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—OF THE—

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

Notice by candidates for Kindergarten Examinations to Department, due.

June 14. Normal Schools close (First Session).

Examinations.

June 5. Practical Examination at Normal School begins.

June 13. Written Examination at Normal Schools begin.

June 27. High School Primary Examination in Oral Reading Drawing, Bookkeeping and Commercial course begin.

June 28. High School Entrance Examinations begin.

Public School Leaving Examinations begin.

Kindergarten Examinations at Toronto, Ottawa and Hamilton begin.

July 3. The High School Primary, Junior Leaving and University Pass Matriculation and Scholarship Examinations begin.

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Editorial Notes.

IN his remarks as chairman, at the annual closing of the Ontario School of Pedagogy, which, by the way, was a highly successful event, Dr. McLellan is reported to "have rallied the outside examination idea with some spirit, contending that the members of the Faculty were quite competent to pass judgment on the papers." The popularity of the "outside examination idea" is evidently on the wane. The members of any faculty of instruction are the proper persons to pass judgment on the work of their pupils, and the only persons who can do so with just discrimination. The public will rightly judge them and their pupils by the work done by the latter in the field of active life.

The following note from Principal MacCabe explains itself. When our last note was written we thought the time-tables had been forwarded to Principal MacCabe, but owing to pressure of other duties the Toronto examiners were unable to complete their work so soon as expected. Under the circumstances we fear the final announcement cannot be made before the first of July:

To the Editor of the EDUCATIONAL JOURNAL:
DEAR SIR,—To-day (21st May), I see, for the first time, the time-tables sent you in the competition.

It is impossible for me to do anything towards examining them until after the 14th June. I very much regret this; but my time until that date will be so fully occupied with my regular business for this

stage of the Normal School session, that I cannot attend to any outside work.

Yours faithfully,

JOHN A. MACCABE.

Normal School,
Ottawa, 21st May, 1894.

MUCH complaint is made because of the number of those who give up teaching to enter some other employment. That great loss to the country and to education results from this cause is unquestionable. But is the teacher to be blamed? It is even questioned by some prominent educators whether it is wise for teachers to continue in the work, especially in the public schools, until their possibilities of success in some other pursuit are gone. The tendency of the time is to fix the "dead line" for teachers at a comparatively early age. But it is often exceedingly difficult, even at that age, for the ex-teacher to find other employment or to adapt himself to it, if found. The smallness of salaries is, of course, at the bottom of the difficulty. Let the average of salaries be raised to a level which will enable the prudent man to support his family in frugal comfort and make some provision for the future, and the evil complained would soon be at a minimum.

DISPARAGING remarks are sometimes made, not, we fear, without too much cause, touching the dearth of literary work on the part of the great majority of public school teachers. Even the High School masters and the professors in our colleges and universities, with a few notable exceptions, do not contribute their share to the literature of the country. We know well how many difficulties there are in the way; how unfitted the brain seems after the strain of class-room work, or of six hours in the public school, for any vigorous thinking or effort of any kind; what demands our modern methods, especially the multiplied written examinations, make upon the teacher's time and energies. And yet few who have not tried it are aware of the fertility which their own brains might exhibit with proper attention. For instance, let anyone who possesses an ordinarily active mind adopt the plan of carrying note-book and pencil and jotting down as far as may be practicable at the moment, thoughts that occur in reading, or conversation, or during a quiet stroll, with suf-

ficient precision to insure their recall when wanted, and he will be surprised at the result. If the mind is directed mainly to any particular subject, an abundance of material for its full discussion may soon be collected in this way. These crude thoughts should afterward be clearly defined in writing. There is no more valuable exercise for the mind of child or adult, and when one has learned how, none more delightful, than the attempt to give clear and concise expression to its own thoughts in writing.

AN article in another column gives a somewhat amusing but o'er true picture of the old-time country schoolmaster, with his ferule ready to hand on his desk, and his six-foot switch in hand or under arm, as he stamps with his foot and shouts lustily his determination to have *order* in the school, himself, meanwhile the most disorderly person in the room. But the master thus described was but half armed for the fray in comparison with one choleric old gentleman whose image is indelibly stamped on the front wall of the writer's memory. This order-loving pedagogue had not only his ferule on table, and perhaps his switch in hand, or on the wall—the switch was too trifling a thing to be distinctly remembered beside more formidable implements—but in addition to these his armory contained, first, a slender hardwood rod or cane, hanging by a string from the projecting side-post of his chair; second, a cat-o'-nine-tails, suspended in like manner; and third, under lock in his desk, but brought out on great occasions, a veritable bastinado of raw-hide, probably three feet in length, and tapering from a thickness of perhaps two inches at one end, to a point at the other—a truly terrible weapon. Among the side pictures in this panorama, one stands out with peculiar distinctness. The "master" stands in the middle of the school-room; with his left hand he clutches firmly by the collar, at the throat, a luckless wight who has incurred his ready wrath. His right, uplifted, clasps his precious cat-o'-nine-tails, the tapering points of which have become entangled in a bent nail projecting from the wooden ceiling, while the "master," in his frantic efforts to pull it free, works himself into a perfect frenzy. The culprit's sister—never mind who the culprit was; he survived—flees in mortal terror from the school, while the other boys and girls gaze on the edifying spectacle with awe-struck faces. Possibly, after all, the JOURNAL is not perfectly dispassionate in its dislike of flogging in the school.

English.

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

ENTRANCE LITERATURE.

XCV.—THE FORCED RECRUIT AT SOLFERINO.

F. H. S.

I.—INTRODUCTION.

THE class will open their geographies at the map of Italy, while the teacher quickly draws an outline map of that country on the black-board. He will tell them that Italy about forty years ago was not one united monarchy as it now is. Austria occupied by brute force the districts of Lombardy and Venetia; France was in possession of Rome; a Bourbon prince held Sicily and Italy south from Naples; Piedmont and Sardinia were under Victor Emmanuel, the King who, afterwards, aided by his great minister, Cavour, and his heroic general, Garibaldi, effected the unity of Italy (1860-1870). In 1859 Victor Emmanuel, hoping to drive out the Austrians from the Italian Provinces, joined with the Emperor Napoleon III., and the allied armies proceeded to attack the immense Austrian army gathered on the banks of the Mincio near the little village of Solferino. [The Mincio joins Lake Garda with the River Po. Solferino lies west of the river, about ten miles from the Mincio and equally distant from the lake.] The battle was fought on June 24th, and the allied armies won a great victory over the Austrians, that greatly helped on the deliverance of Italy from foreign hands.

We must fancy ourselves Italians from the Province of Lombardy or Venetia, which the Austrians held, and held with such bloody power that they were doubly hated by the oppressed. We must imagine the Austrians forcing us to join their ranks and advance in battle against the men who were about to fight for our deliverance from the oppressors. What ought brave men to do under such circumstances? Fight to defeat our deliverers and save ourselves from the slaughter that would follow our defeat? Run from the field? Or—

There was a brave lad from Venetia thus forced to join the Austrian ranks and march against his fellow-countrymen. What did he do? [The poem will then be read, preferably by the teacher, with such sympathy as the noble lines deserve.]

II.—NOTES AND QUESTIONS.

Recruit (rē kroot'). A new and untrained soldier intended to supply a deficiency in the army. A "forced recruit," a recruit who does not volunteer, and who is compelled to serve in the ranks.

Solferino (sol fer ē' nō). Where and what is it? State briefly the historic event and the causes leading to it that made Solferino famous. [See Introduction].

1. 1.—the Austrian.—Collective term for the Austrians. Compare "the Gael," "the Saxon."

1. 1.—you. Who? [See Introduction].

1. 1.—him. Who?

1. 1.—you found him. Who, according to this, gained the victory?

1. 2.—died... all. What spirit does this show in the recruit?

1. 4.—you honor. In what way are honors paid to the heroic dead? See the first stanza of the Burial of Sir John Moore, III. Reader, p. 214.

1. 5.—Venetian. Explain his being with the Austrian. [See Introduction].

1. 7.—With a smile. What spirit does this show to have animated the recruit?

1. 8.—mere soldier. A soldier by trade, and nothing more than that. What more was the recruit? What did the "tender lips" show of his character?

1. 9.—No stranger... traitor. [See Introduction].

1. 10.—alien (ā' yen). Foreign, belonging to another country.

1. 10.—cloth. i.e. the uniform made from the cloth (compare the "steel" for the sword, and "blazon the brass" l. 32 below). What uniform did the recruit wear?

1. 12.—sent to rest. Explain in one word. What idea does the writer call up by the periphrasis?

1. 14.—file. The line of private soldiers. Compare "the rank and file," meaning officers and men.

1. 15.—see! What scene does this graphic touch call up?

1. 17.—as orphans. Why not simply "as children?"

1. 18.—patriot hands. Explain. [See Introduction].

1. 19.—Let me die, etc. Explain "our Italy." What spirit does this show in the recruit? What is there to admire in it?

1. 20.—by your hands. Explain.

1. 21.—Aim straightly, etc. Who is apparently speaking?

1. 23.—Deliver... away, etc. What feeling had the young soldier towards the Austrian, as

1. 23.—tear me. Strip away for me. shown by these lines?

1. 24.—badge. (Here) uniform. See l. 10. What is the usual meaning? How would the bullet "tear away the badge?"

ls. 21-24 may be paraphrased: "Take good aim, fire steadily, and out of the many bullets let there be one to kill me, freeing my spirit from the fleshly bonds which force me to serve in the ranks of the Austrian masters I hate, and to wear a uniform I hate."

1. 26.—What then? Fill out the expression of the thought. [Why (you ask) should I (the poetess) make so much ado about his death? Brave patriotic soldiers have died in thousands ere now, why should I specially commend this young soldier?]

1. 27.—Ay (i). Yes (I admit). It is true that patriot soldiers have died before, but note the difference between their case and his. See ll. 27-32.

1. 29.—One tricolor. The flag of Italy is a tricolor, named a flag of three colors (green, white, red, arranged perpendicularly). "One tricolor" would symbolize that unity of Italy for which they fought.

1. 30.—'mid. A contraction for?

1. 30.—triumphant acclaim. "Acclaim," shout of praise. Here read and compare, "How sleep the brave," p. 291 of the Reader.

1. 31.—rescued. From what?

1. 32.—blazon the brass, etc. To set forth, engraven on tombs, columns, and other monuments, the great deeds they accomplished.

1. 33.—But he. Why was it easy for them to die? Why hard for him?

1. 34.—mixed. Construe: "mixed with (in the ranks of) the tyrants" and (consequently) "shamed."

1. 34.—country's regard. In the eyes of his countrymen. Why speak of country as if a person?

1. 35.—tyrants... her. Explain. (See Introduction).

1. 37.—in a cruel restriction. By the hard restraints (of fate).

1. 38.—guerdon of sons. The reward that her sons reaped. What reward?

1. 39.—filial obedience "Filial" (L. filius a son). The obedience a son yields. What "obedience" in this case? What "convictions"?

1. 41.—soul kissed... guns. Accepted death from the guns and blessed his countrymen who shot him. Why the "lips" of the guns? Whose are her guns. What feeling is suggested here by "kissed"? Study carefully each word in this line.

1. 41.—That moves you. Were they not affected before. [Read l. 26.] What has been said after line 26 more affecting than the words before that line?

1. 41.—Nay, grudge not. What were the hearers doing?

1. 43.—says your poet. I am not certain

what Italian poet is here referred to. Carducci and other contemporary writers have expressed similar sentiments. It is possible, too, as the Notes to the Reader suggest, that Horace is meant.

1. 44.—glory... a tear. What different feelings towards the "others" as compared with the young soldier would these indicate?

Narrate in your own words and as fully as you can the story of the Forced Recruit, taking in (i.) the historical position of Italy about 1859. (ii.) The circumstances attending the recruit's joining of the Austrian ranks. (iii.) The approach of battle and the feelings that animated him. (iv.) His death and the finding of his body beside his uncharged musket. (v.) The feelings of his countrymen towards him.

III.—BIOGRAPHICAL NOTE.

The county of Durham, England, was the birthplace of Elizabeth Barrett. Born there in 1809, of wealthy parents, she passed her early years happily, loving the country,—how pleasantly she recalls those days in her poem; "The Lost Bower"—but loving most her books. At ten she wrote verses, her delighted father being her only "public and critic;" at seventeen she published a little book containing an Essay on the Mind and dedicated to this beloved parent, but without winning the applause of the greater public. Her translation of Prometheus Bound, however, did attract attention, and especially attracted attention as a translation from Greek by a woman. It was discovered that this young woman knew the Greek authors, if not profoundly, at least with a sympathy and an intuition that gave her translation the spirit and melody of the original.

