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Editorial Notes.

IN answer to repeated requests for the publication of the literature selections for entrance examinations in December, we wish to explain that the selections, that is to say those of them which are to be new, have not yet been announced by the Education Department. On inquiry we are informed that the announcement will be made in July or August. We will publish the list as soon as it is known. As the inquirers are, no doubt, aware, a part of the selections will be the same as those for the July examinations, but these are indicated on the old lists.

"SUMMER TOURS" is the title of a neatly printed pamphlet of more than two hundred pages, issued by the Passenger Department of the Canadian Pacific Railway. It contains detailed information in regard to the many attractive tours now offered by this great railway to summer tourists. The descriptions of the course and scenery of the various routes are very full and copiously illustrated. A copy can be had free on application to any agent of the company, or by post, on enclosing a two-cent stamp to W. R. Callaway, District Passenger Agent's office, 118 King street west, Toronto.

AN anonymous critic, probably a teacher, writes to a prominent daily criticising in scathing terms the staff and work of the Toronto Normal School. We hear from time to time of a good deal of fault-finding of a similar underground kind. It is a pity, if there is any basis for unfavorable criticism, that no one has the courage to come out with it in a manly, above-board fashion. Neither the Minister of Education nor any one else can have any interest in maintaining inefficient Normal Schools. If there are serious deficiencies it would be a service to the Department and to the public to have them exposed. If not, these anonymous charges are reprehensible and cowardly.

THE two new books issued by the publishers of the JOURNAL are fast becoming favorites with the teachers. They are *Practical Problems* (700 exercises) in *Arithmetic*, and *One Hundred Lessons* (400 exercises) in *English Composition*. These are distinctively teachers' books, designed to assist by furnishing properly graded exercises in their respective subjects. Why a teacher should spend his time and waste his energies in devising problems and exercises in these subjects, when he can have books giving him all he requires for

so small a figure, it would be difficult to explain. A teacher's time and effort are too valuable for such waste. Send 25 cents to Grip Printing & Publishing Co., 26 Front street west, Toronto, and get a copy of either of these books. Or, to be well furnished for exercises in these subjects, order them both.

School Work and Play for June 21st., will be mailed on Monday. This will be the last issue of the paper before the holidays, and when the children get back to work they will find their welcome visitor as full of interest and amusement as ever. A large increase to the list of subscribers is expected as the result of the competition for prizes for canvassing; and the publishers trust that their friends of the teaching profession are giving the canvassers all the assistance and encouragement in their power. It is believed that the results of this holiday canvass will determine whether such a paper as *School Work and Play* is to be made a financial success. Everybody admits that it is worthy of patronage, its readers unreservedly declare that they like it, and the only remaining question is as to the number of such readers it shall have.

A VOLUMINOUS discussion has been going on in the columns of the *Walkerton Herald* and *Kincardine Review* on the question of the relative merits of the Public schools of the two places, as indicated by the results of the entrance examinations. Some of the articles have been sent us for comment. We confess that we attach little importance to the results of these examinations as tests of the respective merits of—we were about to say "rival" schools, but we hope there is no real rivalry, however much of friendly emulation there may be in such cases—neighboring schools. There are many modifying circumstances that cannot be taken into the account in such comparisons, and many excellencies and defects of the utmost importance in schools that cannot be shown by the results of any examination. We are inclined to think that the too prevalent custom of estimating the merits of schools by the entrance examinations, or any other examinations, is injurious. In England, where, under the old code, payment by result of the Departmental examinations has long been in vogue, the voice of almost the whole fraternity of educators has been lifted up against the system. In Canada the entrance examinations serve a good and necessary end, but their value for purposes of comparison is easily over-estimated.

WE should like much to hear the opinions of High school masters and other educators as to the need or otherwise of a change in the method and standard of the matriculation examination in the Provincial University, and also as to the feasibility of Professor Dupuis' suggestion.

THAT is a suggestive hint thrown out by "Bebe" in another column to the effect that the teacher and the parent are working for the same object and should find opportunities for becoming acquainted with and understanding each other in order that their efforts may be harmonious. Intelligent and cordial co-operation between parent and teacher would solve many of the knottiest problems of school discipline, and would go far towards relieving the work of the teacher in this respect of much of its irksomeness.

AN Act has been passed by the Ohio State Legislature making it unlawful for a local director or a member of a board of education to vote for or participate in the employing of a son, daughter, brother, or sister as teacher. The other members of the Board may contract with such persons, but the father or brother who is a member of the board must not take part in any way in making the contract. We do not know whether there is any need for such a provision in the Ontario School law.

"NOTHING arouses a child from stupor so readily and effectually as laughter," said an old teacher. "When my pupils grow stupid from study I relate a brief anecdote, give them a chance to laugh, then all go to work again."—*Exchange*.

That old teacher was a philosopher. His prescription is excellent. Have you ever tried it? If not, the next afternoon when the spirit of dullness or perversity seems to have entered into the school, and everything is going wrong, just try the effect of a little break, such as the reading or telling of some harmless and really amusing incident or joke, whose point may be readily seen by the pupils. Let them have their hearty, but not boisterous laugh. Then to work again. The effect will be magical.

A SPECIAL correspondent of the *Mail* has been visiting the French schools in Prescott and Russell, about which so much is being said, and is publishing the results of his observations in a series of interesting letters. It is but fair, however, to suspend judgment until the report of the special commissioners sent out by the Government is made public. Then the very hard question will arise, What is to be done? It is one thing to discover a state of affairs which we could well wish otherwise; it is quite another to make any radical change in such a state of affairs without doing more harm than good, and perhaps doing positive injustice at the same time. We shall wait to see what the commissioners recommend.

WHY is it that so many of our younger correspondents and some of the older are so prone to confuse the meanings of *will* and *shall*, *would*

and *should*, especially in connection with the first person? They are continually declaring purpose or resolution in respect to matters which are in no way dependent upon their wills, and, on the other hand, uttering predictions when they mean to declare purpose. We frequently give exercises to aid in making these nice but important distinctions. No doubt they are generally well enough understood, but the force of old habit reasserts itself. It is well, even in comparatively trivial matters, to avoid incurring the self-condemnation of Horace, "I see and approve the better, I follow the worse."

READ Miss Bayne's paper on "Teaching History." It contains some suggestions which, if rightly used, will be very helpful to many young teachers who may now find it difficult to make the subject interesting. Miss Bayne's idea of a series of text-books arranged and graded to suit the age and mental advancement of the pupils is sound. That would be, as she says, following rational principles. In the absence of such a series, the teacher must fall back on his own resources to supply the deficiency. The necessity for keeping the number and cost of text-books within the narrowest possible limits is a serious hindrance to the best work in the school-room. Hence there is all the more need that the teacher should have knowledge and skill to supply the deficiency as far as possible.

VICE-CHANCELLOR MULOCK took occasion in his Convocation address to refer to the addresses in which Dr. Grant, the Principal of Queen's, has recently criticised the action, or rather inaction, of the Senate of Toronto University in the matter of matriculation examinations. Mr. Mulock made no allusion to Dr. Grant's charge of discourtesy on the part of the Senate of Toronto University, in not vouchsafing an answer to a respectful communication from Queen's. It now appears that the same unhandsome reticence was practiced towards Trinity and Victoria. Vice-Chancellor Mulock intimates that compliance with Principal Grant's proposal that the universities of the Province should agree upon some common scheme for prescribing and conducting the initial university examinations could not be thought of, for that would result in placing a large part of the public education of the country "under denominational control." Probably he would regard the same objection as holding good against Professor Dupuis' scheme of a final High School examination under a representative board, though he is not quite clear upon this point. A large part of Mr. Mulock's address was devoted to an elaborate statement of the results of an experiment in Parkdale High School, the general aim being to depreciate and disparage the matriculation examinations at Queen's. This does not prove that twenty-five per cent. is not an absurdly low *minimum* for admission at Toronto, and it does seem to us a little *infra dignitatem*. Dr. Grant promises a reply soon, after which we may return to the subject.

Educational Thought.

THE teacher who does not step before his classes with a feeling of keen pleasure that the recitation is at hand—who does not fairly exult at the prospect of the work before him—makes a mistake in teaching at all.—*Central School Journal*.

THE one serviceable, safe, certain, remunerative, attainable quality in every study and every pursuit is the quality of attention. My own invention or imagination, such as it is, I can most truthfully assure you, would never have served me as it has but for the habit of common-place, humble, patient, daily toiling, drudging attention.—*Dickens*.

THE influence of good discipline will be felt throughout all after-life. Many children are under little or no parental restraint, and hence the greater necessity for strong and prompt discipline in school. Parents from indifference or want of judgment often exercise no control over their children, and whatever of submission to authority they learn must come from the teacher or from fear of punishment by the law. With the boy or girl who has learned obedience the law will have little to do. We, as teachers, have much reason to care for the discipline of a pupil from a civil standpoint.—*Cravens*.

CHILDREN are very much what their teachers make them. I find plenty of deleterious and detestable influences at work, but they are influences of journalism in one place, in another influences of politicians, in some places both the one and the other; they are not influences of teachers. The influence of the elementary teacher, so far as my observation extends, is for good; it helps morality and virtue. I do not give the teacher too much praise for this; the child in his hands so appeals to his conscience, his responsibility is so direct and palpable. But the fact is none the less consoling, and the fact is, I believe, as I have stated it.—*Matthew Hall*.

CHARACTER is never formed by removing opportunities either of evil or good. You must lead children to do right in the face of wrong as well as beyond it; and have them do it every time, not because it is easy, but because they choose to do it. The development of the will-power in the right direction is the highest and best work we can require of the teachers. What can they do? Tell me what a boy is interested in, and how he spends his leisure hours, and I will generally determine to you his character. Because I believe this, I urge the teachers to interest their pupils in the facts and forms of Nature, in science and art, and to lead them to discover the pure and the good in every school task, and in all their lessons, and to form in each pupil, as far as possible, proper habits of reading, and thinking, and studying.—*Hall*.

"THOROUGHNESS is all right to talk about, but there is nothing that has been thoroughly done in this world, and it will be a good many years before anything will be thoroughly done. Talk about absolute thoroughness! It is nonsense! We may attain unto it as we attain unto perfection, but we might as well attempt to shoot the moon as to reach thoroughness or perfection in this world." Our author, in the exchange quoted, means all right but does not know how to express himself. He says, "There is no place in the world for smatterers who know a little of everything under the sun." Is this not what our school system is promoting? Is there a single college graduate who knows thoroughly anything that he has studied in his college course? Take Latin, which the average college student studies seven solid years. What does he know when he gets through? Can he talk it? Can he even read an author which he has never before seen, with any degree of fluency and acceptability? Then take mathematics. How many students are thorough in it? We venture that the roll call of college graduates who could be counted thorough in mathematics would be called in an extremely short space of time. Our ideals should be high. This is all right. We should aim at never doing anything in a half-way manner. But the tasks half-done, the studies half-learned, the books half-read, and the work half-accomplished constitute by far the largest portion of our lives.—*N. Y. School Journal*.

Special Papers.

*ON TEACHING HISTORY.

BY MISS M. W. BAYNE, DUNDAS.

IN opening for discussion the subject of teaching history to children, I do not lay claim to much originality for the ideas I intend to advance. They are to a great extent methods that I have tried and proved in my own school for the purpose of cultivating a taste for this most interesting study.

That we may teach history intelligently we must first have a clear conception of what history is. According as we define it so will we teach it. If we understand history to be the lives of men and women we will teach it biographically. The biography is the portrait of the individual and the social history of his time is the setting or frame of it. To have the picture complete we must teach both at the same time.

When teaching history what aims should we keep constantly before us?

First.—To give breadth to the child's education that he may more intelligently read current literature.

Second.—To develop and cultivate a desire for historical knowledge and consequently a taste for the highest class of reading.

Third.—To enable him to properly exercise his judgment on the right and wrong of human action.

Fourth.—To fit him to pass examinations.

When the mother or nurse is putting her young charge to bed, the little one asks to be told a story. Which suits it better, something about an animal or something about a human being? Certainly the latter, for it is the human element that pleases. A little one comes to school for the first time. He is frightened, for his surroundings are new and strange. You try to quiet the little one's fears. How do you do it? By telling some simple tale. You gain its love and confidence by telling it history. It is the food that the child's mind craves. You must cater to its tastes and suit your information and language to the child's mind.

Children like to hear the story of our Saviour and are most interested in his babyhood and early childhood.

Is the child not interested in the story of Moses, or of Joseph, or of Samson, or of Daniel? Does he not prefer hearing of the wonderful deeds of Moses rather than what might be told concerning the laws given from Mount Sinai! Is it the names of the eleven brothers of Joseph he wants to know, or about Joseph himself! Will not the thrilling delight at the ingenuity of Samson's method of destroying the standing grain of his enemies be longer remembered than anything you may say regarding the causes, propriety and results of such an act! Is not the miraculous deliverance of Daniel from the lions' den more suited to his tastes than an exposition of the laws of the Medes and Persians! When the story of our Saviour was told him, did the narrator begin at the first chapter of Matthew?

Of two children, one of whom received his first historical knowledge of the Bible biographically and socially, the other of whom began at the first chapter in Genesis and labored through the laws, prophecies and all the rest of it, which one will better enjoy reading that book!

