

VARIETY WORK.

1. Write three words that end in *y*.
2. Write names of two yellow flowers.
3. Write name of two red flowers.
4. Write names of two animals having fur.
5. Write names of two animals having hair.
6. Put letters to *old*, and make other words of it—*g-old*, *t-old*, *s-old*, etc.

7. Name three kinds of trees that grow near your home.

8. Write what stands for Doctor, Master, street?

9. Write names of four birds you have seen.

10. What color is your house?

11. What animals dig holes in the ground to live in?

12. Write five girls' names.

13. Write five boys' names.

14. Write three names of dogs.

15. Of what color are lemons?

16. Of what color are ripe grapes?

17. Write three words of four letters each.

18. Name five things that can jump.

19. Name something that likes to live in water.

20. Name three things you like to do.

21. Tell what cows are good for.

22. Name some animals that have hoofs.—
Laura F. Armitage in American Teacher.

WHO LIKES THE RAIN?

Who likes the rain?

"I," said the duck, "I call it fun,
For I have my little rubbers on,
They make a cunning three-toed track
In the soft cool mud, quack, quack."

"I," said the dandelion, "I,
My buds are thirsty, my roots are dry,"
And she lifted her little yellow head
Out of her green, grassy bed.

"I hope 'twill pour, I hope 'twill pour,"
Croaked the tree-toad from his gray-bark door.
"For with a broad leaf for a roof
I am perfectly weather-proof."

Sang the brook, "I laugh at every drop,
And wish it would never need to stop,
Until a broad river I'd grow to be,
And would find my way to the sea."

Hints and Helps.

THE PLAYHOUR IN A COUNTRY SCHOOL.

FRED. BROWNSCOMBE, PETROLIA.

OUTDOOR GAMES.

GAMES OF HIDE AND SEEK.—The ordinary *Hide and Seek* is too familiar to require description. In *Hide and Touch*, the seeker must touch those hiding. It is usual in this game to have two seekers, one of whom remains at the goal while the other goes out in search. The first two caught are the seekers in the next game. In playing *Arbor Down* one seeks, the rest hide. Beside the goal stands the arbor, a stick four or five feet long. The person who is "it" searches as in *Hide and Seek*, and upon discovering any of the hidings, calls out, "I spy _____" and touches the arbor, continuing till he has found all. Should any player get "home free," that is, reach the arbor without being detected by the seeker, or ahead of him, this fortunate player seizes the arbor and throws it as far as he can, whereupon all who have been caught up to this time, run off and endeavor to get hidden again before the seeker replaces the arbor and counts ten. The first caught since the arbor was last thrown is "it" for the next game. The seeker may be required to catch a certain number only instead of all. It is also sometimes played by allowing the seeker to hide as soon as he has caught one of the others.

WOLF.—One player being chosen as the wolf, the others retire to the fold or goal till he has had time to get hidden. They then commence a search for him and whoever is successful calls out "Wolf," whereupon all run for the goal. The wolf dashes from his hiding place and tries to touch any of the players as they hasten towards the goal. Those touched become wolves, hide and help catch others. The object of the game is to avoid being made a wolf. The play continues until

all are wolves; and the first one caught by the wolf must be wolf in the next game. The wolf need not wait to be found, but may run out whenever he thinks there is a chance to touch one or more of the players. If the wolf can reach the goal before any of the players he can frequently touch a great number of them as they come in. The wolves may hide in one den or separately as they choose.

HIDDEN HATS is played with two sides. One party give up their hats to the other and retire to their goal. Each player of the second party takes a hat, hides it, and then all return to the goal and notify the seekers, who issue forth and search for the hats. When they have found all they have the privilege of hiding their opponents' hats. The hats must not be placed under anything or covered.

SOLDIERS AND REBELS is also played by two parties, one of whom represents soldiers in a fort, the other being rebels. The soldiers after remaining in the fort or goal till the rebels have had time to get hidden, sally forth in search, leaving two or three of their number as guards. When a soldier sees a rebel he endeavors to touch him. If successful the two go to the fort where the rebel remains; the soldier however may go out again and assist in the capture of other rebels. When all are caught the sides reverse their positions and commence a new game. Should two, three or four, as may be determined upon beforehand, of the rebels get to the goal without being touched, all the hiders or rebels have the privilege of hiding again.

PULLAWAY OR BLACKMAN.—One player stands in the centre of the playground and calls out to the others who are at one side "Pum, Pum, Pullaway, if you don't come I'll take you away," or more simply, "Pullaway." Thereupon all rush to the opposite side, the centre player endeavoring to catch and tap three times upon the back as many as he can before they get across. Each player upon being caught helps to catch others. After a short interval "Pullaway" is again called, when all not yet caught must cross once more. Repeat till all are caught; the first caught is "it" for the next game.

In **BUCKLEY BAY** the players have to run across and back when "Pullaway" is called.

BROKEN DOWN TRADESMAN.—Two players step to one side, select any occupation or work, and come before the others, and represent their chosen work in pantomime. The rest continue guessing till some one guesses correctly. All his playmates now chase the fortunate guesser to a given point and back, striking him upon the back with their caps or handkerchiefs. He then chases a partner and they two become the performers. If boys and girls play this together it is usual for the boy to chase the girl as his partner, and *vice versa*. If a girl be the correct guesser she does not run; the partner she chooses suffers for her, or this part may be omitted altogether.