The next year, Miss Barrett, never strong, became a prey to ill health. Until her marriage in 1846 she lived in almost constant suffering, spending seven years in a large darkened room, where lying much of the time on her couch she read and wrote. From this room the poetess sent forth to wake England the "Cry of the Children," an indignant protest against child-labor; where, too, she composed her "Lady Geraldine's Courtship," containing words of praise of Browning, then a stranger to her; words which lead to an acquaintance that was a prelude to marriage. It was in her thirty-eighth year that Elizabeth Barrett was married to Robert Browning. They left England at once for Italy, where the invalid partly regained health. It was the perfect union of congenial spirits, and in the sunshine of Italy and her husband's love Mrs. Browning found her genius grow ever more mature.

In 1851 appeared "Casa Guidi Windows," a tale of Italy's struggle for liberty; in 1856 her last great poem, "Aurora Leigh," really a novel in verses, was published. This poem is autobiographical in its record of thoughts and feelings, for Mrs. Browning has embodied in it her own highest convictions of Life and Art. A few more years, and the frail body that held this noble soul released its tenant. In June, 1861, after a short week's illness, Mrs. Browning died in her husband's arms without pain and in perfect peace.

Uniting purity of character, patience in suffering, ambition, and power of study, with an intense love, not only of herself but of humanity, and a genuine poetic inspiration, Mrs. Browning became the greatest woman poet since Sappho, and indeed the greatest of all women poets.

On the doorway of her Florentine home, Casa Guidi, the Italians whom she loved so well placed a white marble tablet, and on it are graven these words:—

"Here wrote and died Elizabeth Barrett Browning, who in the heart of a woman, united the science of a sage and the spirit of a poet, and made with her verse a golden ring binding Italy and England.

Grateful Florence placed this memorial, 1861."

LORD ULLIN'S DAUGHTER.

M. A. WATT.

XLVII.—THIRD CLASS LITERATURE.

In this little poem by Thomas Campbell, we have perhaps as vivid a piece of word-painting as can be found in the English language. Campbell's "Pleasures of Hope," and "Gertrude of Wyoming" are not so well-known as his small poems, such as "Hohenlinden," "The Battle of the Baltic," and "Ye Mariners of England," the latter of which obtained for him a Government pension. Campbell was born in 1777, died in 1844.

Introduction of the lesson. The class open books at page 128. Examine the picture and make notes of what is to be seen in it. (A Toronto class will notice the "killie," which will serve to locate the scene of the poem in Scotland.)

When the group of horsemen on the bank, the party in the boat, the dashing waves and the sea-gulls wheeling through the air, have been noticed, the class is ready for the reading of the poem. The teacher reads, with graphic and varied emphasis the whole poem, making mental note of parts where the class show signs of failure to understand. Let the class look again at the picture. Locate Lord Ullin, the chief of Ulva's Isle, etc., in the picture. Ask class to write the story as they understand it now.

Second part of study. First the dialogue between the chieftain and boatman. What words tell of the state of the weather? Why is the "Chief of Ulva's Isle" in such haste to cross, regardless of the weather? What is the meaning of "My blood would stain the heather?" (what is heather? have a piece if possible, but explain its peculiarity and beauty as well as possible, and its being essentially Scotch. "The land of the heath and the heather.") The result of the explanation upon the boatman is that he decides to go, even at the risk of his life. What moves him to this decision? Quote the poet's words. The seventh stanza is intense in its powerful expression:

"By this, the storm grew loud apace,
The water-wraith was shrieking,
And in the scowl of heaven, each face
Grew dark as they were speaking."

What is "water-wraith?" will be a natural question. The superstitions of the Highlands of Scotland are fascinating in their weirdness, and the children will be quick to appreciate the idea of the spirit of the storm shrieking in the midst of the uproar of the element. It will be well to take care to make it clear that it is only a fancy, for some literal-minded youth will carry away a grotesque fear of the storm-spirit that may disturb his nervous system.

While the class are feeling the terror of the storm, their sympathies may be directed to the chief and the lady, who had a terror worse than the storm; the lady is moved to beseech the boatman to help them.

"O, haste thee, haste!" the lady cries,
"Though tempests round us gather,
I'll meet the raging of the skies,
But not an angry father."

Why was she afraid of her father? The pupils may suggest. The death of her husband, her imprisonment in a convent, would be a result not without precedent in the annals of Scotland.

The scene becomes more thrilling, the class are called on to imagine it; the boat leaving the stormy shore for the stormier sea, the overpowering of the elements, the rowers rowing in despair, the arrival of Lord Ullin, anguish replacing his rage;—all are told in brief, simple language.

Our attention and sympathy have been, up to this point, drawn to the young folks and the boatman, but we are now constrained to feel for the wretched father.

"Come back! Come back!" he cried in grief,
Across this stormy water;
And I'll forgive your Highland Chief,
My daughter!—Oh! my daughter!"

Too late he relents, his daughter's fault is forgiven, but 'tis, alas, too late. The last stanza closes the history with brief and unrelenting terseness:—

"'Twas vain, the loud waves lashed the shore,
Return or aid preventing;
The waters wild went o'er his child—
And he was left lamenting."

We feel like closing the book, but we are school teachers and our pupils merely children, so we had better turn to the first again and gather up the loose threads and weave them into a perfect fabric.

Review. Was Lord Ullin a Highland man or a Lowland man? Prove by quotation. Where are the Highlands? Were they then in the Highlands? Prove by quoting. Why was the chieftain mentioned in the first stanza? Why was Lord Ullin angry? How many persons died as a result of this affair? Did the boatman do wrong to row them out when he knew so well the danger? What made him go? Read the stanza that describes the storm. What was worse than the storm? Why? Read the stanza that describes the scene in the picture. Which stanza do you think would make a good basis for a picture? Why did Lord Ullin forgive his daughter?

Give words that mean the same as:—Chieftain, tarry, pound, ferry, fled, glen, hard (in stanza four), bonny lover, slain, hardy, wight, winsome, loud apace, water, wraith, scowl of heaven, drearer, tempest, human hand, fast prevailing, fatal, wrath, dismayed, aid, lamenting. Tell the story as you know it. Read stanzas looking to beauty, vivid description, sadness, terror, etc.

Read "Hohenlinden," "Ye Mariners of England," and any other poem by Campbell to the class, and use any of them as a supplementary reading lesson. They are easily obtained.

CORRESPONDENCE.

A correspondent, B.H.S., wishes the following printed in the hope of a response from some teacher of literature: "I require some general examination papers on the "Lady of the Lake," similar to those in the JOURNAL of March 15.—On the poem as a whole, not on any passage.

W.H.C.—"Here where a few torn shrubs the place discloses." The parsing of "few" is somewhat difficult because the word is idiomatic. "Few" was originally an adjective which could be used with the article a(n) or the plural. It is hard for us to-day to feel that "a(n)" could ever be used in the plural, but "ane (plural) feawa worda" in Anglo-Saxon meant "a few words." This use has been preserved in one modern phrase "a few." However, we feel that "few" in phrases like "a few men" is rather a noun (compare "a dozen eggs") followed by a partitive genitive (possession), with or without the preposition "of":—A few men were saved, a few of the men were saved. In "The plant has long leaves that come out in clusters," "that" is a relative pronoun, its antecedent is leaves, it is subj. noun to "come." In "I will go if John wishes it," "if" is a conjunction (subordinative, introducing a condition) connecting the principal clause "I will go," with its subordinate condition that "John wishes it."

I.O.—"We take no note of time but from its loss." "But" is a preposition (=except) connecting the predicate "take" with the phrase "from its loss." This shows the abbreviated nature of the sentence as so often occurs with "but." To parse "from" we should have to call up a very doubtful sentence, "but (the note we take) from its loss, in which "but" is a prepos. governing "note" (understood) and from is a prep. connecting "take" (understood) and "loss." But it is just such attempts to "parse," that cast discredit on grammar.

K.A.—A discussion of the historical facts contained in "Battle of Waterloo" is given with sufficient fullness in the notes to the IV. Reader.

The phrase "king-making victory" is obscure, probably intended to mean a great victory such as settles the fate of empires, throning and de-throning kings.

D.L.—"He lies shot to death in his youth." "Shot" is a perfect participle, qualifying "he," to which it stands in attributive relation.

SUBSCRIBER.—

"Near yonder copse, where once the garden smiled, And still where many a garden flower grows wild; There, where a few torn shrubs the place disclose, The village preacher's modest mansion rose."

The subordinate clauses are (1) "Where once smiled," is an adverbial sentence more strictly limiting the idea of those given by "near yonder copse." (The mansion rose near yonder copse, where) (2) Similarly, "Still where many wild." (3) "Where a few disclose," is adverbial clause, more strictly defining the adverb "there," "The mansion rose there, where," etc.

AUDE.—The H. S. Grammar and P. S. Grammar are as satisfactory works as you can use, with any pieces of good literature you have at hand, for practice in grammatical exercises. For "English Grammar Practice," consult the book-sellers in our columns."

W.R.B.—"And be ye kind to one another, tender-hearted, forgiving one another." (1) Show first that words used much together have a tendency to grow together, instancing somebody, nothing. (2) Show that the word one another, was first used "be ye kind to one another." "They (each) helped other," becoming, "They helped each other," etc. The words "one another" thus used much together were at last treated as one word "one-another," a pronoun of course, and the sense of the word, its reciprocal nature, gives the reason for its being called a reciprocal pronoun.

K.A.—Charles's Wain is a corruption of the Anglo-Saxon *carles wæn*, i.e. the carl's (or churl's) wagon, the name of the constellation of the Great Bear (the Dipper). The association of "Charles" is due to the name of the emperor Charlemagne, well-known in England as well as in France.

INQUIRER.—For your difficulties in "The Forced Recruit," see the lesson in this number.

THE IGNORANCE OF BOSTON SCHOOL CHILDREN.

PRES. G. STANLEY HALL.

By the liberality of Mrs. Quincy Shaw I was enabled to make comprehensive studies in 1880 of a large number of Boston children just after they had entered the lowest grade of the primary school. Fourteen per cent. of these six-year old children had never seen the stars and had no idea about them; thirty-five per cent. had never been into the country; twenty per cent. did not know that milk came from cows; fifty-five per cent. did not know that wooden things came from trees; from thirteen to fifteen per cent. did not know the colors, green, blue, and yellow, by name; forty-seven per cent. had never seen a pig; sixty per cent. had never seen a robin; from thirteen to eighteen per cent. did not know where their cheek, forehead, or throat was, and fewer yet knew elbow, wrist, ribs, etc. More than three-fourths of all the children had never seen to know them any of the common cereals, trees, or vegetables growing. These subjects were chosen because most of them constitute the material of school primers or elementary instruction which this new science of ignorance shows must make mere verbal cram of much matter of instruction. What idea can the eighteen per cent. of children who thought a cow no larger than its picture get from all instruction about hide, horns, milk, etc.?—*The Forum*.

IMPORTANT.—Every teacher should be somewhat posted on the Kindergarten theory and practice. Write to the address given below, and we will send you our course of reading; kindly enclose postage for same. If those who desire to introduce Kindergarten work among primary pupils will write us, we will help them to do so free of charge. Address, KINDERGARTEN LITERATURE Co., Woman's Temple, Chicago, Ill.

The Educational Journal

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Editorials.

TORONTO, JUNE 1, 1894

A DISTINCTION WITH A DIFFERENCE.

IN educational discussions, two things which are entirely distinct are often confused. It is one question whether the funds derived from the public taxation should be drawn upon in aid of education beyond that which may fairly be supposed to be accessible to the whole people. It is another and quite a different question whether the largest possible number of citizens should be encouraged to get the highest possible education. When statesmen or newspapers complain that the high schools and collegiate institutes are being fostered at the expense of the public schools, or maintains that they do not come within the category of those which should be aided from the public funds at all, the question is discussible. But when they argue that the children of the country are being over-educated, and so unfitted for the manual toil which will be or ought to be the lot of the great majority, they trench on other ground. The contention that the masses should receive only a limited primary education lest higher training may stimulate an ambition above industrial callings, is one to which no thoughtful friend of education can assent. It places the whole subject of education on a low utilitarian ground. It proves too much, for it might be argued with equal plausibility that even the primary schools are injurious in this respect, that the man or woman who is totally unable to read will make the more docile and submissive labour-machine. But if we put the question on the higher ground that education is the birthright of every one to the fullest attainable extent, what right has one

human being who has been blessed with a good mental training to throw any obstacle in the way to prevent another human being from receiving the same culture? Is it not quite clear that the human mind was intended for culture just as much as the human hand or muscle?