You may say and perhaps rightly, that no one when teaching to children the history in the Bible tells of the creation of the world, or the laws of Moses, or of the Medes and Persians, or the genealogy of our Saviour. They know that the child will not understand this and very sensibly pass it over telling only what they know will excite interest and pleasure.

Is secular history so different that it must be taught on an entirely different plan? Should the history of Canada be taught by beginning with the discovery of America and following either topically or chronologically the events through the space of four hundred years; or should the history of Britain be commenced with the invasion of Julius Cæsar and followed up through nineteen centuries, so that we may thereby teach the beginning at the beginning?

How much more rational for the teachers of this particular county to begin Canadian history with

Brock's monument, Stony Creek, and Burlington Heights and by picturesquely describing the events connected therewith, teach the war of 1812.

What better opportunity than this has any one for implanting in the breasts of his eager listeners the seeds of loyalty and patriotism to this noble land of their birth—this Canada of ours—by vividly portraying the heroic fortitude and undaunted courage of those early settlers—our own forefathers—and contrasting it with the chicken-hearted darning of "the bravest nation under the sun." Shall we now sign over this dearly-bought possession—our country—to the very ones who tried to rob us of it?

Then the children all know something of the United Empire Loyalists. Many families have traditions enough to fill a small book. From these stories teach the War of Independence.

The two North-west rebellions are easily taught.

The last one is so recent that their attention is at once gained. The other can be hinged to it. They will be deeply interested with Indian stories. Tell them of the red men of to-day, their mode of dressing themselves, of procuring and cooking their food, their style of architecture; contrast these with our own and compare them with what theirs was in the early history of the country. It will be a strange class that will not ask more questions than the teacher, however well informed, will be able to answer.

Now we may begin to give them a clear notion of our present government. They know the names of their representatives in Parliament, they have perhaps heard of Senator though they know not the meaning of the word, they know who the Premier and Governor-General are, and that the Parliament buildings are at Toronto and Ottawa. Now from these facts which they already know, teach the principles of responsible government. This naturally is followed by the rebellion of 1837 and the Constitutional Act of 1791.

From what they have already learned of the United Empire Loyalists and the American war of Independence, can be taught the Quebec Act, the Conquest of Canada; and the government of the country can be traced to its earliest formation.

In this way the history of Canada will have for the children all the charm of "Robinson Crusoe" and the "Swiss Family Robinson," with the additional pleasure of feeling that these things really happened to their grandfathers and grandmothers. If we could but make the characters live and move with their own costumes and their own manners in our instruction, the interest of every child would be at once absorbed in this branch of study. Is it then the history itself that is uninteresting or is it our treatment of the subject that makes it so? Do you blame the child who dislikes to be fed on pickled bones and dry crusts supplied to him from the larder of our text-books?

Make the history at the beginning entirely biographical and social. The social history of the early settlers will be rendered all the more interesting by reading to the pupils parts of Longfellow's "Evangeline" and the "Courtship of Miles Standish." The recital of the play "Laura Secord" will add to their knowledge of the war in 1812. Parkman's histories are intensely interesting and furnish the teacher with a never-failing supply of information that the children are now ever ready to receive.

Picture to them the kind of houses the people lived in, what these dwellings were made of, the style of clothing the people wore, what materials these were manufactured from; enter into the minutiae of the "trivial round, the common task," and by the aid of illustrations the children will have a vivid picture of those olden days, and should a carnival or old time tea-meeting be in prospect they will have little difficulty and much delight in suggesting appropriate costumes for themselves or older members of the family.

The same principles underlie the teaching of British history.

Disabuse the pupils' minds of the idea that Rome in the days of the Cæsars was limited to the Rome of to-day. Show the extent of the great Roman Empire, how near Britain is to Gaul, that they are the descendants of these same Romans of whom we read in the New Testament. Compare Britain *socially* to-day with what it was before the Christian era. Teach only the social history of the country, always contrasting it with the present and

comparing it with the past, giving only such biographies as can at present be made interesting.

Now the great turning points—the Norman Conquest, the Wars of the Roses, the Reformation and the Revolution may be taught. These too are biographical, sandwiched with some political history. Then the links of the long chain connecting these events may be forged, each receiving its due share of the craftman's art.

By following this course we attain our first three objects, namely:—"The more intelligent reading of current literature," "a taste for the highest class of literature," and "passing right judgments upon human actions," though the latter will be of slower growth than the other two. But do we accomplish our fourth aim "to pass examinations." From experience I know that we shall.

The children's early impressions of history were pleasing. When you mingled the necessary amount of political history they took it as a sugar-coated pill. They will never lose their first love for this delightful study and an examination is but a means of enabling them to express what they already know and instead of "dropping buckets down into empty wells and growing old and drawing nothing up" the supply will be so copious that the danger lies in their not being able to limit within reasonable space what they desire to tell.

In teaching upon this plan certain principles must be observed.

Compare and contrast the past with the present.

Do not teach a fact because it is such unless associated with what they already know, or unless it can be attached to something of interest.

Have a constant supply of information on hand so that when an occasion presents itself, the truth can be driven home with double force.

Be full of the subject yourself. This fulness can only be attained by reading much historical literature, thinking more, and thinking deeply, and forming clear mental pictures of what you read. Then reproduce these mental images to your class.

What text-book would be best to use? Certainly not the one authorized at present. I learn that the Minister of Education says that history has never been better taught than now. That is easily accounted for. The teachers finding it impossible to teach from, or be guided by the present authorized text-book, are thrown upon their own resources, have adopted rational methods, and the credit is given to the new Public School history. Nor do I think that this subject can ever be properly taught till our text-books are compiled on *rational principles*. Rather than have one text-book where everything is introduced only to receive a passing nod, have a series of text-books in which the first numbers deal exclusively with social and biographical history and the more advanced volumes are suited to the developed and enlarged faculties of the child.

In conclusion, if my remarks shall be the means or stimulating to greater effort and better work by my fellow-teachers, and if the royal road to historical knowledge be more evenly graded, some of the stumbling stones being removed from the path of the Canadian school-goer, I will consider myself amply rewarded.

A MAN may pass good muster as a philanthropist who makes but a poor master to his servants or father to his children.—*Maurice.*

THE boy that by addition grows,
And suffers no subtraction.
Who multiplies the things he knows,
And carries every fraction;
Who well divides his precious time,
The due proportion giving,
To sure success aloft will climb,
Interest compound receiving.

—Dr. Ray Palmer.

SEVEN is the perfect number, and if the following seven rules were faithfully observed they would do something toward making a perfect man.

Before thou openest thy mouth think:

1. What thou shalt speak.
2. Why thou shouldst speak it.
3. To whom thou art about to speak.
4. Concerning whom or what thou art about to speak.
5. What will result therefrom.
6. What benefit it can produce.
7. Who may be listening.—*Boston Gazette.*

*Read before the Wentworth Teachers' Convention, February, 1889.

School-Room Methods.

TO DETERMINE THE GREATEST COMMON DIVISOR OF NUMBERS BY INSPECTION.

BY HENRY A. JONES.

In nearly all of our schools it has been deemed necessary for scholars in determining the greatest common measure, or divisor of numbers, to make the work a written exercise. By the application of the following tests or principles it can either wholly, or at least in great part, be made a mental operation :-

It is required to find the greatest common divisor of 12 and 18. The G. C. M. of any two numbers cannot be greater than the smaller number. Therefore the G. C. M. of these numbers cannot be greater than 12. It is likewise evident that it cannot be greater than the difference between the two. Therefore it cannot be greater than 6, and as each number can be divided by six, it is their G. C. M.

If to the above, or any other two numbers, a third number be attached, as for instance 15, and the G. C. M. of the three numbers be desired, use the following tests or principles :-The G. C. M. of several or any number of numbers cannot be greater than the number which is least in value. It likewise cannot be greater (this is the important test) than the difference between the two which are the nearest to each other in value. Therefore, the G. C. M. of 12, 15, and 18 cannot be greater than three, and as each number can be divided by 3, it is their G. C. M.

If to 12, 15, and 18, the number 20 be attached, and the G. C. M. of the four numbers be desired, it is evident from the application of the foregoing test that it cannot be greater than two, but as one of the numbers is an odd number, and as an odd number cannot be divided by an even number, the G. C. M. of these numbers must be 1.

It can be readily seen that the application of the above principles becomes easier in proportion to the number or numbers whose G. C. M. is to be determined, hence their great value.

It is required to determine the G. C. M. of 740, 333 and 296.

It cannot be greater than 37, which is the difference between 333 and 296. Thirty-seven is a prime number, hence the fact is determined that if these numbers have a common divisor, it must be either 37 or 1, and as each number can be divided by 37, it is their G. C. M. It is obvious that similar reasoning could be applied to any other prime number which is in a similar manner found. If in the above numbers, 769, 771, or 757, or any one of many other numbers which might be given, should be inserted instead of 333, it would then be evident that the numbers would have no common divisor greater than 1.

The use to which the G. C. M. is commonly applied is in the reduction of difficult fractions to their lowest terms. This operation should not be made, as is sometimes the case, a trial process. The thought in this, as well as in any other mathematical operation, should go directly to the point desired.

It is required to reduce $\frac{337}{34}$ to its lowest terms. The difference between the two terms is 34. Thirty-four is an even number, and therefore cannot be a divisor of 337, which is an odd number, The G. C. M., however, must be a factor or divisor of 34 which is an odd number, and such factor is 17. Seventeen is a prime number: The fact is now determined that 17, and only 17, must be the divisor of the terms, or else they are prime to each other. 337 divided by 17 equals 19.

At this point the scholar should be taught that it is unnecessary to divide 357 to determine the other term of the reduced fraction, for this term will be the sum of 19 and the rejected factor 2, and therefore is 21. The reason should here be given that the sum of the quotients arising from the division of all the parts of a number by the same divisor is the same as the quotient arising from a division of the entire number by the same divisor.

It is required to reduce to lowest terms $\frac{667}{529}$. Exclude from 138 the factor 6, and the factor 23 remains. 23 is a prime number; 529 divided by 23 equals 23. The remaining term

divided by 23 must contain it 23 plus 6 times, or otherwise 29 times.

It may be asked why should the six be expunged from 138. As our term is even, and in this particular fraction both of the terms are odd, the factor 2 must be expunged. By the application of a well-known test the factor 3, which is contained in 138, is not a factor of 529, and as 138 can be divided by both 2 and 3, it can be divided by their product, 6.

It is required to reduce to lowest terms $\frac{3131}{8}$. Exclude the factor 8 from the difference between the terms, inasmuch as no power of two can be a factor of any odd number, and the factor 31 remains. Thirty-one being prime must be the divisor of the terms, if they can be reduced. The scholar should be taught to use judgment in the selection of the terms to be divided. It is obvious that the denominator is the more easily divisible. 31 is contained in 3131 one hundred and one times, and therefore is contained in the numerator 101 less 8 times. The reduced fraction is $\frac{93}{101}$.

It is required to reduce to lowest terms any fraction, one of whose terms is an odd number, and the other an even number; as for instance, $\frac{96}{147}$. Exclude from the term which is an even number the highest power of two, which is one of its factors, for such power is not a factor of any odd number. In the above instance it can be clearly seen that the G. C. M. cannot exceed 3. It is required to reduce to lowest terms any fraction whose terms are even numbers. It must be evident that one, at least, of the terms of a reduced fraction in its

lowest terms must be an odd number. Therefore, divide the terms by such a number as will make one, at least, of the reduced terms an odd number. Then proceed as above illustrated.

If one of the terms of a fraction to be reduced has neither five nor zero for its unit figure, and the other contains any power of 5, such power should be rejected from such term, as it cannot be a factor of the other term. It is required to reduce to lowest terms $\frac{475}{18}$, the factor of 475 may be 25 and 19. Therefore 19 only can be a G. C. M. The reduced fraction is $\frac{25}{2}$. To obtain this result 798 must be divided, inasmuch as the factor 25 has not been taken from the difference between the terms.

The great advantage gained from the use of the methods should be apparent to any teacher, and will be, should a comparison be made between these and the usual methods.

Many teachers have considered the knowledge of the principles of the G. C. M. to be of no great importance, as they have restricted its use to the reduction of difficult fractions to lowest terms. The knowledge, however, is potent in many numerical calculations. It can be applied to the solutions of problems in many classes, which arithmeticians, so far as the writer has observed, have solved by means of lengthy processes of analytical deduction.

When the G. C. M. is applied to such problems, the solutions, in many cases, can not only be made mental, but nearly instantaneous operations, by the boy or girl of average ability.

In response to our request, Miss Jane E. Anderson, of Durham, sends us the following Time Table or Programme of Classes in a Public School, which, with an occasional change, she has used for about a year. "About once in three months," says Miss Anderson, "I alter it by interchanging certain of the morning and afternoon subjects, such as History and Arithmetic, or Geography and Literature, with very good results." She hopes it may afford some help to "Young Teacher." We doubt not it will to many:

PROGRAMME FOR SCHOOL NO. —, FOR THE MONTH OF —.
MORNING SESSION.

