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## \* Editorial Notes. \*

MANITOBA'S new School Law is now in operation, though it has not yet been allowed by the Ottawa Government, but is among the Bills reserved for consideration. The Education Department is in charge of a Minister as in Ontario, but the work of administration is vested in an Advisory Board of five, two of whom are nominated by the Government, one elected by the Provincial School Trustees, one by the Teachers and one by the University Council. This is an improvement, we think, on the Ontario plan. The Advisory Board makes provision for religious exercises, which are conducted much on the same plan as in Ontario.

IN reading the reports of the various Teachers' Associations, we are struck with the number of apparently excellent papers, class exercises, etc., which are presented on different educational topics. Many of these are of more than local value and should have more than local circulation. Why should not more of those of the better class, those on which time and labor have been expended, be sent for publication in the JOURNAL? We should sometimes write to the authors to solicit their MSS. but often we have no means of learning their correct addresses. We are always glad to receive papers suitable for our columns, by our own teachers. Papers on methods of teaching certain subjects are specially acceptable.

SHOULD head masters and headmistresses be teachers? Should those who are responsible for the teaching and management of large schools be expected to do any part of the teaching themselves or should their hands, or rather heads, be left free to enable them to keep the whole instruction and discipline of the institutions

under inspection? This question is now being discussed in England. The same question has force, though not to the same extent, in Canada, and has reference to Colleges and Universities as well as Public and High schools. At first thought many, who know something of all that is involved in the management of a large school, will be ready to say that the responsible Heads have enough to do without teaching, and that their whole time is needed for oversight.

THIS involves, however, the rather startling corollary that if the heads of schools are not to teach, personal skill in teaching need no longer be the prime qualification for headship. Of course, the Headmaster or Principal must know what good teaching is, but that, in the opinion of many, is a different matter, and does not necessarily involve the other. To us it appears, and we speak from experience rather than from observation, that the personal contact with the pupils in the class-room affords an opportunity of acquiring that intimate knowledge of the individual pupils which is indispensable to the best discipline and which cannot be so well gained in any other way. This is very important, and we have known Principals to choose to teach personally some of the lowest classes in the school in order to gain this knowledge. Moreover, we are strongly inclined to think that too much oversight of subordinate teachers is worse than too little, and that better results can be obtained, as a rule, by carefully selecting good teachers, and then giving them a large amount of freedom and personal responsibility, than by constant oversight and interference.

MUCH is being said in these days, and said with reason, in regard to the need of more direct and effective moral training in the schools. Most Canadian teachers, we are glad to believe, recognize the supreme importance of this part of their duties, but many of them, we doubt not, are often at a loss how to set about it, in the absence of a text-book and a definite time for the work. Both these obstacles, we incline to think, should be taken out of the way. One of the chief aims of the teacher in regard to this matter should be, obviously, to induce in the pupils the habit of moral thoughtfulness. They should be trained to regard the question of right and wrong as the first and most important question in every case. To cultivate this habit it is an excellent plan, we think, to submit from time to time moral problems for thought and discussion. Some of the best of these are those furnished almost every day by school-room incidents. But as the personal element is likely to enter more or less into the consideration of such questions, it is well

also to give them suppositional cases, and let them give their thoughts and arguments in regard to them, either orally or in writing. Some very good examples of this kind of problem will be found in this number, quoted from the *Educational News*.

READ Mr. Bolton's racy and stirring appeal to the teachers of the Province to write and work together in the interests of their profession. Whatever difficulties may attend any concerted action such as he proposes, whatever obstacles may lie in the way of effective co-operation, there can be no doubt that by the highway of concerted action, and by that highway only, is to be reached the desired goal. So long as thousands of certificated teachers are sent forth every year, ready to underbid each other, as well as the more experienced members of the profession, so long will teachers' salaries remain at starvation point. Let a union be formed, let the wisest teachers from every section of the Province put their heads together; let them be duly authorized to think and act for the whole body, and the power of such an organization cannot fail to make itself felt both in local and legislative circles.

MR. BOLTON'S paper suggests two or three sweeping reforms which are worth being carefully thought about by every teacher. The substitution of township or district boards for the present petty local boards, has long seemed to us a desirable change, and one which, in itself, would go far to beget larger views in regard to the dignity and claims of the teaching profession. We believe, too, that Mr. Bolton enunciates a sound principle in political economy when he says in effect that only those schools whose benefits are within the reach of the whole people should receive Government support. The application of this principle might be found a difficult and delicate matter. We are not sure what limitations Mr. Bolton would set to his meaning of the word "Public." We can hardly suppose he would have it exclude the High Schools, which are really to a very large extent within the reach of the whole people. But that is a question of detail. The principle is surely sound that the whole people should not be taxed to support institutions whose benefits can be enjoyed only by the few. Mr. Bolton's paper shows, at any rate, that there are some hard problems yet to be solved before the Public School teachers of Ontario shall have attained their proper place in regard to honor and emolument, and the educational system of the Province have been established on an unassailable basis.