DRAWING THE OVEN.—One side seat themselves on the ground in a line, one behind the other, each clasping the preceding player around the chest; two of the opposite party take hold of the foremost sitter by both his hands and endeavor to detach him from the line by pulling vigorously. If they succeed they keep him; if not they agree to give up. In either case the pullers become the sitters. Alternate in this way till one side has all the players. Each in turn occupies the position of second player in the sitting row. If the front player thinks during the pull that he may be hurt, he says, "Give up," when the pullers cease and he joins their side. Should be played by boys of the same size only.

GUARDS.—After the sides have formed two hand-clasped lines facing the same direction, the front line or "Guards," send one of the members a few feet ahead of them. It is now the duty of the *end* players of the second line to touch the out-player, while the Guards endeavor to keep between him and these. The second line may rush through the Guards if they can, or divide into two parts and go around them, but they may not hold any player with their hands, nor may they touch the out-player till all their members are with hands clasped in one line. When they succeed in touching the out-player he joins them; if they give up they lose a member. The Guards may not divide nor may they hold any member with their hand. They may, however, resist the advance of the others by shoving against them. The out-player has few restrictions, except that they he may not run

out of the yard or bounds. The sides play at guarding and attacking alternately.

BULL IN THE RING.—The boys form a ring enclosing one player in the middle, who is the Bull. It is the part of the Bull to make a rush, break through the ring and escape, and the part of the boys who form the ring to prevent his doing so. When he succeeds in getting away he is pursued till caught, and the boy who seizes him first is the Bull when they return. The Bull may or may not go under the hands of the players in the ring as they previously agree upon. With a large circle it may also be played with two "Bulls."

PRISONERS' BASE.—One side occupies the base A., the other goes to B. The game is commenced by a player from A running as far as he dare towards B. When he has come near enough, a player from B rushes from his base and endeavors to touch him before he can get back to A. A partner of the first player next dashes out to capture the second. Another B player then comes out and so it goes on, each side sending as many as they please to take their opponents. A player cannot touch an opponent unless he left his base later than his opponent left his. If a player take a prisoner (touches an opponent), the prisoner goes to the jail

next his captor's base, and the captor retires to his own base, neither being liable to be touched on their way. A prisoner is released by being touched by one of his own side; a player cannot set out to rescue a prisoner till after the prisoner has arrived at the jail. Any player who can get in his opponent's base without being touched is allowed to remain there till he captures a prisoner, which he does by touching a player as he starts out or by running after one and touching him; but he cannot rescue a prisoner from his opponent's base. That side is victorious who have made all their opponents prisoners, or who have made so large a number prisoners that the remainder are unable to leave their base, thus blocking the game. It is also a game if a player takes possession of his opponent's base when they are all out of it.

In **PRISONER'S HATS, OR, CROWNED AND UNCROWNED** the bases, jails and mode of playing are similar to "Prisoner's Base." A player touched the first time gives up his hat, which is placed in the jail; if touched while hatless he stands behind his hat. An uncrowned, that is, hatless, player, may not touch an opponent, or re-take a prisoner; his only privilege is regaining his hat. A crowned player may take a prisoner, rescue a prisoner, or regain a fellow-player's hat; he may touch an uncrowned player at any time, regardless whether he left before or after the hatless one.

STAG IN THE MORN, OR WIDDY.—One end of the yard represents the home base. Some player who volunteers to be the "Widdy" goes to the base, clasps his hands in front, and giving a warning as, "I warn you all both great and small, if you don't watch I'll catch you all," rushes after and strives to touch one of the others. When successful the two return to the bounds, repeat the warning and pursue some other player. This is continued till are in the line. Whenever anyone is touched he and the Widdies make haste to get to their base as each has to carry home on his back any player who may catch him there. The end player only of this line may touch the out-players, and they need to be very watchful for the free players are always endeavoring to break the line, which compels the Widdies to retire to their base to reform, each carrying any player who catches him. Of course, if girls take part, the carrying is dropped from the game. If a large number are playing it is well after ten or twelve have been caught to divide into two lines.

DROP THE HANKERCHIEF.—The players clasp hands to form a circle facing inwardly. One takes a handkerchief in his hand, and running around the circle, drops it in his career behind some one. This person upon perceiving it, picks it up, and runs after the first player in the same direction. If he overtakes him before he reaches the pursuer's place the pursued player

is out of the game, and the second player proceeds to drop the handkerchief somewhere; if he does not touch him the first player occupies the vacant place, and the second player drops the handkerchief as before. If the second player does not see the handkerchief before the other has gone all around and picked it up again, he is out of the game, and the first drops the handkerchief elsewhere. If the circle is very large, two, or even three, handkerchiefs, may be in use at the same time by as many players.

ANOTHER WAY.—The first player may run under the raised arms of the other players, or in any direction in and about the circle, and must be followed in *all* his windings by the other who must pursue him till he touches him or gives up. In the latter case the pursued take the handkerchief again, and the pursued his former place. If successful, however, the pursuer has the handkerchief, and the other joins the circle.

I STOLE is a very simple game. Three, four, or more of the players are appointed policemen. The rest run about crying, "I stole," or, "I stole a pot of gold," while the policemen endeavor to seize and take some of them to jail, where they are guarded till all are captured. They may resist capture and escape from jail, if not guarded carefully. The woodshed or lobby serves as the jail.