The foregoing, from a recent number of the *Week*, touches upon a social problem which demands and is receiving very serious attention in different countries. In almost every town and city in the United States and Canada will be found numbers of men, more or less highly educated, competing at what would be called "ridiculously low rates" for every chance opening to any employment requiring certain educational qualifications. Whether the number of this class of the unemployed is larger proportionally than that of the "laboring classes" we have no means of knowing. A question of greater practical importance—because bearing directly upon that of the kind of education which is responsible for most of the educated failures—is what proportion of these are the products of Canadian or American, and what of Old World schools and colleges. Could a census be had for the settlement of this question, we should be greatly surprised if it did not show that a large proportion of them are from abroad, and have come to the New World in the vain expectation of finding a dearth of educated aspirants for easy positions in these young lands. Many such come only to learn that not only does the supply from home production largely exceed the demand, but that those educated in our own schools and colleges are, as a rule, able to adapt themselves much more readily to the conditions, by reason of the greater flexibility of the educational processes to which they have been subjected. In other words, an educated Canadian or American, other things being equal, is much less likely to suffer through inability to earn a comfortable living, than one from a British or European college or university. If this be true, the reader will quickly see its bearing upon the view we are about to present.

The salient fact, however, is that in Canada and the United States, and to a much greater degree in Great Britain and on the continent of Europe, especially in Greece and Denmark, and above all in Germany, a cry is being raised against what is called "over-education." We have within a few weeks seen articles in our own newspapers deploring the alleged evil, and intimating that even the public schools are doing mischief by over stimulating the literary ambition of the masses, thus unfitting the young to occupy the positions and do the work of their fathers. In Germany, it appears, the case is much worse, and the Government has for several

years been systematically at work trying to reduce the number of students. In this it has so far succeeded that the high water mark of an enrolment of 30,000 students in the universities reached three years ago, has now receded to a little above 28,000.

This is discouraging. Those of us who have reached middle age or a little beyond can well remember the time when "Universal Education!" was the watchword of philanthropists. This grand idea had stirred and fascinated the minds of thousands of those who were anxious to find a panacea for the social ills of that day. Under the impulse of this idea the free school system, as we have it to-day, broke down the strong barriers of selfishness and prejudice, and, step by step, established itself in every province in Canada. Are we now to be persuaded that this was all a mistake; that it has been the means of lifting multitudes out of the sphere for which they were intended, and filling the land with the victims of an overweening ambition which makes them discontented with the condition in which they were born, and impels them to seek for "softer" places and occupations than those of their fathers?

The answer is, we think, not far to seek. The difficulty springs from two sources. First, from a wrong or defective education. That education is seriously defective which leads or even permits its possessors to regard it as unfitting them for industrial pursuits, or to gauge its benefits by any pecuniary considerations. The operation of such causes is most clearly seen in Germany, where the education given in the universities is exceedingly technical, preparing a man for only the one chosen calling of his life. This system produces specialists in superabundance, the best in the world no doubt, but none the less unfitted by their training to adapt themselves to the various ups and downs of ordinary life. The education that is needed, and which cannot be too nearly universal, should have as its goal just the opposite idea. It should result in such an all-round, symmetrical development of the highest powers that the man should have them all at command, and be able to adapt himself readily to any pursuit in which he can best serve his generation. Why should not a trained mind and a developed brain help a man to turn a straight furrow, or to run a complicated machine, as well as to do clerical or professional work? Let all be put, as nearly as may be, upon an even footing in regard to culture, and the social problem will have solved itself. The scholar who goes to the farm or the machine shop will do so without any sense of inferiority to his fellow who enters a learned profession. The occupation of many in the professions might, it is true, be sadly lessened, but even that would have ample compensation. We should be astonished, no doubt, at the result, were a committee of experts to enter upon an in-

vestigation in order to find out to what extent the ignorance of the many creates the work for the professions.

Why should one necessarily live a more luxurious life, or receive a larger income, in consequence of his education? So long as the number of those having the educational qualifications which are indispensable for certain occupations is limited, this will, of course, be an incidental result. But it is, surely, a very low view of the nature and aims of mind-culture, which begins and ends in commercial considerations of any kind. If education leads to no higher results, it matters little comparatively whether it be had or not. But where is the educated man or woman who would not choose a life of the most severe toil and privation, rather than part with his or her culture without the possibility of regaining it, were such a thing possible, for the wealth of a dozen millionaires?

The second cause of the trouble is that there is still too little, not too much, education. Suppose that ninety-five per cent. of the people, instead of five per cent. or less, were college graduates, how long would this outcry against over-education last? The great majority would at once recognize the fact that industrial pursuits of some kind must be followed. They would not only take kindly to such pursuits, but would quickly raise the level of respectability and comfort in them to an equality with that of any other. Let any thoughtful person compare the nature of the toil of the farmer or the mechanic of to-day, when nearly all the heavy work is done by machinery, with that of the same position fifty years ago, and he may easily get some conception of what may be accomplished in the same direction, when all farmers and mechanics shall have become men of high intelligence. One of the chief advantages will be such a shortening of the hours of necessary toil as will give to everyone liberal opportunities for the indulgence of literary, scientific, and æsthetic tastes, and for social occupations and enjoyments. Is not this the very end towards which the labor combinations are even now — blindly and selfishly, it may be, in most cases — striving, in their struggles for shorter hours and a fairer share of the products of their toil? If the great majority of them were better educated, how long would they be in attaining their ends, in a large measure?

We would say more, but this article is already too long. If there is any truth and force in these views, the teacher may have a large and noble part in working them out, by inculcating higher notions both of the dignity of labor, and of the true nature and end of education.

For the benefit of any who may be inclined to regard all such ideas as visionary and impracticable, let us quote, in closing, a paragraph from a recent article describing a single case as a thing of fact. Probably many of our readers can readily multiply such cases within the range of their own observation:

William Henry Bishop, in an article on "Hunting an Abandoned farm in Upper New England" in the May number of *The Century*, describes the delightful home of a literary man and his family on the shore

of Lake Winipiseogee. The house was simplicity itself, he says, rather a camp than a villa, and it purposely held as little as possible to give a housekeeper any uneasiness.

"A son of the family above adverted to was settled about as far from Centre Harbor, down Lake Asquam, as was his father from it on Lake Winipiseogee. His pastures rose steeply to the bold crag of Red Hill, in front of him lay long, slender islands, like black steamers at anchor, and across the lake rose upon the view Black Mountain, White-face, Rattlesnake Hill, and Chocorua, varying all their tones with the passing hours. The young proprietor was a college man, and had pursued for a while some city occupation; but he had taken to farming out of pure love of it, and not the worst severities of winter had been able to daunt him. He hoed with his men in planting-time, pitched hay with them in haying-time, and lugged his own heavy buckets of sap through the snow in early spring, in maple-sugar time. It was a vindication of the ideal, a testimony to the world of actual, hard physical labor, which, for us, despite the disparagement of the indolent and the maledictions of the working-man,— who gets something too much of it,— is most desirable, a beautiful, beneficent thing. We please to marvel when a city person goes off heartily into the country, and yet the following paradox is true, namely, that it is city people who are precisely the best fitted for the country. Your average denizen of the country has no appreciation of natural scenery, never raises his eyes to notice it, scarce knows that it exists; thus he suffers all the disadvantages of the country without its principal compensation."

UNIVERSITY DEGREES IN PEDAGOGY.

AN important step has recently been taken in the interests of the teacher, by the University of Toronto. The Senate has established two degrees in pedagogy— Bachelor of Pedagogy (B. Paed.), and Doctor of Pedagogy (D. Paed.). The examination for these degrees will be held in the month of May in each year, and arrangements may be made by which a candidate may write in the locality in which he resides.

The degree of Bachelor is given on the following conditions: (1) The applicant must be a graduate in Arts of a British University, having obtained his degree after a regular course; and (2) He must hold the full certificate of a First Class Public School Teacher, or High School assistant, granted by the Education Department of Ontario.

The examination is on the following course: Psychology, with its applications to Pedagogy; the Science of Education; the History and Criticism of Educational Systems; School Organization and Management; and Methods in English, Mathematics, and Latin, and in one of the following: Greek, French and German, and Natural Science (Chemistry, Physics, and Biology).

An excellent list of text-books is prescribed, including those now used in the School of Pedagogy. The fee for the degree is \$10.00.

The degree of Doctor of Pedagogy is given on the following conditions: (1) The applicant must hold the degree of Bachelor of Pedagogy obtained from the University of Toronto at least three years before he writes for the degree of Doctor; (2) He must hold a full certificate as specialist in any except the Commercial Department, granted by the Education Department of Ontario; and (3) He must submit satisfactory proof of at least ten years' successful teaching in Ontario.

The course prescribed is the same as that for the Bachelor's degree, except that the candidate will be examined on methods of teaching all the subjects of Primary and Secondary Education. The list of text-books is an extended one and includes the best pedagogical literature that has so far been published.

The fee for this degree is \$20.00, and the examination will be held under the same conditions as that for Bachelor of Pedagogy.

The Provincial University thus admits fully the claims of the teacher to be recognized as a member of a learned profession.

We are glad to know that this new and powerful inducement is being held out to encourage Ontario teachers to aim at the highest acquisitions. If it is not yet as true of teaching as of some of the learned professions that "there is always room in the upper stories," it will, we may hope, one day become so. There can be no doubt that in point either of real scholarship, or of trained intellectual power, some teachers in Ontario and elsewhere are fully qualified to take rank as the peers of the members of any other learned profession. If there is any doubt as to the inherent right of teaching to be regarded as one of those professions, that doubt arises mainly from the fact there are necessarily many grades of teachers, and that hitherto extensive learning has not been regarded as necessary except for the higher of those grades. The day will, we venture to predict, come, though we fear it is yet in the far-off future, when this opinion will have been changed, and high educational qualifications be deemed as indispensable for the lower as for the higher departments of educational work. Indeed, it might not be hard to show that a thorough knowledge of the mind and its workings is even more essential for those who have to do with its training in its earlier stages of development.

Meanwhile no teacher who is worthy of his or her high calling will ever be content with present attainments, whatever these may be, but will constantly seek a broader culture as a preparation for, not necessarily a higher but, a more efficient service. Every new landmark set up in the distance will stimulate honorable ambition and become to the true teacher a goal of attainment, to be reached and in its turn left behind as he presses on towards the next. There is no place for standing still in any line of work that is worth doing as a service to humanity. In the case of the teacher almost more emphatically than in that of other workers "low aim is crime."

Special Papers.

*TEACHERS' DUTIES OUT OF SCHOOL.

BY J. BOOTH.

At the outset I shall presume that we all concur in the belief that teachers have duties as teachers out of school. It is absurd to think that a teacher can fulfil his or her mission as an educator, and can attain to a high degree of success in the profession, and be content with keeping school for six hours, and with spending three times six in idleness or repose.

It is a mistake to believe that a teacher's work is done at four o'clock.

For the sake of brevity I shall divide "Teachers' Duties Out of School" into two classes:—First, duties which teachers owe to themselves; Second, duties which they owe to their profession.

First, *Teachers' Duties to Themselves*. It should be regarded as an incumbent duty to take abundant daily physical exercise. With many teachers this matter is at once settled by the necessary walk of a mile or two from boarding house or home to the class-room; but with the majority it is a matter worthy of serious attention. A healthy body is necessary to the possession and retention of a sound and vigorous mind, therefore an hour or two spent each day in outdoor recreation is indispensable to mental as well as bodily health. Care should be taken to adopt the exercise to the strength of one's constitution and to one's bodily condition. The great difficulty, however, is in the formation of the habit. It requires considerable effort of the will, for example, to take a walk every morning before seven o'clock.

Another duty which teachers owe to themselves, directly, but indirectly and directly too to their pupils, is to take abundant and regular sleep. To some of the more conscientious such language is quite unnecessary. We all know how busy teachers can be kept, more especially in rural districts, perhaps, in attending evening parties, moonlight excursions, etc. And, while evening parties and moonlight excursions are very good in their places, few teachers have constitutions of iron and frames of steel, necessary for the continued strain of such indulgences.