## Primary Department.

### MARCHING.

RHODA LEE.

"It has caused me considerable thought and trouble, but I am amply repaid." "Repaid for what?" you will ask. Repaid a thousandfold for the expenditure of time and trouble in getting my class to march well.

It was only a chance word overheard at a Teachers' Convention that set me thinking on this track, but,

"What a wondrous thing it is,  
To note how many wheels of toil  
One thought, one word, can set in motion."

Some one made a remark in my hearing to the effect that she would rather do without calisthenics than marching, and that it was really necessary to the good order of her room. It would be superfluous to say anything here about the benefits derived from calisthenics properly used, but, perhaps, there are some who have not yet had good marching in their classes, and consequently have not discovered the benefits that arise from it.

The regular definite step, the erect form and the manly bearing, and all that is requisite to good marching, must strike below the surface, and reach the inner-consciousness and character of the child.

I have seen a slouchy, careless, indefinite boy changed to a bright, definite, manly little fellow by nothing more than six months drill under a good school captain.

The mental operations that make fifty or sixty boys and girls march in perfect time and in step with heads erect and shoulders well thrown back, will be a training in accuracy and promptitude that must make energetic, definite characters, because these operations are making definite will-action habitual.

I believe disorder would be impossible in a class in which the pupils had been trained to march well and to perform such acts as standing, sitting, taking books, slates, etc., with uniformity and precision.

It has been said that the habit of ready and exact obedience is the corner stone of the temple of order. Good marching is an inestimable training in exact and prompt obedience.

Of course it has numberless other advantages. What a complete change and rest it is for the little folks, who have been sitting hard at work for half an hour, to stand and march around the room to the music of a mouth-organ or a comb, or, perhaps, a number of good whistlers.

There is no questioning the fact that one can march much better with music than without, and though some instruments are far beyond our reach, we can have first-rate marching music from a comb or a mouth-organ.

There are plenty of spirited songs set to such tunes as "Captain Jinks" or "John Brown," that are very good to march to.

A novelty I saw last week in a class I was visiting, was a triangle played to accompany a song called the "Anvil Chorus," which made an excellent marching song.

As to the marching in the room, having shown all the proper position and the way in which you wish them to march, do not "nag" at those who fail to come up to the mark, but highly commend those who walk like "genuine soldiers." Do not stop to correct Tom's careless, lolling gait, but note and approve of Charlie's straight shoulders and Nellie's steady head.

It is a pretty bad boy who does not covet his teacher's approval and especially her approbation of his personal bearing and carriage.

Of course, in good marching every one steps with the same foot, definitely, yet softly. Place a broad line of distinction between stamping and marching, between the firm and the noisy tread.

Beside the music there are several other incentives to good marching that I find successful.

Whenever it is possible choose leaders and captains to head your company.

In the serpentine marching in the class room march with the children yourself. Fall into the line wherever you see particularly "good soldiers." How it pleases them and how hard they will try to have the honor of seeing their teacher step in behind them.

The flags that I hope decorate every school-room

in our Province may be taken down, if convenient, and used for the march, the scholars who try to march best being allowed to carry the banners.

Another plan, and one in which my scholars take great delight, is the "motion march." In this exercise we go through certain motions while on the march. While the steady march is going on, the command "hands up" is given, and every hand is raised high above the head. "Shoulders," and the hands rest lightly on the shoulders.

"Fold arms," "akimbo," "sides" and "extended," are other orders given which are obeyed promptly and in unison. It requires very close attention on the part of the scholars to do this well, and the exercise in many ways is very advantageous.

I am ready to echo that remark I overheard in the crowd—couldn't do without my marching. Perhaps the echo will be again repeated.

### TOWARDS THE LIGHT.

ARNOLD ALCOTT.

"MANY men of many minds."

Perhaps it would be wise not to press forward the maxim, which probably served better as a copy for youthful chirographers than as a guide to conduct.

We know that education brings oneness of thought, that unity in all great things is the result of an enlightened humanity. That is to say, God and Truth are unchangeable. It is for the individual to seek the true and the good.