TIME.	CLASS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
9-9.05	All*	Scripture*	Reading*	Reading* and	Prayers*	also Decalogue.*
9.05	First*	Reading*	Reading*	Reading*	Reading*	Reading Review.*
9.05	Second*	Reading*	Reading*	Reading*	Reading*	Reading Review.*
9.40	Third	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Hist. or Geog. Review.
9.40	Fourth	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Hist. or Geog. Review.
9.40	First*	Writing	Writing	Writing	Writing	Writing.
9.40	Second*	Spelling	Spelling	Spelling	Spelling	Spelling Review.
10.00	Third	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Hist. or Geog. Review.*
10.00	Fourth*	Arithmetic*	Arithmetic*	Arithmetic*	Arithmetic*	Hist. or Geog. Review.*
10.00	First*	Arithmetic*	Spelling*	Arithmetic*	Spelling*	Spell. or Arith.*
10.00	Second*	Spelling*	Spelling*	Spelling*	Spelling*	Spell. or Arith.*
10.30	Third	Geography	C. History	Geography	C. History	Mental Arith.
10.30	Fourth	Br. History	C. History	Br. History	C. History	Mental Arith.
10.30-10.45	All	Intermission	Intermission	Intermission	Intermission	Calisthenics.
10.45	First*	Arithmetic*	Arithmetic*	Arithmetic*	Arithmetic*	Arithmetic.
10.45	Second*	Arithmetic*	Arithmetic*	Arithmetic*	Arithmetic*	Arithmetic.
11.00	Third	Reading	Literature	Reading	Literature	} Receiving Compositions written at home.
11.00	Fourth	Literature	Reading	Literature	Reading	
11.00	First*	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Drawing.*
11.00	Second*	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Drawing.*
11.30	Third	Reading*	Literature*	Reading*	Literature*	Drawing.*
11.30	Fourth*	Literature*	Reading*	Literature*	Reading*	Drawing.*
11.30	First*	Drawing or Arithmetic*	Arithmetic*	Drawing or Arithmetic*	Arithmetic*	Arithmetic.*
11.30	Second*	Arithmetic*	Arithmetic*	Arithmetic*	Arithmetic*	Music.*
11.30	Third*	Spelling*	Spelling*	Spelling*	Spelling*	Music.*
12.00	Fourth*	Orthoepy*	Spelling*	Orthoepy	Spelling*	Music.*

AFTERNOON SESSION.

TIME.	CLASS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
1.00	First*	Numeration & Notation*	Mental Arith.*	Numeration & Notation*	Mental Arith.*	Review—Arith. or Spell.*
1.00	Second*	Geography*	Geography*	Geography*	Geography*	Mental Arith.
1.30	Third	Geography	C. History	Geography	C. History	Gram. or Hist. Review.
1.30	Fourth	Br. History	C. History	Br. History	C. History	Gram. or Hist. Review.
1.30	First*	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Writing.
1.30	Second*	Geography	Geography	Geography	Geography	Geog. or Lang. Lesson Rev.*
2.15	Third*	Geography*	C. History*	Geography*	C. History*	Gram. or Hist. Review.*
2.15	Fourth*	Br. History*	C. History*	Br. History*	C. History*	Gram. or Hist. Review.*
2.15-2.30	All*	Writing*	Drawing	Writing*	Drawing	Writing.*
2.30-2.45	Int'rmiss.	Intermission	Intermission	Intermission	Intermission	Intermission.
2.45	First*	Reading*	Reading*	Reading*	Reading*	Arithmetic.
2.45	Second*	Language*	Language*	Language*	Language*	Arithmetic.
3.15	Third	Br. History	Grammar	Br. History	Grammar	Temperance and Comp. th .
3.15	Fourth	Geography	Grammar	Geography	Grammar	Temperance and Comp. th .
3.15	First*	Writing	Writing	Writing	Writing	} Readings, Recitations and Music.*
3.15	Second*	Language	Language	Language	Language	
3.45	Third*	Br. History*	Grammar*	Br. History*	Grammar*	} Readings, Recitations and Music.*
3.45	Fourth*	Geography*	Grammar*	Geography*	Grammar*	
3.45-3.55	Assigning	Home Lessons and re	ceiving work	done at home.		
3.55-4.00	All	Closing	Closing	Closing	Closing	Closing.

NOTE.—Those lines with asterisks indicate Class Work; those without, Desk Work.

Illustration.—A, B, and C start at the same time and place, and travel in the same direction, around an island $7\frac{1}{2}$ miles in the perimeter. A travels 6 miles, B 10 miles, and C 16 miles per hour. Required the time and place of their meeting, after separation. *Rule:* Find the difference between the slowest rate of travel and each of the other rates. Find the G. C. M. of such differences, and divide the distance around the figure by the G. C. M.; or, more concisely: Divide such distance by the G. C. M. of the first order of differences, derived from the rates of travel. The quotient obtained will be the required time in the denomination of the rates of travel.

Application to above example: $7\frac{1}{2} \div 2 = 3\frac{3}{4}$. Therefore $3\frac{3}{4}$ hours is the time required; and as A in that time can go around the island 3 times, B 5 times, and C 8 times, they will meet at their starting point.

If, instead of $7\frac{1}{2}$ the number $18\frac{1}{4}$ had been used, and the rates of travel had been 3, 6, 9, 12 miles per hour, the four men would meet at starting point in 6 hours and 5 minutes after starting. Assume 60 miles as the distance, and 5, 7, and 9 miles the rates per hour. Then they would meet in 30 hours, and at a point directly opposite the starting point, if the figure assumed be a circle. Assume 73 miles as the distance, and 7, 11, and 15 miles as the rates. The meeting time is $18\frac{1}{4}$ hours. The meeting place is $\frac{3}{4}$ of the distance around the figure from the starting point. The above use of the knowledge of the G. C. M. is but a small part of the uses to which it may be applied.

—*Journal of Education.*

English Department.

All communications for this department should be sent to W. H. HUSTON, M.A., care of THE EDUCATIONAL JOURNAL, Toronto, not later than the 5th of each month.

"LEAD KINDLY LIGHT."

NOTES BY J. W. GARVIN, PRINCIPAL WOODSTOCK MODEL SCHOOL.

THESE notes will probably be most helpful if they indicate the manner in which the lesson was actually taught to my class.

(a) Considering the thoughts too deep for immature minds to grasp without assistance, I did not give the lesson for home preparation, but told the pupils one day at literature hour that they might rest for a few minutes while I sang them a song. I then sang "Lead Kindly Light" to that beautiful and most appropriate tune, "Lux Benigna," striving to impress the thoughts through the emotions of the listeners. Their books were then opened and the poem marked with expression marks, mostly drawn from the class and sung until the air of the tune was mastered.

(b) After a short talk on Newman's career, the literary subject of the whole poem was drawn from the class, viz.: "Prayer for," and "implicit confidence in Divine" leading and "guidance," after which the subjects of the several stanzas were sought and obtained, viz.: (1) Earnest prayer for, and complete submission to, the Spirit's direction throughout life's journey; (2) the writer's one-time wilful unfaithfulness to God, compared with his present condition; (3) implicit trust in the future leading of the Spirit through all the trials and tribulations of this life until death shall open the gates of Paradise where loved ones are waiting to welcome.

(c) Meanings of words, phrases and clauses: "Kindly Light"—See the following passages of Scripture: Exodus, xiii. 21; John, viii. 12; and xii. 46; 1 John i. 5. "Encircling gloom."

This poem was written shortly after a severe and trying illness, before vigor and brighter views of life had returned, and during a melancholy fit which seized the writer as he lay becalmed in the Straits of Bonifacio. He was journeying towards home which he was at the time most anxious to reach. Life seemed to him then a deep mysterious gloom. "Till the night is gone, etc." The word "night" expresses the same thought. This life is "darkness," impenetrable mystery. Heaven is light, "home." Note how his present feelings and circumstances suggest the comprehensive thoughts of the line.

"Keep thou my feet . . . me." Guide my footsteps as seemeth good in Thy sight. I do not seek to know the distant future but trust Thee to guide my every step.

"I loved the garish day . . . years." There was a time when false and glittering pleasures and a foolish pride induced me in spite of the warnings of conscience to neglect, and disobey Thee, but Lord, forget the follies of the past.

"O'er moor and fen, o'er crag and torrent," metaphorically describes the trials, griefs, difficulties and mysterious conflicts of life.

"The night is gone, and with the morn . . . awhile." When life's dark journey is done the glorious dawn of an eternity of light and joy, with the welcoming smiles of loved ones gone before, shall greet me.

(d) Figures of speech, rhythm and the appropriateness of such epithets and expressions as "encircling," "garish," "angel," and "Kindly Light."

(e) Memorized, and then, an alto having been written on the board, singing without books to two-part music.

Hints and Helps.

A HELP IN HOLDING ATTENTION.

BY BEBE.

NOT long ago, in an American journal, I noted this advice, "Always meet the eyes of your pupils in questioning." Perhaps almost all teachers do so; but I remember one whose eyes pierced with such a cold, pitiless look that we felt as if he suspected our being actors in some misdeed; and yet the owner of those eyes was a most successful worker. And now I think of another who seemed always to be absently gazing at some far-away object while we answered; still he was one of the most conscientious of teachers. Though the discipline of the latter was a failure, yet his classes were not an agony to the diffident pupil, as were those of the former.

Look so that, while the lips of your pupils answer, his eyes say, "Oh, yes, we are capital friends."

You can not hope for success with any pupil who looks anywhere but at you; and if your look is right, not even your most modest little maiden will fear to return it.

SHALL THE TEACHER VISIT THE HOMES OF THE PUPILS?

BY BEBE.

MANY teachers entering upon work in rural districts, ask themselves this question, "Is it necessary that I should visit the parents?" He who is pleased to accept "No" as an answer, is going to miss some of the teacher's most valuable helps.

To teach well, all admit that we must understand each restless little nature before us. Where, then, shall we best study them, if not in their homes, for we have all seen how a timid child will shrink into itself in the presence of even its school associates? The brightest one may at such a time appear most dull and awkward.

The little folks need to feel that we are interested in them, that we love them, that we are at home in their sphere of life. Then will they respond freely to our endeavors. And how can we better prove to them that their well-being is much to us than by visiting their homes?

The teacher and the parent are avowedly working for the same object, viz., to prepare the child to best fill its place in the world, on to and through manhood or womanhood—and how absurd it is that in many cases the two workers never meet, or, if they do, but long enough to exchange a few dry remarks about the weather.

Then accept visiting as a duty—begin as soon as possible after entering a section. If your first days make a favourable impression, invitations will not be tardy.

Go determined to learn something. Make yourself agreeable. Be interested in that which interests the family. You will make many pleasant discoveries and many faithful friends.

SILENT READING.

BY ANNIE ISABEL WILLIS.

THE following plan will serve to occupy the bright boy of a class, who would otherwise have time for mischief, to spur on the dull boy, and to instruct and please everyone.

A beginning is made by a request for good magazines and papers that are wanted no longer at home. If the plan is enthusiastically presented the teacher will soon have a large assortment of printed matter to select from. It goes without saying that sensational stories of romance and adventure are tabooed. The discrimination of good from trashy articles may teach some pupils a silent lesson which they much need.

The next requisites are some sheets of brown paper, flat head fasteners or clamps, shears, and mucilage. Invite pupils to meet together at some convenient time, to help make the little books for silent reading when lessons are learned. The teacher should make selections from the magazines, marking the stories, and handing them to one set of children to cut neatly out. Some can be simply detached from the rest of the book, and should be fastened, by other pupils, in a brown paper cover, cut to fit. The books are then handed to a third set of workers—the good writers—who put the name of the story, and its author, on the cover. If a story is cut from a paper, it may be pasted in columns on a sheet of paper, then sewed in a cover, and the name written as before.

When the books are finished, let them be put in a convenient place where every member of the class can get one without disturbing the rest. When lessons are learned before the time allotted to study is up, these books may be taken, the only penalty being that if a pupil reads who afterwards fails in his recitation, he forfeits, for a certain time, the right to use the books.

Some children are fonder of items of scientific or literary nature, than of stories. Most magazines have short or long articles of this kind, and so it will come about that, in the effort to provide for all tastes, quite a little scientific or literary branch of the larger library will be prepared. One book may be called "Curious Facts," another "Items about Noted People," another "Animals and Insects," and so on, each being composed of a number of clippings on the subject.

Consider the advantages of this plan.

1. It teaches self-control and a regard for the rights of others. Pupils who use the books, must take and return them quietly.

2. It keeps a whole class out of mischief. There will, in time, be no one who does not find time for "silent reading."

3. It incites the slow ones to greater zeal in study.

4. It will give pupils a better understanding of their own minds, for it will teach them to "know when they know" their lessons.

5. It will cause pupils to read silently and with concentration, a thing that many grown persons cannot do.

6. Above all, it will, if rightly conducted, inspire a taste for good reading, and help to supplant the dime novel by better things.

This plan has been successfully tried, and found to produce the best results. It pays larger dividends for a very small investment of time and labor, than almost any other means of discipline.—*The American Teacher.*

THE hard turmoil of the pitiless sea
Turns the pebble to beauteous gem;
They who escape the agony
Miss also the diadem.

—M. J. Savage.