FROG IN THE MIDDLE is another simple game. One player seated on the ground is surrounded by his comrades who pull and shove him until he can catch one of them; when the player so caught takes his place and is treated in like manner. As the players sport round the Frog they usually cry "Frog in the middle—can't catch me," though they occasionally find the last assertion to be a mistake.

FAST RUNNERS.—This game requires an odd number of players, who form a column of couples, all joining hands and all facing in the same direction. At the head of the column stands the odd player who is "it." At a signal from the leader the couple at the foot of the column divides, and the two players run on the outside of the column past the head where they go in different directions. The object of the game is for the leader to catch one of these players before they have time to join hands again. If the two players elude the leader, they join hands and stand at the head of the column; but if one is caught he is "it." In the former case the couple at the foot of the column run in the same way; in the latter, the first leader and the uncaught player join hands and stand at the head, the caught player becomes leader, and the last couple run as before.

HOPPING HATS.—The boys lay their hats in a line at intervals of about two feet. The first boy now hops on one foot over each hat till he reaches the end, when he turns and hops back in the same way. Then he hops halfway round each hat to the end and back, following this by hopping down one side and back the other. Next he must drop before his own hat (the first) on his two hands and one foot, seize it with his teeth, rise, and throw backwards over his head without touching it with his hands. He is now free, for the first time since standing, to place both feet on the ground and put on his hat. The player owning the second hat then hops, and so on till no hats are left. If a player touch a hat while hopping or fail in any other particular he must, at the close of the game, suffer some penalty, usually "running the gauntlet." The boys stand in a row with legs spread apart facing the same direction. The victim must crawl under these on hands and knees and each slaps him on the back with open hands as he passes.

THE FIRST QUALIFICATION.

"To know her is a liberal education," is perhaps the highest compliment ever paid to a cultured, refined and noble woman. There are persons whose very presence has in it an uplifting and ennobling power. There is a magic of manner, a subtle fitness of speech, which wins unconscious imitation from the beholder. How admirable would be the result if it were possible to place such a person in each of the schools of the state! How complete the revolution if every teacher possessed this almost irresistible charm! And reflection upon such an ideal may serve to impress upon us the fact that some things besides sufficient school knowledge and ability to keep order are of great importance in our teachers. By their presence they are daily forming young persons. Emerson says: "Man-

Special Papers.

THE IDEAL IN EDUCATION.*

BY W. J. PATTERSON, M.A., PRINCIPAL CARLETON PLACE
HIGH SCHOOL.

(Concluded).

The work of the teacher, however, is something more than merely educating minds in the normal condition. He is brought into contact with minds, in many respects already perverted. He is face to face with moral evil, with intellects enfeebled by hereditary taint or acquired vice, whether intellectual or moral. He is confronted by moral and intellectual inertia, yes, often by positive dislike to mental activity. Viewed in this light it becomes evident that the teacher must often arouse dormant faculties, stimulate sluggish activities and strive to produce in the youthful mind some desire toward and power of self-development. Dissatisfaction with present acquirements, and present state, coupled with a hopeful desire to reach a higher state, are the essentials to self-development. Above all else, the teacher should seek to arouse and perpetuate a healthy appetite for intellectual and moral food, an appetite that is invigorated by being satisfied with its proper food. This means that the child is to receive mental food as it receives nourishment for the body; it should be of the kind and quantity suited to its digestive powers. It should be eaten by the child, not crammed down its throat by its intellectual nurse. Here lies a most serious defect in present day methods of education. There is too much done for the child and too little done by the child. Our whole system of so-called scientific education is too often a huge effort to gorge the intellectual stomachs of our youth with book pabulum. They must eat *volens volens*, and little wonder that nausea and indigestion result. Such methods have led and are leading more and more to positive disgust at all mental food. In this fast and intensely practical age, men try to bolt their food, both physical and intellectual, and when they have time to take any interest in the intellectual welfare of their children, it is usually to applaud the gulping feats of the so-called clever ones. Our whole system of education from start to finish, from infant class to the Provincial University, is a huge, complex, cramming machine, with slight variations according as the teacher has, or has not, much originality of thought and independence of method. One is strongly reminded of the French method of fattening ducks for the market. Tied upon its back, the devoted duck has its food forced down its throat by the attendant, and outraged nature is left to do the rest. The universally adopted system of grading pupils by their ability to pass formal examinations has called forth, encouraged, and intensified the evils of cram. I do not say that formal examinations are useless, but I do unhesitatingly say that too much importance is attached to the result of such examinations. Further, I claim they never were and never can be a safe and fair method of testing culture and ability. In too many cases they are the huge Moloch to whom our brightest children are sacrificed. But there are indications that the day of better things is dawning. The remonstrances that come from thinking men and women all over the country, give promise that the gods may be moved to ordain better things for poor struggling aspirants after professional distinction in rational pathways. I am well aware that much of the evil of any system may be traced to the manner in which the regulations are carried out by the teacher. The mere mechanic soon intensifies all the evils of machine government; but by far the greater number of our teachers in the higher departments of school work are far removed from being mechanics in their ideas, yet are, to a great extent, so under control of the machine that they must move as part of it, or be crushed by it. And it is just in the higher departments of education work that the evils of cram and exam. are most manifest. Where originality should be encouraged, it is ruthlessly crushed out by a stereotyped system. We learn to do by doing. The teacher's work is to awaken, to stimulate, to encourage, to guide thought, speech and action, but never to think, speak and act for the pupil. As much as possible the teacher is to exert his influence so that the pupil is not directly made aware of that influence.