We are human. No teacher can do his or her best work if the hours of rest are constantly and unduly shortened by outside influences. If we waste a dollar to-day we may want two to-morrow. If it is a duty to spend money carefully and honestly, so it is to use carefully and wisely the precious moments.

Again. It might not be out of place to say something of the danger and tendency of going to the opposite extreme. The farmer who is quite satisfied to have his servants commence their day's duties at nine o'clock—well, we cannot conceive of such a farmer. The merchant who is dilatory in opening his shop is not the successful merchant. Should teachers be any less diligent? Should teachers be any less anxious about their business? The fact that but six hours are spent in actual teaching gives us no license for mis-spending the eighteen. Every teacher needs an abundance of energy and enthusiasm for the actual duties of his or her work. But of what avail are energy and enthusiasm apart from constant and vigorous study? If we would maintain that soundness of mind and clearness of intellect to a ripe old age, we must ever keep in mind a maxim which was familiar to our forefathers, and is still as true as it is old:

"Early to bed, and early to rise,
Makes teachers healthy, wealthy and wise."

Second, *Teachers' Duties to Their Profession*. How to make the most out of the long winter evenings and how to get the most benefit from the lengthy summer holidays, are questions of great interest to those who have laudable ambi-

tions. We recognize the fact that we cannot fulfil our duties to our profession during school hours. There are studies to pursue; there are monthly reports to prepare; there are examination papers to mark and others to write, and as a consequence teachers must devote a certain amount of time to the preparation of work for each day. It is impossible to get this done in school. If it is ever accomplished it must be after hours. Two hours spent faithfully each day, Saturdays included, in the preparation of work having a direct bearing on the recitations and school work of the week, enables one not only to prepare special lessons decently, to examine papers, to read compositions, but also to plan courses of study and methods of work.

The reason why there is so little money in the country and such hard times is that there is money being squandered somewhere, so the reason that we have so little time for the preparation of lessons is simply that too much time is squandered after four o'clock. Were we to pursue the same methodical plan of work out of school that we all regard as the *sine qua non* to our success in school, there would be better results from the work done. There would be better teaching and better, kinder, brighter, more vigorous and enthusiastic teachers. The lack of suitable preparation accounts for many of the failures of the classroom.

But, you say, "It is impossible to get up the work for each day as we know we could. There are from five to eight classes, with, say, from twenty to thirty recitations daily. Can one prepare for this work in two hours?" Yes. Not so much by studying lessons as by planning courses of work and methods of study. A good programme will obviate many of the barriers in the way of the successful management of the recitation.

Again. Teachers owe another duty to their profession. They must not be content with this more direct and positive work. They would become narrow-minded, bigoted, conceited, and perhaps a little shallow, should they do so.

It is the duty of every teacher to pursue professional reading. The physician who does not keep pace with the progress of medical science, sooner or later has to open his eyes to the fact that, like Rip Van Winkle, he has been asleep. Now this physician gets behind the times. Perhaps he loses a few important cases where modern knowledge would have aided his skill and kept him in the front rank. Bye-and-bye he becomes unpopular, because unsuccessful, and finally retires from the profession as a quack.

Is it not very much the same in the teaching profession? Then let us make our profession a daily study.

The EDUCATIONAL JOURNAL supplies one source of professional reading. It is placed within the limits of the narrowest means. It is adapted to suit the requirements of teachers in the different grades and hence is a valuable aid, not only in the preparation of school work, but also in keeping abreast with the educational thought of the times. The Teacher's Library will suggest another source of professional literature. Each one knows best his own needs. This Library is at the disposal of all teachers in the country. These special courses of reading might, with profit, be followed up during the winter months. In the summer holidays, a course of study at the Agricultural College, would, no doubt, be of lasting benefit to many. A comparatively small number of teachers availed themselves of this opportunity last year, but from the success which attended the experiment it is thought that the attendance during the coming vacation will be very much greater.

There are several reasons why teachers should make a study of their profession. Let us be considerate. Let us try to practice what we take so much pains to impress upon the minds of our pupils, viz., the necessity of studying our work. It is a mistake to think we can learn everything worth knowing about the art of teaching and the secret of school government

during a three months' course at a Model School or a term of five months at a Normal School.

We are proud of our Model Schools, and we believe their institution was a step in the right direction. We can point with pride too, to our Normal Schools, and ever remember with the deepest gratitude those who there so ably instructed us; yet, we cannot, without shirking our duty, close our professional books and abandon further effort toward self-improvement and true success. If we have had but a short training let us get out of the rut of thinking that we can learn everything else needed by experience. Franklin erected a fingerboard for all of us to read and be guided by when he said:—"Experience keeps a dear school, but fools will learn at no other."

Another duty out of school is to exercise an influence becoming the dignity of our position. We should avoid thrusting our profession upon people. We, in another sense, should never lose sight of the importance, the responsibility and the dignity of the profession. The teacher's conduct out of school, should at all times be exemplary. The teacher should be a model of neatness in dress, in correctness of speech and in general moral deportment, thus becoming a powerful though silent force in the community; and further, if we would seek to widen our intellectual vision and gain this increased power, we should make a study of nature. If we would seek to exercise a powerful moral influence over the minds and hearts of those entrusted to our charge and would interest our pupils in the beauty, the wisdom and the beneficence which kind Nature sets before our eyes—let us turn the pages of her book with them. Let us silently show them that

"There is a book, who runs may read,
Which heavenly truth imparts,
And all the lore its scholars need,— pure
Eyes and Christian hearts.
The works of God, above, below,
Within us and around,
Are pages in that book to show
How God Himself is found."

IN THE COUNTRY SCHOOL.

WE can see him now, that schoolmaster of olden times in the district school, with coat off, stalking about the room, a book in one hand and a ferule in the other; or, perchance, the ferule lies for a while on the desk, and a limber switch, some six feet in length, takes its place in the master's hand. From time to time he stops to mend a pen, or to make some figures on a pupil's slate, and then the ferule or switch is placed under the left arm as naturally as ever a book-keeper put a pen over his right ear. Rarely a day passed that the ferule was not brought down with five or six strokes on the hand of some offender against *order*; not seldom several victims each day met this treatment, and always in the presence of the school. But the ferule served other purposes than that of chastisement; pounding with it upon the sash of the window or the side of the house was the signal for pupils to come in from the play-ground. Again, when the tumult became too loud during a recitation, the ferule was brought down upon the desk with a tremendous whack, and the master shouted, "Order, I will have order." Sometimes a stamp of the foot added emphasis to the command. When the switch was on duty it was brought frequently, and somewhat promiscuously, across the backs of such urchins as were supposed to be out of *order*. If the master happened to have neither ferule nor switch in hand, a box on the ear, a pull at the hair, or a blow of the pen-knife on the head of some child, reminded him forcibly that he was not in *order*.

The one thing that the autocrat was bound to have, if he had nothing else, and at whatever cost, was *order*. And yet he was habitually the most disorderly person in the house. He had no true conception of either what order is or of the proper way to secure it. To him *order* was death-like stillness; when *perfect* it was the

*Read at the West Victoria Teachers' Association held at Woodville, and published by request of the Association.

stillness that would allow one to "hear a pin drop." Order was not simply means to an end, but it was an end in itself—an end more important than any other, unless it might be the solution of the puzzles on the last pages of the arithmetic. Stillness in itself was such a good thing that the little six-year-old, his feet dangling in the air, who could sit for an hour most nearly like a statute, was the best pupil in the room.

The old-time schoolmaster has gone to his reward, of joy or sorrow as the case may be. His successor differs from him in character and methods, very frequently in sex; it is to be hoped that his successor may retain the old master's excellences and virtues, while avoiding his errors and faults. What is good order in school, and why is it desirable? One answer will suffice for both questions. Such a degree of stillness, arrangement and attention as shall allow the genuine work of the school to go forward without interruption is *good order*. It is desirable because its end is the vital purpose of the school; it has no value apart from that end; it is a capital mistake to make it an end in itself. And a clear notion of the end for which order exists will always furnish the standard by which to test the quality of order in any given case.

To secure good order the first requisite is that the teacher be orderly. If he is orderly his words will always express thoughts that have been carefully weighed. He will not talk more than is necessary; he will issue his requests clearly and but once; he will not talk carelessly. His pupils will know that he has thought deliberately before he speaks, and that his word will be made good in all cases. His voice will not be high-pitched nor unnatural; his tones will be smooth, quiet, and even. His eye will be watchful, but not suspicious, nor evil; he will see a great deal, but sometimes will have tact enough not to see what is before his eyes. He will never scold, nor abuse the school for the faults of individuals. If Tommy persists in whispering, he will find some way to correct Tommy individually and quietly. He will forestall disorder by taking care that each pupil has enough to do to keep him busy, and he will cause each pupil to feel responsible for the doing of his work; and, best of all, the orderly teacher will show such a genuine sympathy for his pupils, *without pretence or gush*, that they will be happy to cooperate in his plans, at the same time that they unconsciously copy his words and actions. "As is the teacher so is the school."—*E. C. H. in the Public School Journal.*

THE child wishes to rise superior to himself, and this is why he will imitate by preference, after his companions, his superiors and his teachers.—*Compayre.*

ONCE on a time one of the teachers in a school not far from St. Paul was telling the children about Pharaoh's daughter finding the babe in the bulrushes. "Now, children," said he, "how many of you know anything about Moses?" Only one hand went up. "That's right, Jimmy, I'm glad to see there's one in the school who has heard of him before. Now, who was Moses?" "He's the feller wot they wanted to know where he was when the light went out," exclaimed Jimmy, with great gusto. That ended the Bible lesson for the day.

FROM an advertisement in another column it may be seen that a summer school of science, for the benefit of public and high school teachers and others, will be opened at Kingston on July 4, to last five weeks. The object is to give teachers an opportunity of studying the chemistry, mineralogy, geology, botany and zoology of the farm, as recommended by the Department of Education; and to enable teachers who cannot attend the university during the winter session to prepare for the practical part of the specialists' examination. Kingston is well situated for summer study. It is intended to make the lectures popular rather than technical, so that they may be of interest to those who have not previously had scientific training.

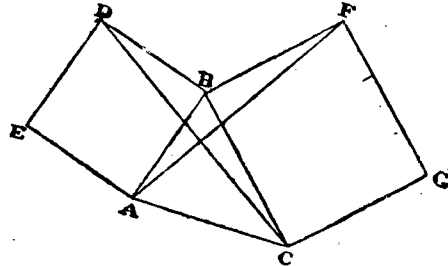
Mathematics.

All communications intended for this department should be written on one side of the sheet only and should be addressed to the Editor, C. Clarkson, B.A., Seaforth, Ont.

PRIMARY GEOMETRY.

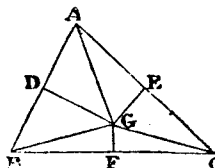
NOTE.—The following propositions with figures and skeleton solutions may be useful to those of our readers who have pupils going up to the P. S. Leaving or the H. S. Primary in Ontario. They may also prove serviceable to teachers in other Provinces who have pupils studying geometry.

No. 49.—ABDE, BFGC are squares on two sides of the triangle ABC, and AF, CD are joined; show that AF, CD are equal.



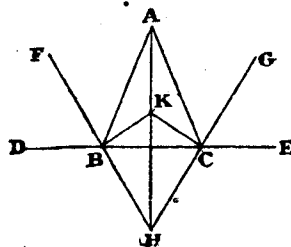
HINT.—The angle ABF = angle DBC. Apply Euc. I. 4.

No. 50.—The straight lines drawn at right angles to the sides of a triangle from the points of bisection of the sides, meet in a point.



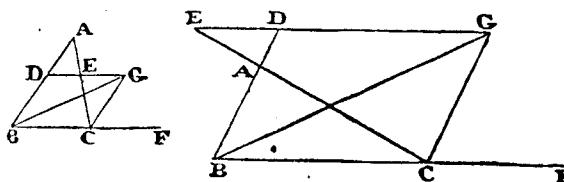
HINT.—DG, GE meet; bisect BC, join FG. AG = GB = GC, Euc. I. 4. Also FG is perpendicular to BC, Euc. I. 8.

No. 51.—Show that the vertex of an isosceles triangle and the intersections of the bisectors of the interior and exterior angles of the base are in the same straight line.



HINT.—ABD = ACE; BH = CH; BK = CK; BKA + BKH = CKA + CKH = 1/2 angles at K; = Euc. I. 14, etc.

No. 52.—Draw a line DE parallel to the base BC of a triangle, ABC, so that DE shall be equal to the difference of BD, CE.