THERE are nettles everywhere:
But smooth green grasses are more common
still.

The blue of heaven is larger than the cloud.
—Elizabeth Barrett Browning.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—
MIDSUMMER EXAMINATIONS, 1888.

THIRD CLASS TEACHERS.

BOTANY.

Examiners: { M. J. KELLY, M.D., LL. B.
 { JOHN SEATH, B.A.

NOTE.—All candidates must take the first four questions, and may take in addition any two of the remainder.

1. Describe, classify, and name the plant submitted. What common Canadian plants are most nearly related to it?

2. Construct a floral diagram showing the symmetry of its flower and the relative positions of the different parts of the flower.

3. Explain the function of the stamens. In what sense may stamens be described as leaf-like organs? Draw, in outline, the various organs of the plant submitted which may in the same sense be described as leaf-like.

4. Examine a cross-section of the stem with a hand lens, and indicate by a drawing and description the different structures recognizable.

5. Describe Chlorophyll. State where it is found, and account for the varied tints of leaves in autumn.

6. What characters do Dicotyledons possess in common? State in what particulars there is divergence and give examples.

7. Describe the different kinds of food material stored up within seeds for the use of the contained embryos.

8. What constitutes the fruit of a plant? Describe and give the technical terms for the fruits in the Butternut, Elm, Basswood, and Horse Chestnut. Distinguish the fruits of the Butter-cup, Marsh-Marigold and Pea.

9. Discuss the function of the colored parts of the flower, and explain how the same end is attained by apetalous flowers.

UNIVERSITY OF TORONTO.—ANNUAL
EXAMINATIONS, 1888.

JUNIOR MATRICULATION.

BOTANY.

PASS.

Examiner:—J. J. MACKENZIE, B.A.

NOTE.—Six questions constitute a full paper. Questions 1 and 2 must be answered.

Candidates for Honors are not allowed a choice but must take questions marked*.

*1. Describe accurately the plant before you and illustrate as thoroughly as possible, by drawings, the parts of the flower.

*2. Assign to it its position amongst the Phanerogams and name examples of allied Canadian plants.

3. Describe a typical grass flower and point out the physiological value of its chief peculiarities.

*4. If a Geranium plant be placed in a window and left for some time, certain changes in form may be noticed. Explain the nature of these changes and how they are produced.

*5. A Potato-tuber, if left in a warm damp cellar which is kept quite dark, will send out sprouts. From this fact what conclusions would you draw as to the nature of the tuber, and from the appearance of the sprouts what would you consider the effects of the absence of light?

*6. Contrast the processes of fertilization met with in the Butter-cup (*Ranunculus*) and Pine (*Pinus*).

7. Describe accurately the fruit of the Wild Plum (*Prunus*) and show where it differs from the fruit of the Maple (*Acer*).

*8. Point out how a Mushroom differs physiologically from a typical flowering plant.

EAST MIDDLESEX AND KENT PROMOTION AND REVIEW EXAMINATION,
APRIL, 1889.

GRAMMAR.

THIRD TO FOURTH CLASS.

Time 2½ hours.

LIMIT OF WORK.—Parts of Speech. Inflections. Analysis of simple sentences as far as subject, enlargement of subject, verb, objective complements, adverbial complements. Correction of errors. Definition should always succeed accurate knowledge of the thing defined.

Insist on neat and legible writing. One mark off for every mistake in spelling.

1. Correct the spelling and put in apostrophes to mark the possessive case in the following examples:

(a) James coat was laid over the other two boys hats.

(b) That pencil is Moseses, the other is yours.

(c) Mr. Williamses son found a ladies parasol in the gypsies old tent after they had gone away.

(d) The Womens Aid Society distributed a gross of packages of the Twin Brothers baking powder.

(Give 2 marks for each apostrophe properly placed, and take off 2 for each apostrophe put on a word that should not have one.)

2. I have known Harry for a year; he does his work well, behaves himself in a gentlemanly manner and enjoys the respect of all who know him.

Write the same report of Harry's two sisters using the same words, changed where necessary to suit the number and gender.

3. Let us now briefly describe the principal varieties of our Canadian trees which lose their leaves every autumn and are therefore called deciduous trees.

(a) Make a list of the adjectives, writing after each the class to which it belongs.

(b) Make a list of the adverbs, telling in each case why you say it is an adverb.

(c) What are the verbs or verb phrases in the sentence?

(d) Classify the pronouns.

4. Correct any errors you can find in the following sentences; two marks extra will be given for each correct reason assigned:

(a) Who do you suppose did it?

(b) Who do you suppose I meant to ask?

(c) I remember George laying the book on the desk.

(d) David was the youngest of his brothers.

(e) He aint the boy I thought he was.

(f) I have been at London last fall and seen the Western Fair.

5. Select words from the following list to supply the ellipses in the sentences:

Further, farther, later, latter, oldest, eldest.

Eunice is the _____ of the family.

Cincinnati and New York are two large American cities and although the _____ is _____ away than the former it does not take so many hours to reach it by rail.

6. Analyze:

(a) Mark it well—within, without.

(b) No tool had he that wrought;

(c) No glue to join.

(d) His little beak was all.

(e) What nice hand with twenty years' apprenticeship could make me such another?

(f) Thee on this bank the winter threw.

(g) In this low vale, serene, thou openest to the nipping gale thy tender elegance.

HYGIENE AND TEMPERANCE.

THIRD TO FOURTH CLASS.

Time, 1¼ hours.

LIMIT OF WORK.—Respiration, Circulation and Digestion.

1. (a) Why is oxygen necessary to the blood?

(b) Where is the blood brought in contact with the oxygen it needs?

2. (a) What is meant by the ventilation of a school-room?

(b) State three possible injurious results of remaining some time in an unventilated house where there are several persons.

(c) Give rules for ventilating a sleeping-room.

3. Write some remarks on each of the following subjects:

(a) Need of exercise.

(b) Need of sleep.

(c) Purity of drinking water.

(d) Personal cleanliness.

4. (a) Give reasons for taking good care of the teeth.

(b) What can be done to preserve them?

5. (a) Name two of the many results injurious to health that frequently follow the habitual use of alcoholic drinks.

(b) How is the appetite for alcoholic drinks usually formed?

DRAWING.

THIRD TO FOURTH CLASS.

Time, 1¼ hours.

LIMIT OF WORK.—Kindergarten Drawing Course, Parts 1 and 2 and Canadian Drawing Course Books 1, 2 and 3. Simple object drawing.

1. (a) What is meant by an outline drawing of an object?

(b) Illustrate by an example—an ink-bottle, slate or book.

(Show the teacher the object of which you are making the outline.)

2. (a) What is meant by enlarging a drawing?

(b) What is reducing a drawing?

(c) Draw an envelope (the one supplied for the composition):

1st, reduced one half.

2nd, natural, or full size.

3rd, enlarged one half.

(d) In the third case tell how you determined or found the required enlargement.

3. (a) Trace a square two inches to the side.

(b) Draw the diagonals.

(c) Trace the diameters.

(d) Bisect each semi-diameter.

(e) Draw any compound curve from the point of bisection of the upper semi-diameter to the upper left corner of the square.

(f) On the opposite side of the adjacent semi-diagonal draw a balanced curve (bi-symmetrical curve).

(g) Repeat the curves around the other three semi-diagonals.

(h) Complete by drawing a square ¼ of an inch outside of traced square.

ARITHMETIC.

THIRD TO FOURTH.

Time, 3 hours.

LIMIT OF WORK.—Practical applications of the four simple rules continued. Factoring continued. Reduction and the compound rules. Cancellation. Measures and multiples.

1. A boy dividing a number by factors used 7 for the first divisor and 8 for the second; his first remainder was 1, the second remainder was 5 groups of the size of the first divisor; his quotient was 7115. Find the divisor, dividend and remainder.

2. When 3468 bushels of wheat are worth \$3121.20 how much is it worth per cwt?

3. Two trains 171 miles apart approach each other, one at the rate of a mile in three minutes, the other at the rate of 37 miles an hour, how long before they pass each other?

4. (a) How many lbs. of butter at 2 cents an ounce would pay for 276 lbs. of sugar at 2 ounces for one cent?

(b) How many eggs at 17 cents a dozen would pay for 1200 ounces of tea at 51 cents per lb.?

5. An oblong five-acre field is twenty rods across the end, find the cost of fencing it all round at 35 cents per rod.

6. A pint of a certain oil weighs 1 lb. How many 4 oz. vials can be filled out of 2 gallons of it?

7. A works from 1st of March until last day of September at \$22 a month. B works at \$14 a month from 1st of February until last of December.

How long must C work at \$16 a month to earn as much as both the others?

8. A had 12 boards, each 12 feet long, to cut into three feet lengths; by mistake he cut them in 4 feet lengths. How many more 12 foot boards must he buy to get the right number of pieces?

9. Make a bill of the following items: (Particular attention is to be paid to style of work in this question.) Mrs. Galt bought of Armon Bros., Mar. 4th 1889, 8 lbs. 8 oz. currants at 8 cents per lb., 25 lbs. of rice at \$5 per cwt.; 9 bars of soap at 3 for 25 cents; Mar. 19th, 43 yards of cotton at 7 cents a yard, 16 yards of dress goods at 29 cents a yard; a half dozen spools at 3 for 10 cents; Mar. 28th, paid cash on account \$5 and bought 3 quarts of maple syrup at \$1.20 per gallon, and paid the balance in cash on April 4th.

Question Drawer.

WILL you kindly explain, through the columns of the EDUCATIONAL JOURNAL, how it is that in Hamblin Smith's Arithmetic, as adapted by Messrs. Kirkland and Scott, for the use of Canadian schools, and authorized by the Government for the general use of all Public schools out here—in a book which is, to all intents and purposes, practically a reprint of the English work, by one of our ablest mathematicians in England—there should be throughout so grave a difference in notation and numeration, as to make the figures which stand for "billions," in the one book be expressed by the tenth digit (of course counting from right to left), while in the English book throughout it is placed at the thirteenth. One or other of these views must be clearly wrong, as, if billions can be written thus, 1,000,000,000! 1,000,000,000,000 must be "trillions," and not billions at all. It is a little confusing naturally to a young student when he comes across such seeming contradictions, and it would be as well to clear up the point as to which set of figures really represent the sum referred to.

Compare page 3 in either the English (Rivington's), or Canadian (Gage's) edition of "Hamblin Smith's Arithmetic," and you will find what I state. Nor is it a mere "misprint" in either case, as the questions and answers continued on the subject, both carry out their respective views, one making the tenth and the other the thirteenth stand for billions.—"ONE WHO IS PUZZLED."

[We have not copies of the editions referred to at hand, but we have no doubt that the apparent discrepancy is due to the Canadian editors having adopted the French method of numeration—which is also that used in the United States—according to which a billion is a thousand millions, instead of the English method, according to which a billion is a million of millions. The difference should be explained in the text-book.]

WHAT is meant by the technical terms "Précis-writing" and "Indexing," in the commercial section of subjects for Provincial Third Class certificates?—M.L.

[Précis-writing, as defined by the Department, is the condensing of correspondence or official documents so as to give what is really important in clear, concise language, so methodically arranged that a person who has not time to read the originals may acquaint himself readily with all that is really essential in them. The merit of such a Précis consists in its brevity, completeness, clearness, and judicious arrangement. The object of Indexing is to show how letters, bills, accounts, etc., should be arranged and indexed so as to be easily referred to.]

1. ARE the same papers set for Second Class and Pass Matriculation examinations?

2. Is a teacher holding a Second Class certificate required to take the full examination for matriculation, or only on those subjects not taken before for Second?—PED.

[1. Yes. 2. The full examination.]

How many cubic feet does a ton of hay occupy?—A SUBSCRIBER.

[The answer to this question might be suggested by another, "How large is a piece of chalk?" Does not "A Subscriber" see that the bulk depends upon the kind of hay and the degree of pressure?]

Is there a Home Knowledge Association in Toronto? If so, is it reliable, and what do you think of it?—W.J.K.

[We know of no such Association.]

WHY are Circulating Decimals omitted in the new Public School Arithmetic? Should they be taught in a Public School?—A YOUNG TEACHER IN BRUCE.

[We suppose their omission may safely be taken to indicate that, in the opinion of the Educational authorities, the second question should be answered in the negative.]

WOULD you kindly publish, in the next issue of the EDUCATIONAL JOURNAL, a receipt for mounting and varnishing a map. Please give full particulars in regard to materials to be used, etc.—D. W. MCK.

[Perhaps some reader can supply the information.]

PLEASE state how to pronounce Desjardins; also, where is Desjardins Canal? and oblige yours, etc.—A SUBSCRIBER.

[Desjardins is the name of a canal near Hamilton. The pronunciation may be approximately indicated as follows, Day-zhar-dahn(g).]

WHAT is the length of life of a mosquito?—A SUBSCRIBER.

[We doubt if it has been definitely ascertained, even apart from the peculiar liability of the insect to sudden death by violence. As in other branches of the gnat family, there are several generations in the course of a season. Perhaps some student of natural history among our readers will kindly give us more definite information.]

1. PLEASE give a sketch of the Edict of Nantes.
2. Is the Public School History a sufficiently comprehensive text-book for Third Class students?—A DOMINIE.