*A paper read before the Lanark County Teachers' Institute.

ners are very communicable; men catch them from each other. Consuelo in the romance, boasts of the lessons she has given the nobles in manners, on the stage; and, in real life. Talma taught Napoleon the arts of behavior. There are certain manners which are learned in good society, of that force that, if a person have them, he or she must be considered, and is everywhere welcome, though without beauty, or wealth, or genius. Give a boy address and accomplishments, and you give him the mastery of palaces and fortunes where he goes." It may be, therefore, that John Locke was not far wrong when, in enumerating the qualifications of a tutor, he put first good manners, and second knowledge of the world, and last some acquaintance with books.

But manners must be taken in a true sense. They are not mere bows and smiles. They embrace indeed the way of carrying one's self and of greeting others, but also include the dress, the speech, the sympathetic tact which appreciates and helps others. An educated man who dresses slouchingly is out of place in the school room. He may understand geometry, but he is not a proper teacher of youth. One who is as surly as a bear may be called a good disciplinarian, but he is not fitted to do school work. A tart, unkind tongue is a serious disqualification. A woman who is precise and angular in her movements, censorious in her remarks, given to scolding or fretting, or lacking in cheerful frankness and kindly sympathy, is more seriously disqualified for school teaching than one who simply fails in an examination in arithmetic. Our technical tests of qualification are confessedly inadequate. An examiner's certificate covers but a minor part of the requisitions, and the school director was right who refused to employ any one whom he had not seen. The director's eye could quickly detect what the official examiner had no authority to pass upon. In the school room we want only those whose good breeding is so complete that they never forget it in their intercourse with young people.—S. in *Wisconsin Journal of Education*.

TEN "DON'TS" FOR TALKERS.

BY C.

1. Don't say *real* for *very*; as *real* glad, *real* sorry. *Real* is not an adverb, but an adjective.
2. Don't, in expressing dislike, say you do not "care for" anything. "Not to care" means to be indifferent.
3. Don't say you have "sampled" some new thing you have been trying. Find a suitable word to express the action.
4. Don't say you have been "pricing" the goods when you have merely inquired their price. To price goods, *i.e.*, to decide the price, is the work of the dealer—it is not required of customers.
5. Don't affect Britishisms; as, "very pleased," "very tiring," "awfully nice." Remember that an error in grammar is no less an error for being brought "from over the seas."
6. Don't say you "attended" a party, a wedding, a funeral, or any such special occasion; unless you were there in some official capacity, it is enough to say that you "went."
7. Don't say of a person or thing that is distasteful, "I don't appreciate" him, her, or it. It may be that is just what you do. To appreciate anything is to rate it at its true value (Latin, *ad pretium*).
8. Don't use slang, unless *very* sparingly. It is true that some phrases are so expressive that they have made their way into society that once scorned them. But it is not a safe habit to adopt many of the cant phrases of the day. Surely a refined young lady should be able to tell where she found some desirable dress goods without saying that she "struck" it at Jordan & Marsh's, or regret having inadvertently given information without asserting that she "gave herself away." "Be thou familiar, but by no means vulgar."
9. Don't say, "Is it good?" when you wish to inquire concerning a book whether it is interesting, amusing, popular, or profitable. It may have three of the above-named qualities without being "good." Select the adjective which expresses what you mean. In short.
10. Don't take a few words and use them till they lose all expressiveness, calling everything worthy of commendation "splendid," and everything unworthy "horrid." Enrich your vocabulary, and make your conversation graceful by using words appropriate to the subject.—*Journal of Education*.

Let the teacher stand behind the screens, watching all movement of thought, and guiding it, but never unnecessarily interfering with it. The ideal being mental growth and not to get through an examination, that growth will not be rudely disturbed by impatient haste. We may raise greens and the various kinds of vegetables in hot-beds, but we cannot ripen the hardy cereals there. They must have their appointed seasons and be ripened in nature's own way.

I have already said that the living teacher is necessarily the soul of every system of education. All special methods are but subsidiary to the teacher. They will prove beneficial only in proportion as they are subordinated to and vitalized by his personality. A teacher should be master of all methods but servant to none. Better a defective method with a big soul and clear head directing it than a most finished method in the hand of a mere mechanical novice. In the intellectual, as in the moral universe, it is the spirit that quickens, the mere letter is life-destroying in its action. The one great essential of every method is naturalness, and this applies not to the method in the abstract, but to the method as applied by the teacher. Let the teacher be natural in teaching. This involves four things, namely:—first, know the mental standing of your pupils; second, build on their knowledge, not on yours; third, lead out rather than drive in; and fourth, hold fast the ground gained by constant exercise. Just here one might write a book the field of thought is so wide, but I confine myself to a few general remarks. The teacher should combine cheerfulness with firmness and dignity of manner in teaching. This is essential to proper discipline, for I hold that discipline is a question of the teacher's whole conduct. It is the whole man or woman that governs. If the general conduct, the teaching conduct of the teacher is a discipline there will be very little need for special discipline. The teacher should have the pupil's mental field of vision before his own mind so that he may appreciate a difficulty and be able to guide to a solution, if not now, yet at some future time. He should ever keep in mind the necessity there is for co-ordinating the pupil's knowledge, connecting it, supplying missing links, organizing the *disjecta membra* of isolated facts into a living whole, clothing it with forms of beauty and investing it with interest. He should ever be in sympathy with life and its affairs, so that he may weave the pupil's school consciousness into his life consciousness thus building up one great harmony. When the mind is awakening to a consciousness of its powers and the possibilities that lie before it, then should it be led to recognize the dignity and beauty of a life conformed to reason's highest laws.