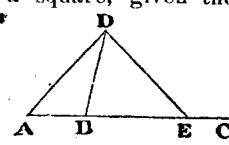
HINT.—Bisect angles ABC, ACF; draw GED parallel to BC. BD = DG; CE = EG. Subtract these equals.

No. 53.—In the triangle ABC the side BC is bisected at E and AB at G; AE is produced to F, so that EF is equal to AE, and CG is produced to H, so that GH is equal to CG. Show that FB and HB are in one straight line.

HINT.—angle EBF = angle ACB, Euc. I. 15, 4. angle GBH = angle BAC. The angles at B = sum of the angles of ABC = 2 right angles, .I. 14, etc.

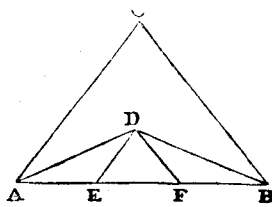
No. 54.—To construct a square, given the difference of the side and diagonal.

HINT.—Let AB = difference; produce AB; make BAD = 45°, I. 11, 9, 23; make CBD = 1/4 of 90°, I. 11, 9, 23; draw



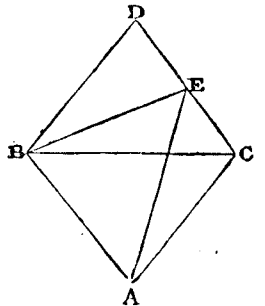
DE perpendicular to AD. $ADB = 1/4$ of 90° DE = EB; DA = DE; complete the square.

No. 55.—To trisect a given finite straight line.



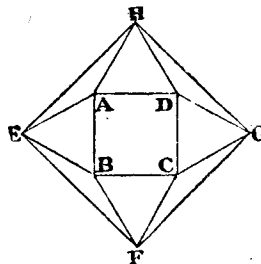
HINT.—Bisect the base angles of the equilateral triangle ABC; draw DE, DF parallel to the sides. AE = DE, BF = FD, DE = DF; . AB is trisected.

No. 56.—DBC, ABC are equilateral triangles, E is the middle point of DC; show that four times the square on AE is equal to seven times the square on AB.



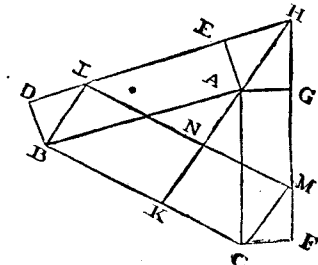
HINT.—ABE = BEC = 90°; $BC^2 = 4 EC^2$; $BE^2 = 3 EC^2$; $4 AE^2 = 4 AB^2 + 12 EC^2 = 7 AB^2$

No. 57.—Let ABCD be a square. On the four sides AB, BC, CD, DA, describe equilateral triangles, AEB, BFC, CGD, DHA. Join EF, FG, GH, HE. Prove that EFGH is a square.



HINT.—EAH = HDG = 1/3 of 90°; EF = EH = FG = GH; AHE = AEH = DHG = etc. = 1/6 of 90°; EHG = 90° = etc.

No. 58.—On the sides AB, AC, of a triangle, describe parallelograms ABDE, ACFG, and produce DE, FG to meet at H; then the area of these two parallelograms together is equal to the area of the parallelogram MLBC, whose side is equal and parallel to AH.



HINT.—DE meets GF; Draw LB, MC parallel to HK; BLMC is a parallelogram; BE = BH = BN; also CG = CN.

CORRESPONDENCE.

J. H. LEMON, Avonmore, sends the following empirical rule in reply to No. 40:

"Find the diameter of the top end of the log. Deduct 4 inches for slabs. Square the remainder. Deduct 1/4 of the result for sawdust and the remainder will be approximately the number of feet of lumber in the log."

The above rule applies only to 12 ft. logs.

Example.—Suppose a log is 24" in diameter.

24" - 4" = 20"
Square of 20 = 400
1/4 of 400 = 100
400 - 100 = 300 ft. of lumber in log.

J. P. TAYLOR sends examples of special methods of solving quadratics taken from a "very old algebra." We may find space for them later on.

W. J. MILL sends two references without the problems. No reply.

W. IRWIN, Pennville, asks: "Could you inform me where to get solutions for the mensuration questions in the new Public School Arithmetic?"

REPLY.—We have already answered this question this year. See Feb. No. page 293. The best book we know is *An Elementary Treatise on Mensuration* by E. J. Henchie, 3/6, Moffatt & Paige, London; the second best is *Mensuration for Beginners* by Dr. Todhunter, Macmillan & Co. For High School work the best text-

book we know is *The Elements of Plane and Solid Mensuration* by F. G. Brabant, 3/6, Longmans, Green & Co. This is a complete treatise on the subject, suitable for teachers generally.

A. C. P. asks: "Do you think any discrimination will be made in favor of single entry book-keeping in the coming Pub. Sch. Leaving Examination?"

REPLY.—This question cannot be answered categorically. The examiners are the Public School Inspectors, the Principals of H. Schools and Coll. Institutes and first-class Public School Teachers. We have unlimited confidence in the sound common sense of all three elements of the Boards, and feel certain they will not reject any candidate who proves competent, even though the letter of the regulations is not strictly followed. The pupil who has mastered double entry will be pretty safe to pass without question.

AN OLD SUBSCRIBER, Balderson, quotes H. Sch. Arith. p. 84, No. 15 and asks us to make clear how the rule for finding the circumference and the area of a circle is obtained from the explanation given on this page.

REPLY.—See answer to W. Irwin above.

J. M. N. sends two questions from Pub. Sch. Arith., one of which is the same as No. 32, p. 29 of the May column.

C. McN. sends another of the same.

N. Mc. " " "

A SUBSCRIBER " " "

T. F. C. sends three " " "

A. M. M. " five " "

J. C. B. " two " "

REMARK.—In the May number we published requests for solutions of *seventeen* such questions, and in previous numbers twice as many more, and here are *fifteen* more. It seems quite plain that it would be simpler to publish keys to the Public School Arithmetic and the High School Arithmetic in regular course—or at least to certain sections of them. This would narrow down the mission of the Mathematical Column to very small limits. The solutions already asked for would probably fill our space for two numbers. We are therefore compelled to call a halt for the present and give these two most valuable and excellent books a rest for the present. It must be clear to any disinterested person who looks into this matter that either these two text-books are not adapted to the public schools or that the public schools are not adapted to the text-books. The proper remedy has already been pointed out in these columns. See Sept. 1st, page 121. The *Public School History* was a text-book of the same type which the teachers rejected by a steady stream of appropriate resolutions and representations. The same method will serve to replace these objectionable books by better ones. In the interim no teacher is compelled by law to use *any* text-book, unless he sees fit so to do. Every encouragement is given to "freehand" teaching independent of any set of books; and as a matter of experience our examiners studiously avoid questions of the particular type given in the authorized text-books, especially the mathematical text-books; and very properly so, too, when they keep within reasonable limits.

L. SAUNDERS, Cheapside, solved 25, 26, 27, 28. The letter came to hand too late for acknowledgment in the proper place.

SOLUTIONS.

No. 36. By TESSIE DWYER, Chesterville.—Every time the horses move 1 ft. the reaper cuts 4 sq. ft. of grain; 10 ac. ÷ 4 sq. ft. = 435600 ÷ 4 = 108900. ft. = 20½ mls.

Solved also by A. C. Fetterly.

N. B.—The horses would travel further by

reason of the turnings; the reaper goes this distance.

No. 39. By JOHN GIBBONS, Chesterville.—L. C. M. of 20, 24 and 30 = 120.

120 + 15 = 135, which is not exactly divisible by 25. The least number above 120 that will contain 20, 24 and 30 exactly is 240. 240 + 15 = 255, which is not exactly divisible by 25. The least number above 240 that will contain the above numbers exactly is 120 × 3 = 360.

360 + 15 = 375, the least number of marbles exactly divisible by 25, and gives 15 as remainder when divided by 20, 24 or 30.

No. 37. By the EDITOR.—Since Int. - Dis. = $\frac{44}{100}$ int.

$\therefore \frac{44}{100}$ int. = discount, or int. = $\frac{44}{100}$ discount.
i. e., amt. of discount = $\frac{44}{100}$ discount, thus $\frac{44}{100}$ is the amt. of \$1 for 2 yrs. = $(1+r)^2$
 $\therefore \frac{44}{100} = 1+r$; $r = \frac{44}{100} = 5\%$.

No. 38. By the EDITOR.—Reasoning as in No. 37, we get $\frac{132}{100}$ = amt. of \$1 for 3 yrs. = $(1+r)^3$.

$\therefore \frac{132}{100} = 1+r$; $r = \frac{132}{100} = 10\%$.

No. 59. Sent by F. A. C.—A man borrows \$2500 and agrees to pay both principal and interest in 3 equal annual payments; find the amount of each payment, compound interest at 5%.

Solution by the EDITOR.—Let P be the annual payment.

$\therefore P(1.05^2 + 1.05 + 1) = 2500(1.05)^3$
i. e., $P \times 3.1525 = 2500 \times 1.15763$
 $\therefore P = \$918.025 +$

No. 60. Sent by E. J. McL.—A merchant bought a certain quantity of corn, for which he paid a fixed sum. On measuring it he found only $\frac{3}{4}$ of the quantity agreed upon. He sold it so as to gain $\frac{1}{3}$ of the cost for \$2160 and found that this was at the rate of 12½ cents per bushel more than he would have paid if he had received the full quantity. How many bushels did he bargain for? At what price?—*Toronto Univ. exam. paper.*

Solution by the EDITOR.—As he got only $\frac{3}{4}$ of the quantity bought he would need to sell at $\frac{4}{3}$ of supposed cost to recover even the actual cost price. But he gains $\frac{1}{3}$ of supposed cost, therefore he sells for $\frac{3}{4}$ of $\frac{4}{3}$ of supposed cost = $\frac{1}{2}$ supposed cost, i. e., his gain is $\frac{1}{3}$ of supposed cost = 12½ c. per bushel; supposed cost = 80 c. per bushel. Therefore if he had sold at supposed cost he would have sold $\$2160 \div 80 c. = 2700$ bush.; but the real selling price was $\frac{1}{3}$ more than this, hence he sold $\frac{1}{3}$ less than 2700; i. e., 2400 bush.

N. B. The actual cost per bushel was $(2400 \times 80) \div 2340 = 82\frac{2}{3} c.$ per bush.

LOOKING BACK.

HAVE we not all, amid life's petty strife,
Some pure ideal of a noble life,
That once seemed possible? Did we not hear
The flutter of its wings, and feel it near
And just within our reach? It was, and yet
We lost it in this daily jar and fret,
And now live idle in a vague regret;
But still our place is kept, and it will wait,
Ready for us to fill it soon or late.
No stir is ever lost that once has been—
We always may be what we might have been,
Since good, though only thought, his life and
breath,
God's life—can always be redeemed from death;
And evil in its nature is decay,
And any hour can blot it all away;
The hopes that lost in some far distance seem,
May be the truer life, and this the dream.

—*Adelaide A. Proctor.*

THOSE teachers who are looking for some profitable occupation during the summer will do well to get agent's terms from the Equitable Savings, Loan and Building Association, whose advertisement appears in another column. A post-card will get the desired information.

Primary Department.

SUGGESTIONS.

RHODA LEE.

MORE READING.

WE have urged repeatedly in these columns the necessity for supplementary reading. We did not add the term "books" because these are not always easily obtained. Trustees and parents are not, in every district, ready to subscribe the funds necessary to buying sets of primary readers to supplement the authorized books. But we can manage to have a great amount of reading without these. Educational magazines, Sunday school papers, "young folks corner" in the Saturday papers, and other publications, afford us abundant material if we are only on the look-out for it. The real secret of teaching children to read after the foundation has been laid, is to furnish them with a good supply of interesting reading matter. The majority of children so situated acquire very quickly a genuine love for reading, and as soon as a child reads from a fondness for books, he begins to educate himself. In some homes the children are abundantly supplied with juvenile magazine and story books but a large percentage of our pupils have no such advantages and it is in consideration of these that we feel the necessity for having as much reading as possible in the school-room.

NOISE IN STUDYING.