Deep thought serves as a steady foundation on which to build sturdiness of character.

A philosopher has said that things are to the senses what the senses make out of them. Now, we know that there is no twinkle of star to a blind man. Neither is there any thrilling of soul by music to an intensely deaf one. Understanding and capability are one.

How a person lives or acts is in accordance with how he elects or chooses to live or act.

How we influence our pupils accords with how we choose to influence them.

It is not always granted to us to see the harvest, but if the good seed be sown and nurtured the results cannot be otherwise than satisfactory.

Our proposition then formulates itself into this, viz., that we, as educators, should deal with the child primarily, not with the knowledge.

The child is to be a unit or factor in the human race which we must remember is made up of individuals. Is it not clear, then, that those who have such a responsible, noble and beautiful work to do as the developing of the young mind, should do all which their understanding and capability suggest, in order to help the child-mind to strike deep such roots and rootlets as will form and strengthen an uprightness of purpose and an honesty and decidedness of character which will produce for the age a man whose thought and whose works will do much towards humanizing reason and towards influencing others for right?

Remembering that now we are in the midst of examinations; we have felt that it would be profitable for us to pursue some such train of ideas as the foregoing.

The application of this general principle leads us along the track of "gymnastics" to correct the errors which our pupils make, not only in their intellectual work, but also in their physical and moral actions.

Previously we have outlined a few of the exercises which we take for improving the voice, with special reference to tone quality.

Now boys and girls very frequently err in articulation. But, thanks to the phonic system of teaching word-recognition, the articulation has been most wonderfully improved.

The mistakes in articulation which are generally made, and for which we are to obtain specific gymnastic exercises, are lisping, stammering, slurring and omitting and inserting sounds.

Methinks someone says, "Where did you get the gymnastics?"

Why, my friend, we make them for ourselves; we get them from books on elocution; also from journals of education; and lastly, and perhaps the best way of all, we get our pupils to make their own exercises.

We always exaggerate the gymnastic exercises, because we are concentrating our attention in one

particular direction, and we should use all our force to impress definitely in order to effect a cure.

Faithful work performed in a scientific manner is our privilege. The harmony in the development of the pupil is in the hand which strikes the chords of his organism. That is, the teacher helps to erect the framework of character in her scholars.

To look at the mud is never to see the sky; to close the eyes against reason is to be in darkness; as, on the contrary, to open mind widely is to enlighten and refine proportionally. It seems to me that Edward Everett Hale's advice to his young friends is especially helpful to teachers when he says, "Look up and not down," and "Lend a hand."

## Special Papers.

### HOW SHALL WE RAISE OUR SALARIES? \*

BY B. F. BOLTON.

"THERE is a falling star; look at it, my dear, some one will say to his wife in Jupiter when the world ends," is the saying of a man who recognized our smallness, and who told more in a few words than the volumes of other men. We are small; the world is small; the greatest men are small; those who are not great differ from their fellows merely in failing to see how small they are. So let us be small, and all greatly small. But who are the great? Shakespeare says, "Some are born great; some achieve greatness; some have greatness thrust upon them." Mr. President, to me falls the pleasure of saying school teachers are devoted to greatness—greatness in italics, with a capital which, if weighed, would balance one of the hairs of the ox that Milo bore. Oh, we are great in our generation—great in our coming oblivion! But, sir, though I swell with professional pride, though from the fulness of my heart would flow unending our praises, I may not permit it. I must descend from my pinnacle. I may say nothing of the greatness of our aims, the holiness of our mission, the powerful influence we have on the future of our country, the assistance we lend to civilization, that John Boyle O'Reilly calls "intellectual barbarism." I must leave this to those who like to see a great many in this work, and who, to please themselves mightily in their liking, starve teachers from their profession that others succeeding may share in the pedagogic glories of the age. Thus they view our profession made up of a succession of cadaverous creatures, who, from the Nebo of poverty, view the land flowing with milk and honey, that economical trustees and unfeeling ratepayers say they may never enter.

To the consideration of my last clause must I confine myself; to that must I restrict you; and the restriction and confinement are my sorrow.