In the early period of school life the faculty of observation should be largely cultivated. It is during this period the human soul most readily and vividly grasps and retains isolated facts. But this isolation is not absolute, there is a semi-dormant or rather imperfectly organized, consciousness of a great general law underlying all phenomena revealed in the child's "why," addressed to those about it. Every one acquainted with children's ways knows the difficulty of answering these "whys?" They are the questionings of an immortal spirit that perplex the profoundest philosophers, and in fact are the profoundest of all philosophies, the philosophy of life. Now some means of affording children the best, if not a sufficient answer to these questions, has long been sought. Froebel's system of Kindergarten is an attempt to furnish children with the means of answering these "whys" for themselves, by setting them to work to observe nature working under their own hands and eyes. For it must be recognized that often the best answer to a question is but the re-stating of the question in a higher form. So by a process of securing partial answers to our questions we arrive at the highest form of the question. Thus the human mind grows to a consciousness of its own power and limitations. But just in proportion to this scientific subtlety of a process is there danger of its failure to secure its promised end when left to be applied by the mere mechanic. Moreover there is positive danger of inducing mental paralysis and decrepitude if the Kindergarten methods are applied unskillfully. They are intended to afford a stimulus to the questions of the intellect and an encouragement to finding the answers to those questions in the material in hand. The skilful teacher will use the method to assist the pupil in rising from the consciousness of a particular fact of the conscious-

ness of that fact in its most universal forms, for that is just the meaning of the "why" that so frequently issues from children's lips. Anything, therefore, that discourages or gives false satisfaction to these questionings is simply taking the intellectual life of the child away. The result of intellectual effort must ever stand as its highest reward, and the answer of the soul's questionings must ever stand as the only enduring reward for the gain of seeking for and waiting for the answer. This the teacher should seek to enforce, not as a dry word maxim but as a living principle in action, yielding its own justification in the happy experience in the pupil. Every system that facilitates the process of education is to that extent a boon. But no system of education can relieve the pupil from the necessity for effort. All it can do is to encourage and reward effort. There is danger that the Kindergarten may be prevented in use to simply making the school life more agreeable. If it encourages the tendency to overlook the great aim in school life, to fit men for the life of citizens, if it is made to weaken the feeling of necessity for effort and self-control, it will prove a curse rather than a blessing. It is not what we know, but what we are that makes or mars our life. There is danger, too, that the Kindergarten may tend to encourage a state of affairs already to some extent too prevalent.

It has recently been urged that our Public Schools are not doing as good work as they did years ago, under much less favorable circumstances, and to this charge I am in some measure disposed to yield assent. The reason appears evident, also, for at the present time a premium is put upon special ability for cramming, in teaching so closely to a certain line, that a certain desired result may be attained. This result may be either a promotion examination passed, or an entrance examination passed. Pupils are hurried along so rapidly from form to form, that while they know in a general way how to do the prescribed work of those forms, they rarely acquire any great facility in doing it. It is no uncommon thing to find pupils in the High Schools performing operations in division by a single digit, by the cumbersome process of long division; and to be unacquainted with the simplest methods of abbreviating work, and the most elementary properties of numbers. It is nothing uncommon to find them ignorant of the distinction between odd and even numbers. In general it is my experience that pupils require to be taught all the elements of mathematics over again before they are prepared to take up High School work intelligently. This should not be. Pupils entering the High School should be expert and accurate in the mechanical processes of mathematics. What boys and girls have done they can do again, and they can do it now, if more attention be given to education and less to preparing for a set examination. Facility in the mechanical operations can and will come, in nearly every case, with intelligent exercise continued for a sufficient length of time. Drive less, lead more; talk less, teach more; do less, get more done; take fewer mental excursions with pupils seated snugly in spring-cushioned vehicles, and more pedestrian rambles with eyes and ears open to heaven's light and sound, and hands and feet at work grasping and appropriating our other self in the world around us. For any sake don't take a child out of the world to educate him. He was born into the world to be educated in it, and nature is his other self. Too often our school-room knowledge is so little related to our home life knowledge, that the child never discovers any connection between the two till the day of his death. What is the secret of the opposition there is to-day to our school system? Is it not that people do not understand the use of schools, and little wonder, since the schools and school-teachers are too often out of sympathy with the people and their homes, and their needs and sympathies. The teacher ignores the home life, because the home ignores the teacher's life, and *vice versa*. We need more thoroughness, more sympathy with life, more value set upon culture and character. If we are careful about what we seek to make our boys and girls, they will take care of the examination in due time. If the Kindergarten can be used to make the school-room more like nature's great school; if it leads the teacher to see that the child is to be educated to *live*, not simply to *pass examinations*, then its advent will be a boon of inestimable value. If it can be made a means of cultivating love for the beautiful and orderly; if it serves to recommend truth and beauty for their own sake, as well as for