[1. The Edict of Nantes is the name given to the famous decree published in that city by Henri IV. of France, in 1598, securing to Protestants a measure of religious freedom. Among its more important provisions were: Liberty to celebrate worship wherever Protestant communities already existed; to establish new churches, except in Paris and the surrounding districts, and to maintain universities or theological colleges, of which they had several. This Edict also made Protestants eligible to all civil offices and dignities, though it forbade them to print books advocating their religious tenets except in places where these already prevailed. It also compelled them to celebrate Catholic festivals, and to pay tithes to the priesthood. This Act gave Protestants, or Huguenots, a legal existence in France, which they maintained, though often under great difficulties created by hostile administrators of the law, until Louis XIV., in 1685, signed a decree for the revocation of the Edict. The result of this despotic act was that Protestants, to the number of 400,000, rather than conform to the established religion, quitted France and took refuge in Great Britain, Holland, Prussia, Switzerland and America. The exiles represented the cream of French industry, skill and intelligence, and their departure was an immense loss to France, and a great gain to the countries to which they emigrated. 2. We do not think so. We fancy it should be supplemented either by the teacher or by the use of the other text-books authorized, or both.]

Is there a periodical devoted entirely to music published in Canada or the United States? If so please state where.

[The only one of which we happen to know in Canada is *The Canadian Musician*, a small

monthly published by Whaley, Royce & Co., Toronto. A copy of this before us contains no music. We presume there are others in Canada. There are, we think, several published in the United States. One is *The Musical Record*, edited by Dexter Smith and published by Oliver Ditson Company, Boston.]

WILL you please publish the time-table for the coming July Entrance Examination, in your next JOURNAL, and oblige, yours truly.—A YOUNG TEACHER.

EXAMINATION TIME-TABLE, 1889.

NON-PROFESSIONAL THIRD AND SECOND CLASSES AND I.C.

THIRD CLASS EXAMINATION.

Tuesday, 9th July.—A.M., 8.40-8.55, Reading Regulations; 9.00-11.30, English Poetical Literature. P.M., 2.00-4.30, History and Geography.

Wednesday, 10th July.—A.M., 9.00-11.30, Arithmetic and Mensuration. P.M., 2.00-4.30, English Grammar.

Thursday, 11th July.—A.M., 9.00-11.30, Algebra. P.M., 2.00-4.30, English Composition and Prose Literature.

Friday, 12th July.—A.M., 9.00-10.15, Reading and Orthoëpy; 10.20-12.45, Drawing. P.M., 2.00-4.00, Book-keeping; 4.05-5.20, Précis Writing and Indexing.

Saturday, 13th July.—A.M., 9.00-10.30, Latin Authors, French Authors, German Authors; 9.00-11.00, Physics. P.M., 2.00-4.30, Latin Composition and Grammar, French Composition and Grammar, German Composition and Grammar; 2.00-4.00, Botany.

Oral Reading to be taken on such days and hours as may best suit the convenience of the Examiners.

SECOND CLASS AND PASS MATRICULATION EXAMINATION.

Tuesday, 9th July.—A.M., 8.40-8.55, Reading Regulations; 9.00-11.30, English Poetical Literature; P.M., 2.00-4.30, History and Geography.

Wednesday, 10th July.—A.M., 9.00-11.30, Arithmetic. P.M., 2.00-4.30, English Grammar.

Thursday, 11th July.—A.M., 9.00-11.30, Algebra. P.M., 2.00-4.30, Chemistry.

Friday, 12th July.—A.M., 9.00-11.30, Euclid. P.M., 2.00-4.30, Botany.

Saturday, 13th July.—A.M., 9.00-11.30, Physics. P.M., 2.00-3.30, French Authors; 3.35-5.35, French Composition and Grammar.

Monday, 15th July.—A.M., 9.00-11.00, Latin Authors; 11.05-12.35, Latin Composition and Grammar. P.M., 2.00-3.30, German Authors; 3.35-5.35, German Composition and Grammar.

Tuesday, 16th July.—A.M., 9.00-11.30, English Composition and Prose Literature. P.M., 2.00-4.30, Greek (for Matriculants only, not for second class candidates).

FIRST "C" AND HONOR EXAMINATION FOR MATRICULATION.

Tuesday, 16th July.—A.M., 8.40-8.55, Reading Regulations; 9.00-11.30, English Composition and Prose Literature.

Wednesday, 17th July.—A.M., 9.00-11.30, Algebra. P.M., 2.00-4.30, English Poetical Literature.

Thursday, 18th July.—A.M., 9.00-11.30, Euclid. P.M., 2.00-4.30, History and Geography.

Friday, 19th July.—A.M., 9.00-11.30, Trigonometry. P.M., 2.00-4.30, English Grammar.

Saturday, 20th July.—A.M., 9.00-11.30, Chemistry. P.M., 2.00-4.30, Botany.

Monday, 22nd July.—A.M., 9.00-11.30, Latin Authors. P.M., 2.00-4.30, Latin and Greek Grammar.

Tuesday, 23rd July.—A.M., 9.00-11.30, Latin Composition. P.M., 2.00-3.30, French Authors; 3.35-5.35, French Composition and Grammar.

Wednesday, 24th July.—A.M., 9.00-10.30, German authors; 10.35-12.35, German Composition and Grammar. P.M., 2.00-4.30, Greek Authors.

EXPENSE of thought is the rarest prodigality, and to dare to live alone the rarest courage; since there are many who had rather meet their bitterest enemy in the field than their own hearts in their closet. He that has no resources of mind is more to be pitied than he who is in want of necessaries for the body, and to be obliged to beg our daily happiness from others bespeaks a more lamentable poverty than that of him who begs his daily bread.—Lacón.

BUSINESS NOTICES.

WE direct attention to the announcement of the merits of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once. This gives the party the JOURNAL for \$1.00.

TEACHERS' INSTITUTE.

Algoma, at Little Current, June 20th and 21st.
Mr. W. Houston, M.A., Parliamentary Librarian, will be present, and will deliver a lecture on the evening of the first day.

Editorial.

TORONTO, JUNE 15, 1889.

PROTESTANT SCHOOLS IN MANITOBA.

THE Annual Report of Mr. J. B. Somerset, Superintendent of the Protestant Public Schools of Manitoba, which was submitted during the last Session of the Legislature of that Province, contains a great deal of valuable statistical and other information. We had intended to collect for this issue some of the more important and interesting facts brought out, but find ourselves unable to do so to any considerable extent, for want of space. The records show steady and substantial progress. The number of organized Protestant school districts at the close of the year was 557, being an increase of 35 over the number reported in 1887. This increase indicates the number of new districts formed during eleven months. The total enrolment of pupils was, as nearly as could be ascertained, about 19,100. The average attendance for the last five months of the year was 9,061.71, being 62 per cent. of the enrolment—an increase of 1,211.16. The 576 separate departments of the schools were, at various periods during the last eleven months of 1888, in charge of 675 different teachers, some schools having changed their teachers two and even three times. Of these teachers 267 were males, and 408 females. They were certificated as follows:

Collegiate, 7, of whom one was Normal trained.

First-class, 62, of whom 48 were Normal trained; second-class, 190, of whom 129 were trained at the long and 25 at the short session of the Normal school.

Third-class, 298, of whom 11 were trained at the long and 199 at the short session of the Normal school.

Interim certificates, 102, of which 39 were held by persons who had received Normal school training.

Mennonite certificates, 15.

The proportion of teachers employed who had received Normal school training was 67 per cent., as compared with 60 per cent. of trained teachers employed in 1887.

In the sparsely settled districts, the distances to be travelled by the children to the school house over the open prairie, make attendance at present impossible during the winter months.

Superintendent Somerset says that: "In consequence of the operation of the schools during a portion of the year only, a large number of teachers are left without employment for several months, many of whom go into other occupations and do not resume teaching; this accounts for the annual recurrence of school districts seeking in vain for suitable teachers during the months of April and May. The Board of Education has endeavored to meet this want by accepting Ontario second and first class and other certificates found equivalent to its own of the same classes. An increasing number of Ontario and other teachers are thus received annually to supplement the available staff of Manitoba teachers.

HINTS ON SCHOOL MANAGEMENT.

THE injury done in many a school-room by coarse, ill-natured sarcasms is incalculable. It is a cowardly, we had almost said brutal, thing for a grown man—the gentler sex we may hope are not often guilty in this respect—to take advantage of his superiority in knowledge or position, by indulging in ungenerous taunts and heartless sneers. Yet which of us has not often heard the thing done? Which of us has not to blush at the recollection of having ourselves some time been guilty of the meanness? Some children are coarse-grained by nature or heredity. Others are, unhappily, but too well used to harsh tones and epithets in their own homes. Upon such the teacher's unfeeling words may have little effect. But there are always many others, whose natures are so sensitive and whose ears are so little accustomed to any tones but those of kindly command or reproof, that to be called dunce, or blockhead, or to be made the butt of ridicule is to them positive torture. It rasps the delicate fibres of mind and heart, and leaves wounds that are often slow to heal. The timid are frightened out of all self-possession; those with self-reliance are utterly discouraged; the high-spirited are exasperated and embittered. Many a career has been changed, many a promising youth driven from study and intellectual pursuits, many a moral nature permanently harmed, by a nickname or a jeer, from the lips of a teacher. In no sphere of life is it more necessary for the man who would do his highest duty to set a guard over the door of his lips.

One of the chief difficulties in school government arises from the feeling that so often takes root that there is a diversity of interest between teacher and pupil; that it is the right of the one to make and enforce arbitrary laws, and equally the right of the other to evade or transgress them, so far as he can with impunity. This begets a chronic antagonism which is destructive of all right feeling and relations. The highest type of government in family, school or state, is realized only in proportion as each becomes a law unto himself. In order to do this the wise teacher will aim to get on the right side of his pupils, or rather to get their judgments and consciences enlisted on his side. Get them to feel

that the school is theirs as well as yours; that disorder reflects discredit upon them as well as upon you; that you and they are co-workers, and the rest is easy. This can be done to some extent by putting matters of discipline and questions of right and wrong properly before them, and appealing to their good sense and good feeling, and above all, to their consciences. A few kind, confidential words in private will often go far with the leading spirits. Let no teacher think this a weak way to rule. The law which takes hold of the moral nature and the affections is the highest kind of law. It is the great law of love.

A PROPOSED REFORM.

FROM the report given in another column it will be seen that the Lennox and Addington Teachers' Association have taken the initiative in a movement looking to a reform in the constitution of the Provincial Teachers' Association. The object of the change asked for is to make this Association more strictly representative of the County Associations. It appears that at present all the teachers present at any meeting of the Association have the privilege of voting. Thus, any resolution passed or action taken is the expression simply of those who happen to be present at the time. When the place of meeting is Toronto, or any other city or town, it naturally follows that many local teachers will attend and thus have an influence in the Association out of all proportion to their numbers as compared with the whole body of teachers.

What is asked, if we understand the matter, is that the Association be reconstructed on a strictly representative basis. This means that only delegates from local Associations be allowed to vote. As a matter of course, we suppose, the number of delegates that may be accredited by any Association will be proportioned strictly to the number of members composing the respective Associations. This seems so reasonable and business-like and so directly in accord with our representative institutions generally, that we cannot conceive that any serious objection would be offered. It would seem, however, that opposition must be anticipated, else we cannot see why it should have been thought necessary to memorialize the Minister of Education on the subject. All that we should have supposed necessary would be that the matter should be brought fairly before the local Associations and through them urged upon the attention of the Provincial Assembly, which could and surely would reform its own constitution. Perhaps, however, the effort has been made on a previous occasion and defeated. That only would justify, it seems to us, the course recommended by the Lennox and Addington teachers in applying to the Department.

THE teacher who would rule his school well must first learn to rule his own spirit. This is often a most difficult task where there is so much to excite nervous irritation, but it is the indispensable condition of all true governing power.

Contributors' Department.

ON THE UNVEILING OF THE STATUE OF DR. RYERSON, THE FOUNDER OF THE PUBLIC SCHOOL SYSTEM OF ONTARIO.

MAY 24th, 1889.

EARTH hath her heroes other than of war,
Great though they be and worthy all reward.
She hath who battles fight with bloodless swords:
Men who upon the altar of a cause
Lay down their heart and hopes and happiness,
For true love's sake, the burning love of Truth;
Nor reckon whether this shall count or that
To honour personal, but only to their end.
Such was this son of thine, O Canada,
To-day by thee set in the world's wide gaze:
Such was thy RYERSON, a name inscribed
Upon thy inmost heart indelibly.
From thy thick groves where infant kingdoms slept,
He looked afar where Power exulting reigned,
And scattered benisons from various thrones,
And marked above them all how Knowledge soared:
He saw her robed in light, with starry eyes
Gazing across deep glooms to Paradise:
He saw her set upon the shining heights,
Holding forth crowns for who would dare to win;
And his whole soul was fired with that warm rage
That craves the best for who the best beloved.
His country that! For her he craved a crown
Of many jewels—worthy every price—
And set himself the task to win it her.
And trusting Knowledge for her own sweet sake,
Knowing her God's own handmaid, well equipped,
He took her service; vowed his life for her;
He fought her battles with heroic mind.
He charged the hordes of Prejudice and Cant
With sharp incisive thrusts that left them slain:
He battered Ignorance—a cohort dense and large—
In such good sort it fled the hopeless field,
And marching straight, with eyes that faced the sun,
He baulked the ambushed shafts of calumny;
Nor faltered he when hottest battle grew,
And all his way was dark with wrathful cloud:
But out of it he came the victor proud,
And placed upon thy head, O Canada,
The hard-won prize, a crown of many gems.
O keep it, Canada! untarnished, whole;
Let not a jewel fall: nor any hand
Rash and unconsecrate, touch this thy right.
See that no false light falls upon its glow
Bewraying its pure beam. Keep thou intact
The liberty it gives to teach God's Truth, none else;
Or, letting that right go, thou lovest all;
And he whom thou has set in honored mark
Sands shamed before the world.