The hum and buzz of moving lips is something we very often hear when children are reading silently (?) or studying. It is a habit that when formed is extremely hard to remove. It was my misfortune to have as my first class one that had this habit fixed to almost an ineradicable degree. In my experience I was perfectly nonplussed by the repeated failure of my attempts to overcome it. At first I forbade the moving of lips with the result that my *command* had effect for about the space of two minutes when all recollection of it was lost in the steadily increasing noise. The class remained after four, several afternoons, and studied noiselessly for a time, but it was with great difficulty and a very imperfect knowledge of the lesson. At last I realized that they did try—that the failure was from force of habit, and I stopped all opportunity for its exercise. I endeavored to assign no work that could necessitate any of this audible thinking. We had several talks on selfishness, thoughtlessness, and self-control. The children began to see all these ugly features in the bad habit they had acquired and were anxious to show me that they could master it. By and by when they could be trusted properly, a word as to consideration for others, self-mastery, etc., was enough to recall the most thoughtless and we had very little trouble with noisy lips after.

FLOWER STUDY.

Interest in the flowers should not be allowed to flag with the passing of flower-day. The seedlings planted need careful attention. The beds require weeding and watering and constant care if they are to

remain in good order. Allow the children to do all this. Appoint three or four every week to act as gardeners under your supervision.

Now that the shrubs and wild flowers are in blossom it will be possible to have a jar of some sort of bloom constantly on the table and window-sills. It is wonderful the amount of brightness a few flowers will bring into a room.

Introduce as many flower lessons as possible and make them full of interest. Encourage the making of gardens at home and by every means keep up the interest in the flowers and nature. The farther we go along this line the more firmly are we convinced that it is really one of the essentials of school work. The other branches instead of losing by its introduction are constantly gaining from it.

CLASS RECITATIONS.

With the first of June come thoughts of closing day and its exercises. It is always possible to make the day an interesting and happy one. Calisthenics, marching, songs and recitations are about all we can do in the primary classes and I have nothing to say about any but the last mentioned. In regard to recitations I do strongly advise the united effort of the class in preference to that of an individual. It is more effective, more enjoyable and vastly more educational. I know of nothing prettier in the way of a closing day exercise than a poem such as the "Little Cloud,"—which appears in this number of the JOURNAL—recited with suitable gestures of forty or fifty little people. There is scope for a great deal of expression in this recitation as also in "Who Likes the Rain?" "Bumble Bee," and a score of others. Try it this term and judge if, with the little folks, it is not preferable.

SPELLING EXERCISES.

1.—From the Garden:

garden	potato	radish	celery
plant	onion	cabbage	cucumber
peas	tomato	pumpkin	asparagus
beets	carrot	lettuce	melon
beans	turnip	spinach	parsnip

2.—Household Stores:

flour	salt	soap	pepper
sugar	oatmeal	starch	pickles
eggs	tea	spices	preserves
lard	coffee	soda	biscuits
butter	cheese	mustard	cocoa
molasses	chocolate	pies	cakes

3.—Relating to Dress:

dresses	aprons	sleeve	mitten
gowns	collars	pocket	furs
coats	cuffs	vest	cap
jackets	ribbons	boots	hat
trousers	buttons	stockings	hood
mantles	cloak	feathers	gloves

4.—Buildings:

house	cottage	schoolhouse	attic
church	mansion	station	basement
castle	hospital	hotel	cellar
college	cathedral	store	kitchen
prison	theatre	office	parlor
library	nursery	verandah	hall.

STORIES FROM ENGLISH HISTORY.

SERIES No. 1.

BY THERESE.

ALFRED THE GREAT.

MORE than a thousand years ago, there came to the throne of England one Alfred, who afterwards became known as Alfred the Great. We shall see if we can find out how he came by this title. But in the first place, we must know what kind of boy he was, who became so remarkable a man.

A STORY OF HIS BOYHOOD.

When Alfred was young, learning was but little cared for and at the age of twelve he could not read. One day his mother was reading a book of Saxon poetry. The book, which was written—for printing was then unknown—was "illuminated" with richly painted letters, and Alfred and his three brothers admired it very much. Then the mother said, "I will give it to that one of you four princes who first learns to read." Alfred—and he was the youngest—sought out a tutor that very day and set to work diligently to win the prize, and before long the book was his.

HIS STRUGGLES WITH THE DANES.

Alfred was but three-and-twenty when he became king, and a hard time of it he had, too, for the Danes were very troublesome. These Danes came in large numbers to plunder England and very often the English could not defend themselves against them.

In the first year of his reign, Alfred is said to have fought nine battles with them. However, that may be, we know there was a constant struggle for nearly seven years, when Alfred succeeded in forcing them to surrender and they swore to molest his kingdom no more. Then Alfred disbanded his troops, but it was not long before fresh hordes, eager for plunder, returned. They marched through the land stealing, burning, fighting, wherever they went. Alfred was completely taken by surprise and he and a small band of followers were forced to take refuge in a hastily built fort, on the isle of Athelney, in the marshes of Somerset. Here they remained all winter, watching the movements of the enemy and preparing as best they could for future battle.

One pleasing little incident that occurred during this time of exile, is still related of King Alfred. We know that, in order to watch the Danes without danger of discovery, he disguised himself and went among the people, and it is said that, one day, dressed as a peasant, he came to a poor man's hut and asked permission to lodge there a few days. His request was granted and Alfred went in and sat down by the fire. Now the good woman of the house had put some cakes on the hearth to bake and she told Alfred to watch them while she went to gather more sticks for her fire. This Alfred promised to do, but in the midst of the sorrowful thoughts that came over him, concerning his poor afflicted people, he forgot all about the cakes. When the good woman returned she found them burnt, and she scolded him soundly for his "carelessness," little dreaming that he was

her sovereign. Alfred listened patiently, even smiling, and said nothing.

When spring came Alfred called his followers around him, and still gathering his army as he moved, marched straight upon the Danish camp. He met and completely defeated the Danes at Eddington. Then he besieged them in their camp for fourteen days and forced them to surrender. He offered them terms of peace which they were glad to accept. They promised to become Christians, and to leave off plundering and settle down in that part of the country which Alfred allotted them. Thereupon Guthrum, their leader, accepted Christianity and was baptized. He was true to his promises, and as long as he lived, England had no more trouble with the Danes.

ALFRED'S GOOD GOVERNMENT.

Alfred was as good and noble as he was brave, and now that peace was once more restored throughout the land, he did not settle down to a life of ease. On the contrary, he devoted himself wholly to the good government of his kingdom. He lived more than ever for the people. His aim was—to put it in his own words—"to leave to the men that came after a remembrance of him in good works."

First of all he established a fleet to protect his country from further invasions by sea. Thus he was the founder of the English navy. Then he made and enforced good laws. In fact, it is said that so great a respect had the people for King Alfred's law, that jewels might be left by the roadside and they would not be stolen, or, that women and children might go through the land at any hour of the night without fear of molestation. At any rate, England was well governed under Alfred. But above all Alfred strove to educate his people. To this end, he built schools and put wise men in charge of them. He himself superintended a school for the young nobles of his court. In order that his people might acquire knowledge in their own tongue, he translated many Latin books. But he did more. He added to them or omitted as he thought best. Then too, he translated Bede's History of England, enlarging it as he did so, and to it he added the history of his own time. This is the first prose work England ever had; so you see Alfred is really the founder of English Literature.

THE LITTLE CLOUD.

A PRETTY little cloud away up in the sky,
Said it didn't care if the world was dry;
It was having such a nice time sailing all around,
It wouldn't, no it wouldn't, tumble to the ground.

So the pretty little lilies hung their aching heads,
And the golden pansies cuddled in their beds.
The cherries wouldn't grow a bit, you would have
pitied them;
They'd hardly strength to hold on to the little
slender stem.

But by and by the little cloud felt a dreadful shock
Just as does a boat when it hits upon a rock;
Something ran all through it burning like a flame,
And the little cloud began to cry as down to
earth it came.

Stern old Grandpa Thunder as he growled away,
Said, "I thought I'd make you mind before an-
other day;
Little clouds were meant to fall when the earth is
dry,
And not go sailing all around away up in the
sky."

And busy Grandma Lightning fitting to and fro,
Said, "What were you made for I should like to
know,
That you spend your precious time sailing all
around,
When you know you ought to be buried in the
ground."

So the lilies and the pansies all began to bloom,
And the cherries grew and grew and took up all
the room,
And by and by the little cloud with all its duty
done,
Was caught up by the rainbow and allowed a
little fun.

THE LITTLE MEN.

(To be given with suitable finger motions).

Oh! where are the merry, merry little men,
To join us in our play?
And where are the busy, busy little men
To help us work to-day?

Upon each hand
A little band
For work or play is ready
The first to come
Is Master Thumb
Then pointer, strong and steady.

Then Tall Man high;
And just close by
The Feeble Man doth linger,
And last of all,
So fair and small,
The baby—Little Finger.

Yes! here are the merry, merry little men
To join us in our play;
And here are the busy, busy little men
To help us work to-day.

—Primary Educator.

Hints and Helps.

SCHOOL-ROOM COURTESY.

BY CAROLINE B. LE ROW.

AMONG the editorial items on the first page of *The School Journal* for March 3, are a few lines concerning the deportment of a teacher in a classroom, the article closing with the words: "There is such a thing as school-room etiquette. The teacher is critically observed. If his doings and sayings are condemned he cannot exert the influence that forms character."

Once upon a time a certain mother noticed a remarkable change in the deportment of her six-year-old son, who, from a rough, noisy, discourteous boy, became transformed into one of the gentlest, most courteous, and considerate little fellows in the world. The child was attending a kindergarten, and the mother naturally inferred that to his teacher was due the change she was glad to notice in him.

"Miss Smith teaches you to be polite," she remarked, making what was really an assertion in an interrogative tone.

"No, she never teaches us one bit about it," was the instant and very emphatic reply.

The mother was puzzled, for she was at a loss to account in any other way for so radical a change. A second and third attempt to discover the cause of this condition was attended with a similar result—energetic denial on the part of the child of any instruction in the matter of courtesy.

"Well, then, if Miss Smith doesn't say anything, what does she do?" she asked at length, quite desperate in her desire for light upon the matter.

"She doesn't do anything. She just walks around and we all feel polite. We feel just as polite as—*as everything!*" and the inquiring mother was fully satisfied.

There is a class of persons by whom every observance of etiquette is considered to be a sign of weakness, hypocrisy, or submission. The rude movement, loud voice, and disregard for one's companions and surroundings are, on the other hand, supposed to indicate strength, honesty, and independence. There could not be a greater mistake, nor one more fatal to the reputation of the individual and to the comfort of those about him.

Politeness is as essential to life as is oil to machinery, and it serves a similar purpose. Nothing is lost by it, and much is gained, and

in many ways. It makes everything easier, quieter, quicker, more harmonious, and more effective. It diminishes friction, that great drawback in nearly every social condition, as well as in every piece of working mechanism. The refined, quiet, considerate, and courteous man and woman have an immense physical, intellectual, and social advantage over their fellows. In fact, the positive value of simple, every-day courtesy cannot be over-estimated.

The development of courtesy is far more a matter of example than of precept. It cannot be taught from books or blackboards. It is felt, not reasoned about. It is given only in the form of object-lessons. It appeals to the heart even more powerfully than to the head. It is not a matter of demonstration so much as of experience. It is the finish, polish, lustre, color, and flavor of otherwise rough, dull, sombre, and disagreeable existence.

The teacher is, above all other persons on earth, the one upon whom most depends the development of this element in the young. For hours a day his pupils are in his constant and impressive presence, conscious, always, even if apparently not directly observant, of every motion which he makes, of every word he speaks, sometimes of many of the thoughts he thinks. His very title marks him as one who is legitimately the subject of examination and of criticism.

The father and mother, perhaps, make no pretension to be models in any way, but the child almost unconsciously assumes that the teacher must be a model and a safe example from the very nature of his position.

Oftentimes, too, the child has no conception of any, even of the most common, graces and elegances of manner and ways of doing things, except that which he gets from his teacher in the school-room, and if all that is claimed for courtesy be true, even on utilitarian and social grounds, can there be any greater moral responsibility laid upon the teacher than the observance by him and consequent inculcation in his pupils of "the most excellent grace of courtesy." —*The School Journal.*

NEEDLESS IRRITATION.

BY GEORGE HOWLAND.