their legitimate rewards, then let us give it a trial, for with all our boasted intelligence, we are yet far from being a highly civilized people, as a whole. The grace and sweetness of life seem banished from our school-rooms at times, and chaos reigns in all its uncouth ugliness. That sense of decency and decorum that should characterize an intelligent and free people, seems strikingly absent at times. Not only is there no love for the beautiful, but there seems to be no sense of beauty. This is a serious defect in character, and is fraught with danger to the individual, and to the state. May it not be that the desolate and unartistic surroundings of some of our school buildings, their internal discomfort and lack of adornment, and the manifest absence of everything that could possibly be mistaken for a work of art, has something to do with the absence of the sense of beauty and decorum on the part of so many pupils. If men live in a desert the greater part of their time, they soon become fit to inhabit only a desert. How must it be with susceptible youth in relation to their environment? There is a subtle and unanalyzable influence in beautiful surroundings. They furnish a standing rebuke to deformity in character and conduct, and are the surest guarantee of their own preservation. They exercise a remarkable influence over the character of youth, and impress their beauty upon those who behold them. But barren desolation and uncouth ugliness have never commanded the love and respect of men, while the feeling of dread, which these at first inspire, soon gives place to that of graceless contempt. We learn by example. If truth is beautiful, if knowledge makes men wiser, why should not the paths of truth have beautiful surroundings, and the gateways of knowledge proclaim that wisdom to those who enter its sacred precincts. Pearls are appropriately set in gold, and crowns on royal heads; should not the priceless pearl of truth and the crown of wisdom have their appropriate setting?

I have not in the foregoing considerations made any special reference to the moral education of youth, for, as may be gathered from what I have said, I regard this as the ultimate end of all the educational process. With Tennyson I would say:

"Let knowledge grow from more to more,
But more of reverence in us dwell;
That mind and soul, according well,
May make one music as before."

Standing in full view of the great task set us as teachers, seeing more clearly than ever the difficulties with which that task bristles, and deeply sensible of our weakness and imperfections, we feel like exclaiming, "Who is sufficient for these things?" Surely none of us! And yet we must remember it is not what we accomplish so much as what we faithfully attempt that gives value to our life. Again with Tennyson I would say:

"I hold it truth with him who sings
To one clear harp with divers tones,
That men may rise on stepping-stones
Of their dead selves to higher things."

Let us not shrink from the task assigned, but in faith, hope and love begin laying all the powers of nature and graces of art under tribute to its accomplishment. Drawing our inspiration from the Eternal, let our prayer ever be in the sublime language of Milton:

"And chiefly Thou, O Spirit, that dost prefer
Before all temples the upright heart and pure,
Instruct me for Thou knowest
What in me is dark;
Illumine; what is low raise and support;
That to the height of this great argument
I may assert eternal Providence,
And justify the ways of God to men."

Those who bring sunshine to others cannot keep it from themselves.—*Barrie*.

The grammatical correctness which you know how to put into the construction of your sentence, is directly related to the logic which governs your judgment and reasoning.—*Compayre*.

It is an indisputable truth, even with the best endowments, that it requires a life of constant, untiring labor to become a good teacher, and to remain one.—*Diesterweg*.

"BETTER not be at all than not be noble."

Correspondence.

THE WHISPERING QUESTION.

(Continued.)

W. T. MOORE, Principal Cookstown Public School: "In THE JOURNAL of May 1st you have an article on "Whispering," and you invite the expression of opinion thereon. My opinion is entirely in favor of its absence. Whispering will lead to half audible talking and smothered laughing, very much to the annoyance of the studiously inclined, as well as of the teacher. When whispering is allowed at all no limit can be fixed, and some pupils are continually exceeding the necessary amount. If all pupils could be trusted to speak only on important and necessary matters, then whispering would be helpful, but every teacher knows that in a school of say, fifty pupils, half a dozen at least will be found, whose only code of honor is *not to be caught*. There is not much use in condemning a practice unless an improved one is suggested. After many years' trial in both ungraded and graded schools I have found the following to work well: As soon as the opening exercises are over, let the teacher say, 'Any questions to ask?' At the same time let him walk around the room, for it will cause less confusion for the teacher to walk to all pupils than to have fifteen or twenty pupils coming to him. In the few minutes in which the teacher is walking, hearing and answering questions, the pupils may be asking one another questions, getting slates or books ready, looking up a word in the dictionary, or any other necessary duty of that nature. In about two minutes the teacher can return to his desk, all questions answered, and all should be able to settle down to work without the necessity of whispering. Let the same plan be followed after opening at one, as well as after both recesses. Still there will be pupils who will whisper, and what shall be done with them? I have in my school monthly examinations, and each time a pupil is punished for whispering two marks are counted off the month's total. An account of these marks is kept in a book for the purpose. The names of all pupils are arranged alphabetically and at four o'clock the teacher asks those who have been whispering during the day to stand up, and a mark is then put opposite their names. But the plan may be considered burdensome and having a great deal of machinery about it and time spent over it. A fair trial will show that six or eight minutes a week will cover all the time spent, but not lost, in connection with it. Neither will it encourage deceit, for the pupils are not watched by the teacher, and if a person talks he has to talk to some person, who would be aware of the deceitful effort, consequently it would not be apt to be tried. During the month of April, in a room having an average attendance of fifty-four, only eighteen marks were given for whispering. I hope that other teachers may submit their plans as I am always willing to give up a good thing for a better. I notice that you have asked for a plan suitable for ungraded schools. This plan was adopted with success in ungraded schools and worked just as well there as in a graded school.