S. A. CURZON.

TORONTO, 3rd June, 1889.

THE NEXT MOVE.

BY "PROFESSIONAL TEACHER."

I SUPPOSE the programme of the Provincial Association is before this fully decided upon, and the various subjects of discussion are already settled by the committee. In past years it has sometimes seemed to me that it would have been a good plan to give the fullest details possible in regard to the questions likely to come before the Association. The attendance would be largely increased if it were known beforehand, say two or three months, that several questions of first class importance were to be placed on the tapis. I presume that before this reaches you the programme will be published and that any suggestions made now will be a day behind the fair. Yet the programme is always elastic enough to admit of a general discussion at some stage of the proceedings, and therefore I venture to mention some points that I know would prove interesting to a large number of Public school teachers, and I suppose to many High school masters also.

For my part I became a teacher through necessity, like thousands of my brethren, but I remained a teacher through choice; and I am far more deeply interested in seeing some effective steps taken to stop the annual exodus of a thou-

sand experienced teachers from the profession than I am in helping to bring in a thousand raw recruits every year to fill up the vacancies. I look upon our present system as exceedingly imperfect and self-contradictory, and as one that involves a large expenditure of public money to do the same work over this year that was accomplished last year.

Every year a small army of new teachers begin their work, and the attention of the whole Province is focussed on the lists of names published in August. But at the other side of the camp almost an equal number have quietly withdrawn from the ranks, and the consequence is that our profession makes little or no progress towards permanency. A boy eighteen years of age steps into the place of a brother twenty-three or twenty-five years old who has served five or seven years and has, in fact, just learned to do his work efficiently. All this training and experience is lost to the schools, which are thus kept chiefly in the hands of minors, or in legal phrase, *infants*.

I hope the Provincial Association will earnestly grapple with this great and growing evil and endeavor on the ground of public policy to adopt some measures calculated to raise teaching from the position of a mere nursery for other professions and occupations. One great step would be gained by advancing the age at which children may receive certificates as teachers. Complementary to that another step would be a regulation which should take some account of the length of time an infant was under training before becoming eligible. This element of time is now utterly ignored, and the non-professional third-class certificate is granted to boys and girls of fifteen or sixteen years of age.

But even with this present plan still in force, the evil might be largely reduced by making the professional training longer at the Model Schools, to be supplemented by two or three years apprenticeship under competent supervision, at some good school. The present training is, as all intelligent Model school masters and inspectors admit, too short to be of any real value. It does not succeed in giving even a veneering of professional skill, much less a tincture of the professional spirit to the children who are sent out to teach still younger children.

A young man is not permitted to indulge his ambition for pulling teeth until he is twenty-one years of age and has served two full years of practical training. A young druggist must not take charge of a dispensing business until he is twenty-one years of age and has served two full years in practical training. But a young girl who wishes to earn a nice wedding outfit can enter a school as head-mistress after thirteen weeks' training. Why, sir, it takes longer than that to learn the business of coat-making and three times as long to master coat-cutting. No one would trust his chin to the hands of a barber who had been only thirteen weeks in the shop. I understand that the graduates of our universities are required to serve three full years as assistants before they can become headmasters of High schools. But some Public school teachers are this summer sending up children to the third examination who will next winter come back and under-bid them. Under these conditions is it remarkable that so many every year become disgusted with teaching and throw up their situations to make room for the Crusade of Children?

I think that the third class examination ought to be divided into two stages, a Primary and a Final, and that the certificate should then be made good for five years instead of three. Between these two stages there should be two full years' training, one year at the Model school and

one year at the High school. If the Primary examination were made to include Drawing, Reading, Book-keeping, Commercial Arithmetic, Composition and the elements of science or some language, it would serve as a leaving examination for a very large number of our young people who have no intention of becoming teachers.

Those who design to teach for five years only would begin earlier to acquire some skill in teaching, and they would in due time enter the school room about as efficient as the thousand or more who now leave the ranks. I hope the JOURNAL will help to secure attention to this question, and oppose the present system of granting permits and extensions of third class certificates. At present we are like a dropsical patient who drinks large quantities of water to appease his diseased thirst which is the thereby made more intense.

Book Reviews, Notices, Etc.

Elements of Analytic Geometry. By Prof. Hardy, of Dartmouth College. Ginn & Co., Boston. 8vo. cloth, 254 pages. \$1.60.

This is a treatise intended for beginners, and contains a large number of examples worked out. It covers the elementary part of solid geometry in the last thirty-four pages. A valuable book for private students.

Plane Analytic Geometry. By Prof. Runkle, of the Massachusetts Institute of Technology, Boston. 8vo. cloth, 346 pages. \$2.25. Ginn & Co., Boston.

This book is founded on the works of George Salmon and Charles Smith, and is certainly a very excellent introduction to those condensed and difficult books. Any student who wishes to master Salmon would save time by taking this book first. The diagrams are numerous and large, and there are no difficult condensations of the proofs. The exercises are numerous and easy and have the answers given.

Elementary Synthetic Geometry of the Point, Line and Circle in the Plane. By Prof. Dupuis, of Queen's University, Kingston, Ont. Globe 8vo., 294 pages.

This is not another gem in the endless series of editions of Euclid. It has little relation to that famous book except in the matter. Its methods are those of modern geometry and are freed from the hampering restrictions of the old Greek geometry. More particular notice will be given in our Mathematical column.

Applied Psychology. By Dr. McLellan. 317 pp. Copp, Clark & Co. \$1.00.

This valuable treatise is founded on Dewey's work, but goes far beyond the original both in theory and in application. In applications of psychology it far surpasses the works of Sully, Hiccock, Loetze, etc. See future notice, also editorial article a few weeks since.

Homer's Odyssey. Books I—IV. Edited on the basis of the Ameis-Hentzi edition. By B. Perrin, Professor in Adelbert College of Western Reserve University. Ginn & Company, Boston, U.S.A.

The editor has fully adapted the German edition to what he believes to be the requirements of American College Classes. Additional material has been furnished in the shape of assistance both of an elementary and a critical kind. The text is that of Dindorf, revised by Hentzi. MSS. variations, and other data for critical study, are given in appendix. The type of the text is good, but the notes are given on the same pages, of which they occupy the larger part, an arrangement which we deem always objectionable in a text-book.

TRUTH is tough: it will not break like a bubble at touch; nay, you may kick it about all day like a football and it will be round and full at evening.—O. W. Holmes.

Teachers' Miscellany.

THE TEACHER'S OUTLOOK IN THE WESTERN STATES.

BY JOHN WALLIS.

LOOKING back to the exceedingly crowded ranks of the teaching profession in Ontario, and to the many discussions there regarding means of overcoming the evils of meagre salaries and the annual loss of so many experienced teachers, the absence of such discussions here presents a strong contrast.

Last July, feeling I had spent more time in learning to teach than I could afford to lose to learn some other means of gaining a livelihood, I determined to take my chances in the West. I did not know my destination when starting, and had only my written testimonials and a second and a first class provincial certificate to help me get a position. Consequently, I paid more attention to finding out how to obtain employment by some Board of Trustees, and what a teacher's prospects are here, than if I had been thrown less on my own resources. Beyond these statements, I do not wish to refer to my own experience here, further than to add that I have now a satisfactory foothold as a teacher.

There is no need for me to look further into the causes of the unsatisfactory condition of the profession in Ontario, than to say it is greatly overcrowded, and that the demand being more than fully met there is no other province that offers a sufficient inducement to the surplus to materially alter the circumstances. Compared with Ontario, the field for skilful, educated teachers is about twenty-five times larger; and while in most, if not all, of the Western States the supply of teachers is equal to the demand, it cannot be said to exceed it. Still the demand for experienced and skilful teachers is, as we say of the markets, "active." West of the Mississippi the prairie states are not nearly fully developed, though comparatively little government land remains, except in those adjacent to Canada; and in all these states new towns are springing up by scores. The advantage of a good school in building up a new town is everywhere recognized, and as soon as possible a building is provided. Generally the buildings are good. Besides these new towns there are thousands of older places with established High and Public schools. In the rural schools the salaries are often better than in Ontario, but not so much so as to be an inducement to experienced teachers. In villages, towns and cities the salaries are at least fifty per cent. higher than in Ontario. I am not able to give as definite information on this point as I should like, but I believe the following statements are within the truth. Towns of 1,000 to 3,000 inhabitants pay the principal, or "superintendent," as he is called, \$750 to \$1,500 for nine month's teaching; and in larger towns the salary is proportionately greater. The average salary paid male teachers, including principals and assistants, in Kansas City, Mo., last year was \$1,243 for nine month's teaching.

The work of a principal, or superintendent, here is never greater, and generally less, than in Ontario. There are fewer studies in the higher classes, and a part of his time each day is given to supervising the work of his assistants.

Just as very few women leave their eastern homes to come alone to the West in search of their fortune, so I hope I am not ungentle in saying little of the salaries of female teachers; but they are generally better paid than in Ontario. The many summer institutes, as they are conducted here, afford an opportunity for many educated and experienced teachers to add to their salaries.

Against a much less crowded field, higher salaries, longer vacations and less arduous work, several things are to be set. To a patriotic British subject the thought of renouncing allegiance to his Queen is not pleasant; and yet, it is but due to the land that supports him, especially if his work be to train the young to patriotism, to become a citizen of it. And while a Canadian on coming here is treated precisely as if he came from any eastern state, it is expected of him if he remains, and, particularly, holds a public office, that he will take the oath of allegiance to the United States. It is not a light matter to leave so many friends so far behind, and to see in their stead only strangers, though friendly strangers. The social and intel-

lectual advantages here are not so good as in similar towns in the East; and the fact that this is a comparatively new country is sufficiently prominent in many ways.

A new-comer must be content to accept whatever position he can get; for though testimonials are very useful here, yet a person must prove his worth before he is given a lucrative position. But when he has shown his capability his promotion is rapid. He must not come with the idea that because the schools of the West are not so good as those of the East he must consequently change all he finds here. It is much safer to take things as they are at first, show his skill as a teacher, and gradually bring about desirable changes. And let him not forget to speak well of what is praiseworthy, and to make no unpleasant contrasts between what he was used to and what he has now to deal with.

No teacher who has successfully passed the second-class examinations in Ontario and has kept up his work, need fear examinations here; but those who have not a professional second-class certificate had better secure it before going west; better still if first-class be obtained.

Teachers in villages, towns and cities are generally engaged before the middle of June; in the rural districts, any time before school begins. I know nothing of Teachers' Employment Bureaus, but do not think from what I have seen that they are of much service to teachers.

In conclusion; while the salaries and possibilities for teachers are here much better than in Ontario, a teacher there gains in no other particular by going to the Great West.

Educational Meetings.

THE EAST LAMBTON TEACHERS' ASSOCIATION.

THE teachers in the inspectorial district of East Lambton met in Watford on Wednesday and Thursday, 22nd and 23rd ult. Over sixty teachers were in attendance at the opening, and this number was increased at the subsequent sessions.

The morning session was mainly taken up with the opening exercises and appointing of the different committees. Miss Graham discussed the subject of "Object Lessons," and gave a number of useful and practical suggestions.

WEDNESDAY AFTERNOON.

The Association was called to order by Acting-President Graham, of Wyoming. The first number on the programme was the President's address. In his absence Inspector Barnes gave an appropriate and instructive address that was listened to with attention. Teachers, he urged, should have a definite end in view, and direct all their energies to accomplish that end. The State had been liberal in supplying the means. Public schools, High schools, etc., are for the benefit of the masses. The nation as a whole, rich and poor, should be interested in the character of our schools. The primary object of our Public school system is to fit for citizenship. If therein are trained men and women of intelligence, honesty and virtue the problem is solved. The great need of this country is intelligent, honest and God-fearing citizens. This is a wonderful age of development in art and science, and it is difficult for the schools to keep pace with the times. Our grand system of education is of no use to the boys who do not attend school, and compulsory attendance is a dead letter. In Canada only about fifty per cent. of the enrolled pupils of the Public schools attend school. The attendance of children of school age should be insisted upon by the school officials. The best teachers are not always to be found in our Public schools. Supply and demand has forced into some of our schools cheap and inexperienced teachers. In no other profession does experience and skill receive so little attention. A saving of \$25 or \$50 is frequently made the excuse for dispensing with an experienced and capable teacher, to make room for one who is scarcely worth the difference in salary. Some attention should also be given to our curriculum of study. Instead of being taught a little of every subject pupils should be taught to think and work for themselves. Reading alone opened the pathway to all knowledge. He charged the teachers to

be diligent and earnest in their work, and their fidelity to their important duties would be crowned with great success.