My experience teaches me that there is no more fruitful source of the irritation and unreasoning complaint of parents than the frequent notes of teachers to them that "the child whispers." "Your son looks 'round, he laughs." "John makes a noise with his feet." "Charles whistled." "I caught Mary to-day writing notes." "I wish to have you call and see me to-morrow." "Your son cannot return to school again unless you come with him." "I told Fannie to stay after school and write her spelling ten times, and she went away." "Harry pulled a girl's hair, and I wish you to punish him severely." "Willie asked to go out, and I found he had been playing marbles." How exasperating, how destructive to the order and scholarship of the school, anyone of these may seem to the sensitive, earnest teacher! What sleepless nights and sorrowing days are hers! Oh, that she could teach these young and erring natures to see as she sees! And yet, to the laboring, loving, doting father and mother, proud of the bright spirits and active minds of their children, how paltry, how frivolous, how petty it all seems.

The children are good children, playful as they should be; they mean nothing bad; "we wish them to do well, and we think they do. The school ma'am is a crank, that's what's the matter, and the principal is not much better or he would put a stop to all this nonsense."

With the perfect teacher, who understands the thought of the child, there are, in my judgment, no incorrigibles of sound mind; with the average teacher there will be here and there one; with the poor teacher the good pupil is the exception, and for the most part is goody-goody, and dull.

The bright boy or girl of ten or fourteen years, who is to make his way in this world, is full of strong but untrained activities which, unless grasped and guided by the sympathetic teacher, will lead to infinite trouble in the school-room and in the home. From the homes of the rich, from the homes of the poor, they come to us, and the wise teacher must, at the fitting moment, seize upon these vital forces, and kindly turn them into the channels of truth and duty. No sham, no cant, can impose upon the Ameri-

can youth; straight, honest, honorable conduct alone can prevail. The youth has his rights, as well as the man of mature years, and he understands fair treatment and kindly interest.—*Journal of Education.*

FROM A TEACHER'S NOTE-BOOK.

BY R. N. YAWGER.

TEACH the children to listen. Teach them to reflect on the pleasure to be derived from the sense of hearing.

Listen. Close your eyes and rest. Shut out all those jarring, distracting impressions which come to you through the sense of sight, and listen. What do you hear?

"I hear the clock tick, and some one moving his feet." "I hear some one breathing, and that fly beating on the window pane." "I hear the door shaking just a little, and the wind sways the map against the wall."

Now enlarge your hearing; listen for impressions from the outside. What do you hear now?

"I hear the gentle rustling of leaves in the wind, and the swish, swish of the waves on the shore." "I hear the sparrow chirp, chirp, and a squirrel scurry up the bark of that tree." "I hear a hammer very faintly in the distance." "I hear crunch, crunch, as if some one were walking in the leaves, and the bark of a dog." "I hear the sharp crack of falling nuts, and the steady, distant clatter of hoofs on frozen ground."

Do you like to listen? Which of these sounds did you like best?

Had you rather hear a child laugh or cry? Why? Had you rather hear a cat purr or cry out in pain? Why? What is the difference in your feeling?

Tell me some sounds you like. Some that you don't like.

Can you tell when a dog barks in welcome? in pain? in warning? in ugliness?

Can you tell a sparrow's song from a robin's? Can you tell the difference between beating with a stick on a piece of tip; of wood; of cloth?

Did you ever think of the poor little children who never have heard even a mother's voice? Can they talk? Why not?

When you listened only for the inside things did you hear the outside things? Did you hear all there was to be heard, or just what you listened for? Here is your lesson; can you teach it?—*The American Teacher.*

FIFTEEN NEVERS.

Never scold.

Never overwork.

Never be impulsive.

Never be impatient.

Never be a growler.

Never be a schemer.

Never talk aimlessly.

Never speak too loud.

Never fear hard work.

Never be a caustic critic.

Never make foolish rules.

Never be a cranky radical.

Never let a recitation drag.

Never repeat your questions.

Never give needless directions.

—*American Teacher.*

SCHOOL INCENTIVES.

Mrs. D—'s experiment with written spelling was successful enough to be worth telling about, and may be tried with like effect in connection with other studies.

She began in September, to dictate ten words a day, five of which were the day's spelling lesson and five review. These were written by the children upon sheets of paper, which were collected at the close of the exercise.

Mrs. D— took the papers home every day, cancelled words incorrectly written, and separated those upon which the spelling was perfect, and the writing showed effort. These she filed, having first affixed to each, according to neatness, etc., a gilt or a silver star. The stars thus used were bought by the box at a stationery store for a trifle.

The next day she returned to the owners all papers bearing mis-spelled words, with directions to study those words.

At the end of each month she tied together with baby ribbon each child's perfect papers and returned them to the owner. There were

very few of these in September, but the number has increased with each month, so that in December three-fourths of the class had starred papers to take home, and some had as many as there had been school days in the month. The children were doubly proud to take home and show these testimonials, because the prize was the work itself. The giving out of the December papers was made a part of the Christmas rejoicing.—*School Journal.*

TALKS WITH TEACHERS.

SHOULD a child be kept in one grade more than two years? Unless he has been prevented by illness or absence from advancing, I think not. It may be said—what is the next teacher to do with him if he is not up in his work. She will probably do much better with him than the teacher whom he has left. After a pupil has been two years in a grade he has outgrown it, as it were. All his first associates have departed, and he rapidly falls into a condition of indifference or discouragement. Work that furnishes no novelty is not very interesting. Pass him on to the next teacher; he may not do the best class of work, but the old teacher has had enough of him. Let another have a trial.—*Educational Review.*

For Friday Afternoon.

TWO LITTLE GIRLS.

MARGARET E. SANGSTER.

THIS little girl is very poor;
She has troubles, she finds, she can scarce endure;
And yet, my dear, she has playthings plenty—
Dolls as many as two-and-twenty,
Houses and arks and picture-books,
Something pretty wherever she looks.
But half the time she's puzzled to know
What to do with the wonderful show,
Tired of dollies two-and-twenty,
And bored with her various toys aplenty.

That little girl is very rich,
With an old doll like a perfect witch,
A broken chair and a bit of delf,
And a wee cracked cup on the closet shelf.
She can play with only a row of pins;
Houses and gardens, arks and inns,
She makes with her chubby fingers small,
And she never asks for a toy at all.
Unseen around her the fairies stray,
Giving her bright thoughts every day.

Poor little girl and rich little girl,
How nice it would be if in Time's swift whirl
You could—perhaps not change your places,
But catch a glimpse of each other's faces;
For each to the other could something give,
Which would make the child life sweeter to live,
For both could give and both could share
Something the other had to spare.

—*Harper's Young People.*

ADVICE TO BOYS.

WHATEVER you are, be brave, boys!
The liar's a coward and slave, boys;
Though clever at ruses,
And sharp at excuses,
He's a sneaking and pitiful knave, boys.

Whatever you are, be frank, boys!
'Tis better than money and rank, boys;
Still cleave to the right,
Be lovers of light,
Be open, aboveboard, and frank, boys.

Whatever you are, be kind, boys!
Be gentle in manners and mind, boys;
The man gentle in mien,
Words and temper, I ween,
Is the gentleman truly refined, boys.

But, whatever you are, be true, boys;
Be visible through and through, boys;
Leave to others the shamming,
The "greening" and "cramming,"
In fun and in earnest, be true, boys!

THAT'S THE WAY.

Just a little every day,
That's the way
Seeds in darkness swell and grow
Tiny blades push through the snow,

Never any flower of May
Leaps to blossom in the burst.
Slowly, slowly, at the first,
That's the way!
Just a little every day.

Just a little every day,
That's the way!
Children learn to read and write,
Bit by bit and mite by mite.
Never any one, I say,
Leaps to knowledge and its power.
Slowly, slowly, hour by hour,
That's the way
Just a little every day.

ANGELS' FOOT-PRINTS.

EVERY little kindness,
Every deed of love,
Every little action
Prompted from above;
E'en a cup of water
In His great name given—
These are angels' foot-prints
Leading up to heaven.

Every little sacrifice
Made for others' weal,
Every wounded brother
That we strive to heal.
E'en a word of kindness
To misfortune given—
All are angels' foot-prints
Leading up to heaven.

Then let angels lead us
Whereso'er they would;
Even let them teach us
What is for our good;
May they cross our pathway
When from heaven they roam,
Let us follow after
Foot-prints leading home.
—*Our Dumb Animals.*

School-Room Methods.

A BIT OF INDEPENDENT WORK.

A LITTLE girl who had been absent from school a long while, during which her class had taken up and become proficient in long division, came to me one afternoon with this example written: 925)63,482(

The child said to me: "That is an example in long division they had on the blackboard in my class to-day. It isn't like a division example at all, and they put the answer up there (pointing) instead of under (the dividend). Long division is hard; it has a lot of little examples in it where you multiply."

I told the child that perhaps she could do this example by "short division" even though the numbers were large; and I had her write the example on a sheet of paper with plenty of room for the experiments and miscalculations I foresaw. The only direction I gave was to put her quotient where her class put theirs in long division. She took the paper a little aside, and all I heard for the next ten minutes was some labored breathing and a murmured, "I never had such big numbers to divide!"

I had my scruples about those big numbers, but I knew the child would be most delighted to work out that example she had herself brought, and certainly if she proved able for that pace I would not set her a smaller one. Here is the work she brought me:

		798	
		925)63,482(68	582
	925		
	925	6,348	7,982
	---	5,550	7,400
	1,850		
	925	---	---
	---	798	582
	2,775		
	925		

	3,700		
	925		

	4,625		
	925		

	5,550		
	925		

	6,475		

"All that is left over, 582. Do I put it over 925, so?" Then she laughed at what she called a very "big fraction."

We had a little talk about how much more was necessary to make another 925, and have in all 69(925's); and she saw that her "big fraction" was not much more than a half.

I then asked her if she could not see at once, without her long adding process, how many times 925 was contained in 6,348. I read her thought of 7 for a

6,475 moment, but she quickly saw that 7 times
925 was too much. The form of putting her
work under the dividend was suggested,
7,400 and its advantages easily comprehended.
She answered at once, "I see why you put
the quotient in a new place." She rearranged
her problem in proper shape, recognizing, to her
intense delight, in long division an old familiar
acquaintance only grown a little and in a
strange dress.

The exultation of the child that she had worked it out herself smote me with the question: How often do we allow our pupils this their rightful, happy reward of effort? Always?

No artificial spur to induce and prolong effort can compare with this natural stimulus of interest in our own achievement; but it must be actual achievement, a real exercise of mental muscle against a felt resistance.

Our class work, to accommodate itself to all, goes at far too slow a pace for many quick and strong pupils. Is there not room to break the lines often and let these out for a trial of their speed in a quicker, stronger run?—*L. May Pink, in the School Journal.*

A FEW HINTS ON TEACHING FRACTIONS.

THE use of objects, in any way, is a great improvement on the old methods of teaching arithmetic. But in many cases figures are made the basis of an arithmetical operation, and the objects are used as a means of explaining the figures.

$\frac{1}{2}$ of $\frac{2}{3}$ means nothing to a child, and although lines and other objects may be used to illustrate the manner in which we obtain $\frac{1}{3}$ for the answer, still he has no definite idea in his mind of what he has done. His imagination can make no picture of $\frac{1}{2}$ of $\frac{2}{3}$ = $\frac{1}{3}$.

If objects, either present or reproduced by the imagination, after having been frequently handled, were made the basis of arithmetical operations, and the figures made secondary,—that is, a means of recording what has been done,—we should find arithmetic a much more profitable study than it is as we frequently find it taught.

I noticed once, in a primary school, where the number-work was too much abstract, a little girl who did not seem to get on with her arithmetic work as well as she was expected to do. One day some question in money was brought up as a sort of diversion; she was ready enough at this, and far better than any of the others in the class. I found that she was quite familiar with all parts of the dollar, and could tell what change to give in almost every case I gave her. I asked her how she learned so much about it, and she told me that her father sometimes let her help him sell in the store. She was learning arithmetic in the store better than in school.

We will place ten apples before a class that is beginning fractions. We will suppose that, from the beginning of their instruction in number, they have been taught to find $\frac{1}{2}$, $\frac{1}{3}$, etc.

How many apples have we here? "Ten."
How many times can you take two apples out of these ten? "Five times."

Then what is a fifth of ten apples? "Two apples."

Now one of you may give me three-fifths of ten apples. How many? "Six apples."

Now put each fifth by itself. I want half of your three fifths; can you give it to me? Some one will discover that one of the groups of two must be divided to get this, and will give me three apples.

What part of ten apples is one apple? "One-tenth." Three apples? "Three-tenths."

Now we will write what we have done. Tell me what you did. I gave you half of three-fifths, and it was how many apples? "Three apples."

And three apples is —? "Three-tenths of ten apples."