FRED. BROWNSCOMBE, Petrolia.—Answering your request in the JOURNAL of May 1st, I think we should insist on the entire suppression of freedom and activity of any kind; not only whispering, but all attempts at expression of the social instinct. The persons who advocate the toleration of these things are the Kindergarteners, the followers of Froebel, whose pernicious teachings were suppressed by the Prussian Government, and who was, by the people of the village to which he retired for a time, commonly termed "the old fool," proof positive of his imbecility.

These Kindergarteners tell us that the child is a poet, that his fanciful imaginings are beautiful, that his activities should be allowed full scope, that his desire for fellowship should be gratified, that his school-days should be pleasant and happy. A Kindergarten is entirely unorthodox as a school; conversation with teachers and one another is almost unrestricted. These persons further advise us that the meeting of the little ones should be a veritable "child-garden"

where in the sunny warmth of human sympathy, the tender buds may freely develop in beauty and fragrance. This is of course all bosh. Those of us who believe in Original Sin and Total Depravity know that wickedness lies in the laugh of a child and evil in his shout of joy. He should be sent to school in a sedan chair and while there be compelled to sit with mathematical precision. He should turn neither to right nor left, should have all his childish longings and fancies suppressed (*a la Gradgrind*), and his first little attempt at intercourse with his companions promptly crushed, for the social instinct is implanted in us by nature and is therefore evil. When he becomes an automaton, regulated by taps on a bell, regardless of all things but *m-a-t* and 1 and 1 are 2, we may point to him with satisfaction as showing how thoroughly we have inculcated self-control. This course persisted in, the finished product will be an illustrious example of the artificial stupidity so desirable in education.

A very grievous result of allowing communication arises from the fact that children may help one another. This is an exceedingly improper and absurd thing, taught only in the ethical systems of Buddha, Jesus, and other visionaries. It is alien to the spirit of the schools, besides being highly inconvenient. For its suppression and that of whispering also, the ingenious marking system has been devised, in which conduct and progress are estimated with great accuracy by the number of marks obtained. For conduct, the usual method is for the pupil to report at the close of the day how many times he has whispered and a corresponding number of marks is deducted. As is easily seen, this greatly increases the tendency to truthfulness. Then again a pupil will not help another lest that other should obtain a few more marks; each will also rejoice in the failure of another. By this means, hatred, envy, malice in different degrees, and kindred virtues are destroyed, the system having an additional value from the probability of the child's character being affected for all time.

If conversation be allowed there is likely to be more or less laughter; indeed I know of cases where the teacher upon hearing some of his pupils laughing has inquired the cause, and has so far forgotten his dignity as to laugh himself, if the occurrence were humorous, thus helping to make the school a place of pleasure instead of a solemn preparation for the stern duties of life.

Again, conversation during school hours is an evidence of considerable freedom on the part of the pupils, a state of things incongruous in a democratic country like ours.

In schools carried on successfully where whispering is allowed, there exists a kindly feeling, reciprocal between teacher and pupils. The teacher's heart throbs in unison with the hearts of his pupils, is heavy with their sorrows and thrilled with their joys. This is intolerable, as it shows the teacher to be purely human, and detracts from his dignity as a perambulating encyclopædia.

JAMES SHAW, KEMBLE.—Whispering should be reduced to a minimum. I aim at its complete extinction, because it is a foe to concentration of thought, the whisperer, the whispered to, the school generally, and the teacher all being affected. There may be reason to whisper sometimes, but these times, if proper forethought were exercised, would be very rare. Whispering is contagious, and unchecked would follow forbidden lines, and assume forbidden dimensions. Prevention of whispering is a discipline in self-control and forethought. To prevent whispering (1) Keep all constantly employed, mentally and manually. (2) Give proper rotation of studies, and plenty of outdoor recreation. The younger the pupil the shorter the study hour. (3) Be reasonable—act squarely with your pupils. Be pleasant, reprove kindly; they can appreciate it. A composition on the evil effects of whispering may do good. (4) Mark

cases of audible or visible whispering. Loud studying, note-writing, signalling, etc., come under much the same head. (5) It is of primary importance to have the co-operation of your pupils in this matter. They will take a pride in keeping things orderly. (6) A motto. (7) Have experience meetings of your larger pupils occasionally. (8) Form an anti-whisper society if you are good at that kind of thing. But first of all, be sure you give every pupil a thorough chance to keep from whispering by keeping all busy.

A. C. PRATT, DELMER.—I believe in having no whispering in school, and I carry this belief into practice in my school. I use the daily marking system, and I find it works admirably. Not only does it relieve the teacher of a great deal of the responsibility of government, but it also acts as a splendid means for the moral training of the pupil. In my school, with an average of over forty, I have many pupils who never talk from one month to another, and I may say that the pupils are all in favor of the system which forbids their talking.

L. E. HUNTSMAN, TINTERN.—The regulation which suits me best in regard to whispering in an ungraded school, is as follows: "All whispering and communication prohibited while teaching a class, or during a recitation. On dismissal of class, and while school is changing work, whispering is allowed, i.e., about every 15 or 20 minutes." This produces a quiet school, and still allows ample time for talking.