"Drawing," by A. McDonald, was the next subject on the card, but owing to the absence of that gentleman, "Literature" by Mr. P. Smith was substituted. "The Landing of the Pilgrims" was the lesson selected, and Mr. Smith exemplified his method of teaching the lesson to a class of fourth class pupils. Criticism followed by Messrs. Hoidge, Graham, Barnes, Boal, Anthony, and others. At this point a short recess was taken, when those present were given an opportunity to renew their membership.

"Wordsworth and his Writings" was the subject of a carefully prepared essay by Mr. Boal, of Kinaird. An interesting sketch of the career of this great English poet, and numerous quotations from his writings were given in good style.

Rev. B. F. Austin, Principal of Alma College, St. Thomas, having arrived, was introduced to the Association. In the course of a brief and instructive address he said that the mere loading of the memory with facts was not sufficient. The development of all our outward powers, clear apprehension, calm judgment, and cogent reasoning were some of the ends to have in view in the instruction of youth. The training of the æsthetic and emotional nature was also part of the work. The work of education is not complete unless it embraces moral and religious development. Great progress has been made within the past quarter century. We have better teachers and better teaching. The essential part of teaching is in the teacher and in the pupil. He was a believer in our Public school system, but it has many defects as it exists to-day. One of the great defects is that teachers spend only a few years in the profession. Teaching should be made a life work. Permanency cannot be secured unless salaries are increased. Intellectual training in itself is not sufficient to secure the highest type of manhood or raise up citizens to discharge the highest duties of citizenship. We must give more attention to the moral and religious training of our youth. It is not the scope of the Public schools to do this. The responsibility rests on home training. The S. S. is very inefficiently doing the work. Do not think we can teach religion in our Public schools. It is possible for the teacher to do a great deal in the way of moral training. We might have more selections in our Readers from the Sacred Word. The book of Proverbs contains parables, anecdotes, etc., that might be used with valuable effect. Translate the Scriptures by your conduct and it will thus come home to the minds and hearts of those entrusted to your care.

THURSDAY MORNING.

The President took the chair at 9.10 a.m. Mr. Barnes conducted the religious exercises.

The minutes of previous meeting were read and adopted.

Mr. Westervelt, of London Business College, was introduced, and gave his experience in teaching penmanship in Public schools. He recommended the use of the muscular movement from the first, and showed clearly how to deal with the three elementary principles, ovals, etc. Exercises which he found by experience best adapted to develop the combined muscular and finger movement were given and use illustrated. A class consisting of Messrs. Barnes, Graham and Falconer was formed and the best method of teaching them was exemplified. The head-line copy-books, also tracing exercises were condemned. Messrs. Falconer, Beatty and Kearney briskly discussed several points in the address.

The nominating committee recommended that the following be officers of the Association for the ensuing year:—President, C. A. Barnes, B. A.; Vice-President Miss McPhedran; Sec.-Treas. and Librarian, Mr. P. Smith; Executive Committee, Messrs. McPhail, Anthony, Graham, and Misses Scott and Kennedy; Auditor, D. J. Livingston. Adopted.

The Resolution Committee reported that a letter of condolence be sent to the parents of Wm. McGillicuddy, a member of the Association, who died since last meeting. The report was carried by a unanimous standing vote. Mr. Westervelt's kind offer to engross the resolution was accepted.

On motion the delegate to Toronto was instructed to condemn the Public school History at the Provincial Association.

WEST GREY TEACHERS' INSTITUTE.

THE semi-annual convention held in the Collegiate Institute, Owen Sound, on May 22nd and 23rd, was very successful and well attended by the teachers and the inspectorate. Some important points were discussed and definite results attained. Mr. Shaw read a paper on "The Education of our Farmer's Sons," on which considerable discussion took place. Miss Dobie favored the Convention with one of her choice readings, after which Mr. McMillan, of the Collegiate Institute, gave a lesson on mathematical geography. The several movements of earth, sun and moon were well illustrated by the use of the lantern, and explained in a manner calculated to leave lasting impressions on the minds of those present.

The subject of "Uniform Promotion Examinations" occupied the attention of the meeting for considerable time. The main arguments in favor of the scheme were: it would not allow undeserving pupils to be promoted simply to please parents; pupils would have to pay equal attention to all subjects; it would develop greater interest on the part of the pupils; unite teaching; prevent teachers spending too much time with any one class or any one subject; be a test of thoroughness of the work; train pupils to express properly their ideas; secure regularity; assist young teachers to form a standard; enable teachers to compare their work and test it, and remove from teachers the temptation of raising a false reputation.

Mr. Campbell, Inspector of South Grey, read a paper on "The Permanency of the Teaching Profession," in which he showed that the co-operation of the government, people and profession, should be secured. The duties of each in relation to the work of public education were set forth plainly.

Mr. Merchant gave an address on "The Teacher as a Student," in which he treated the following points:

I. Why should a teacher study? To be full of his subject; to know much more than he had to teach; to have a general knowledge outside his subject; to be in sympathy with the ways by which those under his care learn; to be mentally active; to keep up with the times, and to be able to take his proper social position.

II. What should he study? Subjects taught and their allied ones; the leading principles and methods of teaching; and the applications of the principles to the methods; those to be taught; English Literature and some particular subject; i. e., aim to "know something of everything and everything of something."

III. How to study? Methodically, with a definite plan, thoroughly.

IV. When to study? At every opportunity.

A half-hour reading club was organized in connection with the institute, with about fifty members.

Before closing it was decided to adopt the scheme of Uniform Promotion Examinations, and a committee was appointed to carry the plan to a successful issue.

In the evening of the first day Mr. Merchant gave the last of his series of lectures on Light, the subject being the "Relation of Light to Heat." He stated that the two were apparently the same in source, the sun being the natural source of both. He demonstrated by numerous striking experiments that heat accompanies light in each of the artificial sources, viz.: mechanical motion, chemical action and electricity. Interesting experiments were performed to prove that the various phenomena of light, such as reflection, refraction, polarization, etc., can be reproduced by heat. These facts, he pointed out, tended to show that light and heat are only varieties of the same physical agent. By throwing a brilliant electric light spectrum on the screen and absorbing its parts by different colored glasses and solutions of alum and iodine, he showed the relation which dark heat bore to the colors of the spectrum. He then explained, by means of a wave motion slide, the undulating theory of light and heat, and gave the reason we have for believing that the distinction between the different parts of the spectrum is one of wave length.

MEANING goes but little way in most things, for you may mean to make things stick together and your glue may be bad, and then where are you?
—George Eliot.

SOUTH SIMCOE TEACHERS' INSTITUTE.

THE members of the South Simcoe Teachers' Institute met in convention at Alliston on the 22nd and 23rd inst. It was one of the most successful meetings of the Institute ever held in this inspectorate, about one hundred teachers being present.

After the opening address by the President, the work on the programme was carried out. During the afternoon of the first day, the Hon. Chas. Drury, Minister of Agriculture, addressed the association, giving excellent advice to the teachers in general. The Rev. Mr. Burnett also spoke in a kindly manner, and warmly welcomed the members of the Institute to Alliston. Special mention might also be made of Dr. Forrest's "Chalk Talk on Drawing," Miss Farquharson's lesson on "Primary Reading," and Mr. J. A. Cumming's "Method of Teaching Literature."

The election of officers then closed the proceedings. President, Rev. Thos. McKee, I. P. S., Barrie. Vice, Dr. Forest, M. A., Bradford. Sec.-Treas., G. M. Robinson, Tottenham. General Com. Messrs. J. A. McPherson, Beeton; G. B. Wilson, Stroud; W. F. Moore, Cooks'own; J. A. Cummings, West Essa; A. Orton, Bradford; Miss Carlton, Creemore, and Miss Anderson, Alliston. Auditors: Messrs. Ferguson and Whitehead. Messrs. A. Orton, G. M. Robinson and J. S. Hoath were elected delegates to attend the Ontario Teachers' Convention at Niagara during midsummer vacation.

In the evening of the 22nd a free entertainment was held in the town hall. The house was crowded to the doors, a large number not being able to obtain seats. Barrie and Alliston furnished some excellent vocal and instrumental music, which was well received. The Minister of Agriculture then addressed the meeting on the subject of Agriculture, a great many interested parties being present. During the entertainment the President, Mr. McKee, was asked to vacate the chair, which was taken by the Vice-President, Dr. Forrest. Mr. Orton then advanced and read an address, after which a most elegant silver tea service was brought forward by Mr. Dunn, and presented to the Inspector by the committee on behalf of the teachers of South Simcoe.

It having become generally known that Mr. McKee would celebrate the 25th anniversary of his wedding on May 25th, the teachers took advantage of the occasion to show their respect. The meeting closed with "God Save the Queen."

G. M. ROBINSON, Sec.

LENNOX AND ADDINGTON TEACHERS' ASSOCIATION.

THE regular annual meeting of this Association, was held in the Napanee Model School building, on the 9th and 10th of May.

All the sessions were well attended by the teachers of the County.

The report of the auditors showed a balance of \$45.11 on hand.

The Committee appointed by the President to nominate officers recommended as follows:—

President, Fred Burrows, I.P.S.; 1st Vice-President, Miss Cora Moles, Parker P.S.; 2nd Vice-President, N. Asselstine, Tamworth P.S.; Secretary, W. J. Black, East Ward School, Napanee; Treasurer, Cortez Fessenden, Napanee H.S.

On motion, the President, the Secretary, the Treasurer and Mr. Geo. Reid, late a student at Toronto University, were appointed a committee to draft a resolution touching the decease of the late Prof. Young, of Toronto University, who was also an honorary member of this Association. The Committee reported, when it was moved by Mr. Reid, seconded by Mr. Bowerman supported by Messrs. Houston and Burrows, and carried unanimously:—"That this Association place on record its appreciation of the loss sustained by the cause of education through the death of one of its honorary members, the late Prof. George Paxton Young, LL.D., who, as High School Inspector, College Professor and Chairman of the Central Committee, was for many years closely identified with the primary, secondary and university education of this Province."

The delegates to the Provincial Association were called on to report. Mr. Fessenden, one of the delegates reported that as matters now were County Teachers' Associations were not fairly represented

at the Provincial Association as every teacher attending could vote, and thus delegates from county Associations were outnumbered by the city teachers who were usually present in large numbers.

It was then moved by N. A. Asselstine, seconded by Mr. Fessenden, that the Education Department be requested to make it one of the conditions of the usual grant being made to the Provincial Teachers' Association, that that Association be more strictly representative of County Teachers' Associations throughout the Province, and that the proceedings be so arranged as not to be practically under the control of city teachers or others residing in the immediate vicinity of Toronto.

The mover and seconder of the above resolution, the President and Secretary of the Association were appointed a committee to draft the necessary memorial to send to the Minister of Education and also a circular to send to County Teachers' Associations throughout the Province asking for their co-operation in the matter. Mr. Wm. Houston, during the afternoon of Thursday, dwelt at considerable length on the nature of Language and on Exposition.

In the evening a large public meeting was held in the Town Hall.

His Honor W. H. Wilkinson, County Judge, occupied the chair.

Rev. E. N. Baker, D.D. and Rev. A. B. Chambers, LL.D. both delivered able addresses to the teachers and others present, after which Mr. Houston addressed the meeting on Æsthetic Culture. The proceedings were interspersed with music provided by the pupils of East Ward school under the leadership of Miss Shipman. Mr. G. Grant also assisted in this department, and Mr. N. A. Asselstine, of Tamworth, contributed a recitation.

On Friday the greater part of both sessions was occupied by Mr. Houston on the subject of English Literature under the heads of Grammar, Philology, Rhetoric and Prosody, extending his remarks on Æsthetic Culture.

Mr. Houston's work gave universal satisfaction to the teachers attending the meeting. Mr. Geo. Reid, B.A., Assistant Master of Napanee H.S., then read a paper setting forth the relations which Public and High Schools should and do bear to each other.

Mr. Houston was made an honorary member of the Association, when the proceedings closed.

W. J. BLACK, Secretary.

WEST VICTORIA TEACHERS' ASSOCIATION.

THE semi-annual convention was held at Fenelon Falls on Wednesday and Thursday, 22nd and 23rd inst.

There was a large attendance of teachers and visitors at each session. Papers were read on the following subjects, an interesting discussion following each:

"Literature in Public Schools," Mr. D. McDougall; "Arithmetic," Mr. J. Cundall; "Teachers' Conventions," Mr. L. Gilchrist; "Phonic Method of Teaching Reading," Mr. Devitt; "The Duties of the Teacher," Mr. Jno. Morriss; "Lecture on Inspiration," Mr. Burwash, B.A.; "Lesson to a Class on Botany," Mr. W. H. Stevens, B.A.; "Lesson to a Class on Phonic System," Mr. Shanahan; "Lecture on Commercial Course," Mr. Thomas.