Write it all in figures. $\frac{1}{2}$ of $\frac{3}{5}$ of 10 apples = 3 apples = $\frac{3}{10}$ of 10 apples.

Cut an orange into four equal parts, what part of the orange is one piece? "One-fourth."

(Holding them together)—What part can I make of two pieces. "One-half."

If I take one-fourth away from one-half, what shall I have left? "One-fourth."

We will cut these fourths in half; how many pieces have we now? "Eight."

What part of the orange is one piece? "One-eighth."

Give me half of the orange; now I must give

you four pieces. You may take one fourth of the orange from my half. How many pieces did you leave me? "Two."

What shall I call them? "Two-eighths."
Now see how many eights it will take to make three-fourths of the orange? "Six-eighths."

How many eighths will it take to make $\frac{1}{2}$, $\frac{2}{4}$, and $\frac{3}{4}$? "Seven-eighths."

Now take one-fourth from seven-eighths. Five are left. Five what? "Eighths."

Now get three-fourths and see how many times you can get two-eighths out of it. "Three times."

Now, will some one take three-eighths of the orange and then give me one-half of it. Some child will soon see that one of the pieces must be cut in half. Now what have I? "You have one and a half eighths."

Now, I will cut my eighth in half. If I were to cut my eighth in half. If I were to cut all the eighths in half, how many pieces should I have? "Sixteen."

Then what shall I call them? "Sixteenths."
How many sixteenths make half of three-eighths? "Three sixteenths."

Now, how many little boys must I call up here if I give two sixteenths to each of them? "Eight."

Then how many times can I get two-sixteenths out of sixteen-sixteenths? "Eight times."

The little boys may put down the pieces, and I will take six of them. How many sixteenths are there left? "Ten."

I have some pieces of paper; each of them will hold just three-sixteenths of the orange. How many pieces will it take to hold the ten-sixteenths? "Four."

Are all these pieces full? "No; one has only one-sixteenth on it."

If a piece of paper holds three-sixteenths, what part of a piece will it take to hold one? "One-third."

Then we will tear off one-third for this odd sixteenth. Now, tell me how many of my pieces of paper I have used. "Three and one-third of them."

How many thirds would that make? "Ten thirds."

If we were to take our ten-sixteenths and put them together in twos, how many would we have, and what should we call them? "We should have five-eighths."

How many times could I get three-sixteenths out of five-eighths? "Three and a third times."
Or what? "Ten-thirds times."

Now we will write: $\frac{1}{2} \div \frac{3}{16} = \frac{10}{3}$ or $\frac{5}{8} \div \frac{3}{16} = 3\frac{1}{3}$.

It will be seen that in this way all the operations of fractions can be brought in.—Augusta Lovell, in *Journal of Education*, 1885.

Correspondence.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—I enclose the following stanzas, which may possibly find some favor with you, though not from poetic merit.

RIPPLES.

Breaking on the pebbles,
Rippling with the wind,
Dancing in the sunbeams,
Still they seem to say:
"Happy is our lifetime,
Glorious and free;
Care and sorrow come not
To wavelets on the sea."

Why is man e'er striving,
Struggling all his days,
Happiness renouncing,
While the ripples sing,—
"See our happy lifetime;
Happy all the day,
'Mid all joys of nature
Speed we on our way."

So the happy wavelets
Teach us by their song,
In our Father trusting
We may joyous be.
Happy all our lifetime
In our Father's love,
Little children trusting
In the God above.

TELBE.

Literary Notes.

THE Royal Society of Canada, at its annual meeting held in Ottawa last week elected Dr. MacCabe, Principal of the Ottawa Normal School, a fellow of the Society.

THE Rev. Dr. Withrow, editor of the *Canadian Methodist Magazine*, whose literary activities have made his name familiar on both sides of the Atlantic, is putting through the press a *Monotessaron*, or *New Harmony of the Gospels*, which will be of much interest and value to Bible students. It interweaves into one continuous narrative the story of the life of the Saviour, which is the special subject of the International Sunday School Lessons for the year which begins with the coming July. This book will be published simultaneously in Canada and the United States. The Canadian publisher is William Briggs. The book will be issued in convenient pocket size and sell at fifty cents.

THE Methodist Book and Publishing House have in press and will shortly issue, under the title, "Rescued in Time," a stirring temperance story from the pen of C. Wilson, of Galt. The author graphically portrays the evils resultant from the liquor traffic, traces the social wreck and ruin of many to the allurements of the wine-glass, and happily shows the possibility of reform, even when the victim is far on the downward path. The book is marked by an intense moral purpose, and may be placed with advantage in the hands of the young. It will be issued in attractive style, will sell at one dollar, and may be had of local booksellers. Mr. Wilson is widely known throughout Ontario as traveller for the firm of Goldie & McCulloch, of Galt.

THE articles in the June number of the *Atlantic Monthly* which will attract the most attention are "Hamburg's New Sanitary Impulse," by Albert Shaw,—a paper which might be read with profit by the Boards of Health of all cities as showing what intelligent supervision scientifically applied and backed by sufficient funds can do, even when applied to the worst sanitary conditions; and one which should be read by all interested in Education, "The Scope of the Normal School," by M. V. O'Shea of the State Normal School at Mankato, Minnesota. This able paper tells the history of the Normal School in the United States, and shows its relations to the schools, comparing its method with those of the chief European countries, and describing what the colleges and universities have done in the direction of courses for teachers. Among other articles may be mentioned specially "Some Letters and Conversations of Thomas Carlyle," by Sir Edward Strachey. Fiction is represented by a further instalment of Margaret Deland's "Philip and his Wife" and a bright story by Kate Douglas Wiggin, "The Nooning Tree." There are the usual Reviews, Comment on New Books, and the Contributors' Club.

THE complete novel in the June number of *Lippincott's* is "The Wonderful Witch," by M. G. McClelland. It is a romance of Virginia, beginning in war times, and happily concluded long afterwards. Gilbert Parker's serial, "The Trespasser," reaches its close after carrying the hero through queer adventures and dire social and moral dangers. "The Rumpety Case," by Anna Fuller, tells how justice was done upon a domestic tyrant by the joint action of Providence and an honest farmer, after the forms of law had failed to reach the case. "Two in the 'Other Half,'" by E. Ogden Hays, is a powerful and pathetic sketch of the lowest life in New York. In "The New Northwest Passage to the Orient," J. Macdonald Oxley writes of the Canadian Pacific Railway and its line of steamers to Japan. The venerable poet and essayist, R. H. Stoddard, supplies in "My First Literary Acquaintances" one of those pleasant semi-autobiographical sketches with which our readers are familiar. Other articles and poems complete a good number. A Canadian, Charles G. D. Roberts, is among the poets represented.

Question Drawer.

A.J.—Bowmanville and Port Hope are, we think, the only towns, and Millbrook and Newcastle the only incorporated villages in Durham.

K.A.—As a knowledge of the railways of Ontario is required for Entrance, the subject must be taught in either the third or fourth forms, or both. Perhaps some teacher or inspector will kindly inform you just when and where the subject is usually introduced.

SUBSCRIBER.—The cities of Ontario are:—Belleville, Brantford, Guelph, Hamilton, Kingston, London, Ottawa, St. Catharines, St. Thomas, Stratford, Toronto, Windsor. We are not aware that there are routes—one eastern and two western—from London, so fixed that one could give the exact points touched. A western route would, we suppose, be either by way of New York and the Central Pacific Railway to San Francisco; or by way of Halifax and the Canadian Pacific to Vancouver. The route in either direction in the Eastern Hemisphere might vary widely according to the countries the traveller wished to visit.

L. A. wishes to know how many degrees there are in the main slant of letters, and how many in the connective slant. We shall have to refer him to some expert in penmanship for the law, if there is one on the subject. The advocates of vertical writing will tell him that the main strokes should be at an angle of ninety degrees to the base line, but that answer would not be deemed orthodox by the Spencerians.

FOLLOWING is the Time Table for the approaching Entrance Examination, which we publish by request:

First Day, 28th June, 1894.	
A.M.	8.45 Reading Regulations.
	9.00-11.00 English Grammar.
	11.10-12.40 Geography.
P.M.	2.00 - 4.00 Composition.
	4.10 - 4.45 Dictation.
Second Day, Friday, 29th.	
A.M.	9.00-11.00 Arithmetic.
	11.10-12.20 Drawing.
P.M.	1.30 - 3.00 History.
Third Day, Saturday, 30th.	
A.M.	9.00-11.00 English Literature.
	11.10-11.40 Writing.
P.M.	1.30 - 3.00 Physiology and Temperance.

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

Book Notices, etc.

The Stickit Minister and Some Common Men. By S. R. Crockett. Toronto: William Briggs. London: P. Fisher Unwin. 1894.

This is a very interesting collection of short sketches in what is called in the "Letter Declaratory" which prefaces the second edition, "Good Galloway Scots." They first appeared in the *Christian Leader*, and are reprinted from its columns. It would not be easy to accord them higher praise, and our judgment, after a hasty examination, could scarcely give them less, than to say that they remind us, in many respects, of the writings of the well-known J. M. Barrie, author of "A Window in Thrums," "The Little Minister," etc. "The Stickit Minister," and other "Waifs and Estrays," here gathered together, are characterized by much of the same sound wisdom, dry Scotch humor, and reverent Christian spirit, which helps to constitute the charm of Barrie's writing. It is seldom we have served up to us so much rich thought and ripe wisdom in so entertaining and readable a form, between the covers of a single volume.

The Photographic Times, of New York, in speaking of photography at the World's Fair, devotes two pages and one-half to the work done by Mr. Kilburn. It is affirmed that no other stereoscopic artist has received such complimentary notice as does Mr. Kilburn, both through the press and those understanding the merits of photography. Mr. Davis is general manager for the sale of this work, and his advertisement will be found in this issue.

A MAN may succeed without a correct knowledge of arithmetic or grammar, but without morality all else will fail.—Supt. W. M. House.

HISTORY and Scripture were never more thoroughly mixed than by the boy who wrote: "Titus was a Roman emperor—supposed to have written the Epistle to the Hebrews; his other name was Oates."

LADY.—"And what does your father do?" Little Girl—"O, papa is a doctor." Lady—"Indeed! I suppose he practices a great deal, does he not?" Little Girl—"Oh, no. He doesn't practice any more; he knows how now."

THE words "His Satanic Majesty" occurred in a story read at one of the Toronto public schools. "How many know who 'His Satanic Majesty' is?" said the teacher. Several hands were raised, and the first pupil named promptly replied, "The Inspector." It is encouraging to know she was a very young child. This story comes to us from abroad.

THE happiest life, says Dr. Lyman Abbott, is one which is largely concerned with the life of others; one in which man's thoughts are taken away from himself and fastened upon the needs and interests of those about him. No man ever got out of his weakness or his sins by continually thinking about them; the only way to get out of them is to work out. No man ever saved himself by thinking; thought without action is futile and barren. A healthy nature finds itself so continually called upon to put forth its normal activities that it has very little time, and very small inclination, to sit down and give itself up to the intellectual luxury of going over its offenses.

"BLESSED are they that hunger and thirst after righteousness, for they shall be filled." Blessed are they that work out the designs of their own being into character. Knowledge and skill are not the ends of Education. Development of human character is the end of education. One hopeful thing in our country's future, now facing anarchy, socialism, and other dire ills, is the ballot box, in which we have a grand cure. We teachers can save this country. Old Swamp Angel, I see you in the darkness of the night when 400,000 men fell! There is but one sure salvation. Put love of God and humanity in the little child's mind, and love and peace will brood over all. Exalt your work. Lead the child to conform to God's will. Blessed work, that leads to blessed peace! That is your work; with your hand in God's hand, and your heart with His heart, you shall be lead to a glorious triumph and reward.—Colonel Parker.

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After a careful examination of your "Arithmetical Problems for Senior Classes," I find them well graded and very suitable for the purpose intended. The teacher who uses them for home or class work, will save himself a vast amount of labor, and in all probability secure to his pupils much better results.—**J. S. DEACON**, Inspector, Halton.

I have no hesitation in saying that for the purpose for which it is intended the work is infinitely the best with which I am acquainted. Its strong point, to my idea, is the logical sequence in the problems by which the pupil is almost insensibly led on step by step until he reaches quite a difficult style of question. The printer, too, has done his work very well, and there are but few typographical errors. I shall certainly recommend every teacher in my inspectorate to use a copy.—**J. C. MORGAN**, M.A., Inspector, Barrie.

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