A TEACHER, HURON CO.—This is a matter in which I am deeply interested, and on which I have often debated in my own mind, particularly after becoming acquainted with the discipline of the Model and Normal schools. As the result I have concluded that total prohibition in that line is unnecessary and impracticable. To make that a law, irrevocable as the laws of the Medes and Persians, on first taking charge of a school, is foolish, because it will be obeyed only through fear if at all. There must be an education, a leading up to that point. There must be a steady march to the goal of silence, not a leap. To say "Thou shalt not once whisper," is requiring of the pupils in a great many cases an impossibility. Besides I think the restriction is liable to lead to a certain amount of dishonesty; pupils knowingly breaking the laws without detection. The secret is to keep the children so busy and interested that they will have no time to waste in whispering except in cases of necessity. In my school I find that whenever the order becomes other than perfect, the fault generally lies with myself. I have failed to supply them with work on which to expend their surplus energy and vivacity.

W. L. DIXON, BUNESSAN, ONT.—I disapprove of all whispering except by special permission. By putting offenders to a slight but sure inconvenience, I help them to resist temptation. Before dismissing for a five minute recess at the end of each hour, I say "All who have talked come forward." These copy writing from the board for about two minutes are then dismissed too. Pupils are expected to refrain from talking, and any who transgress twice or thrice in succession (and such are few) are detained the whole intermission; also any who allow themselves to be called personally before they come forward. An ungraded school is much more easily kept in order by having two intermissions each half day. The frequent change prevents restlessness. My method helps pupils to form correct habits, resist temptation, and attend to business, and thus relieves the teacher of much annoyance. The pupils work should be made as interesting as possible; also the teacher should appeal to their sense of what is right and honorable at all times.

M. JENNIE O'HARA, TOLEDO.—I think there should be no whispering in an ungraded school. If whispering is allowed, many of the pupils, (especially the younger ones), will mis-employ their time, or will not do independent work. In

my school I give ten credit marks to each child who does not whisper during the day. When four o'clock comes I have them stand up if they have not whispered. I think it trains them to habits of self-control by guarding their tongues. Then they are their own accusers, and they learn to work even when they think they may not be noticed. These marks are published in our local papers.

THE FIFTH CLASS IN THE PUBLIC SCHOOLS.

To the Editor of the EDUCATIONAL JOURNAL:

DEAR SIR,—Almost the sole argument for the High School contention that the Fifth Class belongs properly to the High School and not to the Public School, or else belongs *nowhere*, is a most fallacious one, viz., "That third class teachers are incompetent to teach a 5th class— that even second class teachers are incompetent to do so without neglecting the other classes— that in order to have a 5th class in a rural school a high grade teacher must be employed or an extra teacher hired, and Trustees thereby put to great expense." And we are generally let down with this very tender and feeling bit of commiseration—"It would be a grand thing for the Public Schools to have a 5th class if only this matter of extra cost could be got over." I assert that this argument is fallacious—that it is not true. There is not a single word of truth in it. Third Class teachers are competent to teach a fifth class. Every Public School Inspector in the Province knows this to be true. Every Public School Teacher knows it. I have no teacher in my Inspectorate holding a Provincial Certificate either 3rd or 2nd class who is not competent to teach a 5th class, and to teach it without neglecting the other classes. Every Public School Inspector in the Province has done it himself and sees it done constantly. Allow me to ask what a fifth class really is? *It is nothing in the world but a Fourth Class with a little bookkeeping added!* If Third Class Teachers were incompetent for the work it would be a disgrace to the High Schools that prepared them and to the Model Schools that trained them. But they are not incompetent. Neither are they incompetent to teach a 5th class if some Algebra and Euclid were added, which everybody knows should be done.

Yours truly,

H. REAZIN.

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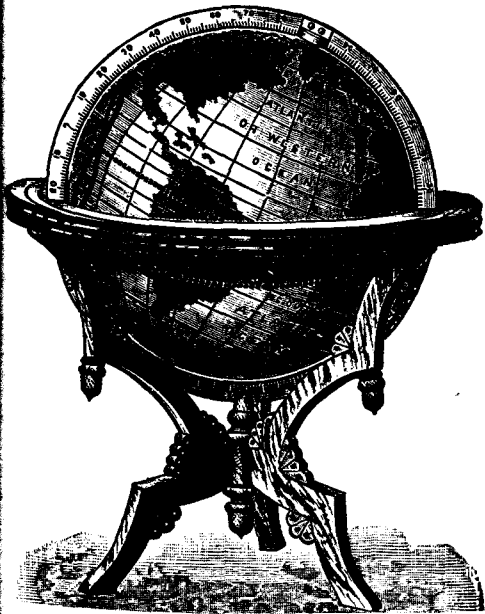
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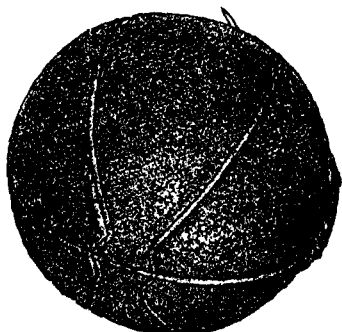
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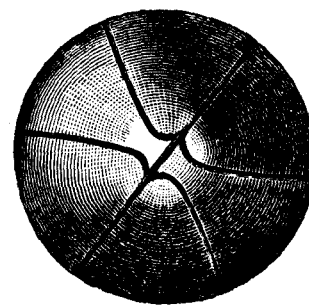
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