A public meeting was held Wednesday evening in Dickson's Hall. Mr. W. H. Stevens, B.A., Science Master of Lindsay Collegiate Institute, delivered an excellent lecture on the "Composition of Sugar," he illustrated its chemical properties by means of apparatus. This was followed by a play, entitled "Dearest Mamma," by the Fenelon Falls Dramatic Club.

The following are the officers elected for the ensuing year: President, Mr. Beazin; Vice-President, Mr. Burwash; Secy.-Treas., Mr. Gilchrist; Managing Committee, Messrs. McDougall, Morriss, McMillan, and Misses Anderson, Cullis and Smithson.

It was decided that the next convention be held in Woodville.

L. GILCHRIST, Sec.

WISDOM is oftener nearer when we stoop,
Than when we soar.

—Wordsworth.

ONE secret act of self-denial, one sacrifice of inclination to duty, is worth all the mere good thoughts, warm feelings, passionate prayers in which idle people indulge themselves.—*J. H. Newman.*

EVERY day is a fresh beginning ;
Listen, my soul, to the glad refrain,
And spite of old sorrow and older sinning
And puzzles forecasted and possible pain,
Take heart with the day and begin again.
—*Susan Coolidge.*

Now that the holidays are approaching, many of the city and country school teachers are looking around for some kind of light and profitable work to be engaged in during the vacation. We know of no occupation that is so adapted to the educational man, who wants a complete change from his usual routine work, as engaging with a first-class Canadian life insurance company for the six or seven weeks at his disposal, and in this connection, we understand, that the North American Life Assurance Company, of Toronto, Ont., are offering special inducements to those about to commence the work. The advertisement of the company will be seen elsewhere.

LOOK over your sample copy of *School Work and Play*. Read the circular, with offers for clubs, and do what you can to secure a club for your schools.

HOSPITAL REMEDIES.

What are they? The growth of intelligence in medical matters has given rise to a demand for a class of genuine, reliable medicine. The opportunity of the ignorant quack, who grew rich curing everything out of a single bottle, has passed. To supply satisfactorily this demand this list of remedies has been created. They are the favorite prescriptions of the most famous medical practitioners of the day, gathered from the hospitals of London, Paris, Berlin and Vienna. Prescriptions which cost the patients of these specialists from \$25 to \$100 are here offered prepared and ready for use at the nominal price of *one dollar each*. Not one of them is a cure all; each one has only the reasonable power of curing a single disease, and each one keeps its contract. Sufferers from Catarrh, Diseased Lungs, Bronchitis, Asthma, Consumption, Rheumatism, Dyspepsia, Liver and Kidney Complaints, Fever and Ague, Neuralgia, Female Weakness, Leucorrhœa or Nervous Debility, should send stamp for descriptive catalogue to Hospital Remedy Co., 303½ West King St., Toronto, Canada. If your druggist does not keep these remedies, remit price and we will send direct.

To Teachers!

Your Committee have pleasure in announcing that they have completed arrangements with the CANADIAN PACIFIC RAILWAY for a Summer Vacation trip to Victoria, B.C., and return, for \$80.00, and to Banff Hot Springs and return for \$60.00, from any point in Ontario.

THE TRIP embraces a variety and grandeur of scenery that no other possesses, and enables one to become familiar with the unlimited stretch of agricultural territory, grazing lands, mountain and river resources of the great North-West and British Columbia.

TICKETS good to start July 10th to 20th, to reach Banff Hot Springs or Victoria, B.C., until July 30th, and for return until September 30th, can be purchased from any agent of the Canadian Pacific or Grand Trunk Railways, from any Station in Ontario, at above rates, on presentation of certificates signed by Jno. Munro or Archibald MacMurchy.

STOP-OVER privileges will be granted on tickets in both directions, within their time limits, for the going and returning journeys respectively. In the Mountains, Banff and Glacier present very attractive features, and would well repay a stop-over of a few days.

ROUTES.—Passengers have a choice of Routes, either via Rail or via Owen Sound or Sault Ste. Marie and Lake Steamer. They may go by any of these routes and return by either of the others, should they so request at time of purchase. Passengers ticketed by the Rail

Route or the Lake Route from Sault Ste. Marie will travel via the Northern and North-Western Division of the Grand Trunk Railway between Toronto and North Bay, but from Stations east of Sharbot Lake and Kingston passengers may go via Carleton Junction and the Canadian Pacific Railway Main Line. Those desiring to return from Victoria by the Northern Pacific Railway and Sault Ste. Marie, thence Lake or Rail, may purchase tickets enabling them to do so for \$90.00.

SLEEPERS.—The cost of sleeping accommodation for double berth, which may be occupied by two persons, is as follows:—Ottawa to Vancouver, \$20.00; Toronto to Vancouver, \$18.50; Port Arthur to Vancouver, \$15.00; Ottawa to Banff, \$14.00; Toronto to Banff, \$14.00; Port Arthur to Banff, \$9.00. Via Lake Route, meals and berths are included on Canadian Pacific Railway Steamships.

TOURISTS' SLEEPERS.—Should 25 or more not desiring First Class Sleeper agree to travel together throughout the trip in both directions, a Tourist Sleeper (unupholstered, but fitted with mattresses, pillows, blankets, curtains, towels, etc.), in charge of a competent porter, will be placed at their disposal at a cost of \$10 per berth for the round trip to Vancouver. Any persons desiring such accommodation are requested to communicate with either of the undersigned, stating their going and returning route.

It is very desirable that those teachers who intend accompanying the excursion should communicate with the undersigned at as early a date as possible, advising date they will start, so that arrangements can be made for sufficient accommodation. Certificates will be mailed them on receipt of application.

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"PUBLIC SCHOOL TEMPERANCE."

The attention of teachers is respectfully called to this new work, designed for use in the public schools. It is placed on the programme of studies under the new regulations, and is authorized by the Minister. It will be used in three forms. The object of the book is to impart to our youth information concerning the properties and effects of alcohol, with a view to impressing them with the danger and the needlessness of its use.

The author of the work is the celebrated Dr. Richardson, of England; and this book, though somewhat less bulky, being printed in smaller type, contains the whole of the matter of the English edition, slightly rearranged as to some of the chapters, to suit the requirements of our public school work. It is, however, but half the price of the English edition.

The subject is treated in a strictly scientific manner, the celebrated author, than whom there is no better authority on this subject, using the researches of a lifetime in setting forth the facts of which the book discourses. At the same time the style is exceedingly simple; the lessons are short and accompanied by appropriate questions, and the language is adapted to the comprehension of all who may be required to use the book. Price 25 cents, at all bookstores.

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SCHOOL WORK AND PLAY.

A New List of Generous Premiums.

The Publishers of "School Work and Play" have decided to make a grand effort to interest all of the teachers, and all of their pupils, in this country, in the new Canadian paper for Canadian boys and girls. Its excellence is admitted on all hands; but, unfortunately, it cannot live on even the most sincere and friendly encomiums. Four thousand more subscribers are required to place it on a safe financial footing; and to the teachers and their pupil canvassers alone can the publishers look for the success of the enterprise.

Sundry prizes were offered for the formation of school clubs; but these were mainly confined to the teachers. The publishers now make the following offers, which they believe will be sufficient to induce an effort to secure the success desired:

PRIZES FOR PUPIL CANVASSERS.

- 1.—To the boy or girl sending the largest list of new subscribers by Sept. 1st, *A Gold Watch*.
- 2.—Second prize, for second largest list, *A Silver Watch*.
- 3.—Third prize, for third largest list, *\$10 in cash*.
- 4.—Fourth prize, for fourth largest list, *A Printing Press* or a *Magic Lantern*, if the list be sent by a boy; or *A Good Writing Desk*, if sent by a girl.
- 5.—Fifth prize, for the fifth largest list, *A Cricket Bat or Base-Ball Set*, if sent by a boy; or *A Good Workbox*, if by a girl.

It is a condition that the fifth prize list number at least 25.

PRIZES FOR THE TEACHERS.

First.—In order to secure the interest of the teachers in engaging their young canvassers, and overseeing their operations, we will give a Concise Imperial Dictionary, best binding, to the teacher of the pupil who wins the Gold Watch; and a Concise Imperial Dictionary, cloth binding, to the teacher of the pupil who wins the Silver Watch. We also increase our former offers to teachers getting up school clubs, as follows:

- 1.—*An extra copy for an order for 5.*
- 2.—*The "Educational Journal" for an order for 15.*
- 3.—*"Grip," 1 year, for an order for 25.*
- 4.—*"Grip" and "The Educational Journal" for an order for 35.*
- 5.—*The Concise Imperial Dictionary, best binding, for an order for 50.*
- 6.—*The Concise Imperial Dictionary and "The Educational Journal" for an order for 60.*
- 7.—*The Concise Imperial Dictionary, "The Educational Journal," and "Grip," for an order for 75.*
- 8.—*Webster's Unabridged Dictionary, bound in sheep, "The Educational Journal," and "Grip," for an order for 100.*

These generous offers to teachers, are, of course, independent of those to the pupils, the teachers securing these premiums for their own work, as the pupils secure their premiums for theirs.

Will our friends not now make one grand effort, either in a thorough canvass of their own, or in setting reliable pupil canvassers at once to work?

Samples will be sent to all teachers whose addresses we have, on 1st May, and samples and directions will also be furnished, on request, to all pupils who wish to act as agents and compete for the prizes. Address,

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The presiding Inspector will please give sufficient public notice respecting the Examinations.

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Wednesday, 10th July.—A.M., 9.00-11.30, Arithmetic and Mensuration. P.M., 2.00-4.30, English Grammar.

Thursday, 11th July.—A.M., 9.00-11.30, Algebra. P.M., 2.00-4.30, English Composition and Prose Literature.

Friday, 12th July.—A.M., 9.00-10.15, Reading and Orthoëpy; 10.20-12.45, Drawing. P.M., 2.00-4.00, Book-keeping; 4.05-5.20, Précis Writing and Indexing.

Saturday, 13th July.—A.M., 9.00-10.30, Latin Authors, French Authors, German Authors; 9.00-11.00, Physics. P.M., 2.00-4.30, Latin Composition and Grammar, French Composition and Grammar, German Composition and Grammar; 2.00-4.00, Botany.

Oral Reading to be taken on such days and hours as may best suit the convenience of the Examiners.

SECOND CLASS AND PASS MATRICULATION EXAMINATION.

Tuesday, 9th July.—A.M., 8.40-8.55, Reading Regulations; 9.00-11.30, English Poetical Literature; P.M., 2.00-4.30, History and Geography.

Wednesday, 10th July.—A.M., 9.00-11.30, Arithmetic. P.M., 2.00-4.30, English Grammar.

Thursday, 11th July.—A.M., 9.00-11.30, Algebra. P.M., 2.00-4.30, Chemistry.

Friday, 12th July.—A.M., 9.00-11.30, Euclid. P.M., 2.00-4.30, Botany.

Saturday, 13th July.—A.M., 9.00-11.30, Physics. P.M., 2.00-3.30, French Authors; 3.35-5.35, French Composition and Grammar.

Monday, 15th July.—A.M., 9.00-11.00, Latin Authors; 11.05-12.35, Latin Composition and Grammar. P.M., 2.00-3.30, German Authors; 3.35-5.35, German Composition and Grammar.

Tuesday, 16th July.—A.M., 9.00-11.30, English Composition and Prose Literature. P.M., 2.00-4.30, Greek (for Matriculants only, not for second class candidates).

FIRST "C" AND HONOR EXAMINATION FOR MATRICULATION.

Tuesday, 16th July.—A.M., 8.40-8.55, Reading Regulations; 9.00-11.30, English Composition and Prose Literature.

Wednesday, 17th July.—A.M., 9.00-11.30, Algebra. P.M., 2.00-4.30, English Poetical Literature.

Thursday, 18th July.—A.M., 9.00-11.30, Euclid. P.M., 2.00-4.30, History and Geography.

Friday, 19th July.—A.M., 9.00-11.30, Trigonometry. P.M., 2.00-4.30, English Grammar.

Saturday, 20th July.—A.M., 9.00-11.30, Chemistry. P.M., 2.00-4.30, Botany.

Monday, 22nd July.—A.M., 9.00-11.30, Latin Authors. P.M., 2.00-4.30, Latin and Greek Grammar.

Tuesday, 23rd July.—A.M., 9.00-11.30, Latin Composition. P.M., 2.00-3.30, French Authors; 3.35-5.35, French Composition and Grammar.

Wednesday, 24th July.—A.M., 9.00-10.30, German authors; 10.35-12.35, German Composition and Grammar. P.M., 2.00-4.30, Greek Authors.

TORONTO, February, 1889.

MEMORANDUM RE FIRST CLASS EXAMINATIONS.

Candidates for Grade C will be examined at the following places: Guelph, Hamilton, Kingston, London, Ottawa, Toronto; or at such other place as may be desired by any Board of Trustees on notice to the Department on or before the 25th day of May; it being understood that the Board is willing to bear the expense conducting the examination.

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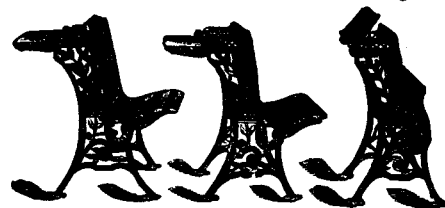
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