I have found (and I am not alone) that trustees are all widows, in that they all pretend to the possession of but a *mite*, which they, as their generosity (?) prompts, hold forth to us in the hard horny left hand, while the right hand—a good Scriptural hand—knoweth not what its wasteful fellow doeth. And they tell us of short hours, forgetting the long hours of succeeding agony when all does not prosper; they tell us of little labor, when the wearing reaches far into the long night; they tell us of our easy life, that is one long unrelieved care. But I am unjust. These men are only stewards. They must account for all they expend, and not to one but to a community that takes all praise to itself and throws all blame on its board of trustees, and with alternate nods to teacher and trustee, intimates generosity and niggardliness. But I have reached far enough toward the source of our woes for our purpose, since it is with trustees we have to deal, and so will pause here.

It appears to me to be a maxim among all men to obtain the greatest possible good at the least possible expense, and if the practice of this maxim were not productive of certain evils, in its face it is wise enough to commend itself to our consideration; but there is evil in it—loud-crying, shameful evil—and to no one does the evil come so directly as to the teacher. What have we done; under what curse are we, what disability is upon us, that our labor brings nothing but a hand-to-mouth existence? As ditchers we could earn that and not

\* Read before the Carleton Teachers' Association.

spend hundreds of dollars to learn how. While our school-fellows in any other pursuit may succeed pecuniarily, we must grub through life, the very personifications of impecuniosity.

Is this a fair picture? A boy spends \$100 and six months of time at a Business College and secures a diploma, is recommended to a situation, rises steadily in the scale of clerkship, becomes a partner, head of a firm, is elected to positions of trust, dies great and has his funeral notice shaded by a line of the blackest ink half an inch in width.

Another boy of equal abilities attends a High school, spends two or three or more years and some hundreds of dollars, secures a Non-Professional Certificate, spends more time and more money in training schools, begins teaching, is knocked about the country at the instance of every whimsical bumpkin who can grumble, becomes old, is said to get behind his times, becomes the butt of all fun, figures as the most contemptible character in novels, dies a crank and his friends have great difficulty to find pall-bearers to put his carcase out of sight. Why is this?

We are fond of calling ourselves a race, and truly we are a race and the run is stretched all across the field. Those ahead are in good wind, they have plenty of time. They stop to look back, while those behind struggle laboriously and with ever-failing strength on; and as they struggle they hear a certain French phrase which, as an Irishman, I may translate "Devil take the hindmost." And among those who hear it most faintly, being farthest behind, are teachers whom the devil of Poverty takes. I am not among those who desire for the sake of money to amass money, but as money makes horses as well as mares go in this country, I should like to be able to make golden jingle sufficient to cause people to think me of some importance outside the walls of a school, and still remain in the profession.

When this country was poor, when almost everything was in an embryonic state, when a living was the great end of all labor, high salaries could not be expected, neither were they needed. Where no man is rich, poverty and affluence are terms in abeyance. Money, since there is no lock it will fit, is the key to nothing. But a country cannot remain in that state. Riches come. Classes are formed. Caste puts in an appearance. Men are divided. Employers rise. Employed remain in the old groove. Those not sufficiently cunning or grasping are left behind, while their neighbors become nabobs. A pioneer is nobody unless he relates his anecdotes in broadcloth. But there is a class between these two extremes—that which has, in a great measure, contributed to the prosperity of the one and to all the happiness of the other; that which has helped to make the one great, even famous, and has delivered the other from the canker of jealousy and the wasting discontent of ignorance; that has had part in the shaping of all the timbers of this civil, social, moral and religious fabric. And what of this class? From all the seed we sow no harvest springs that we may garner. From all the fountains our hands have set flowing is no quenching for our thirst.

But, Mr. President, I must complain no further. I have looked into the lazar-house of our profession, and must now attempt to prescribe for the alleviation of the suffering I have seen.

In all ages, men of all industries have found that by combined movement they were enabled to improve their conditions. When one class has had power which it abused over another, it has been found that by a union of all the elements of the class abused, the abusing class was forced to grant the rights denied, in order that there might remain to it a vestige of its former power and influence. Now, while I am neither an Anarchist, a Nihilist nor a Socialist; while I am prepared to admit that almost any state of order is preferable to any lasting state of confusion, I claim it is one of the common rights of humanity for a class to make such provisions for its safety as are dictated by its deserts and by its necessities, always making use of legitimate means, that the end, when attained, may not be the occasion of shame to those who profit by it. And, sir, the very people who will oppose us in the formation of anything like a union, have themselves set us the example. Farmers' Institutes, Mechanics' Institutes, Dairymen's Associations and numberless other Associations, Institutes and Unions are being formed on all sides of us, having for their object the enriching and emolument of the classes forming them. Then why should we not form such a

Union? Have we not the right? Have we not the need? But you reply the opinion of the world is against unions and combines, despite the fact of their existence. I admit it is, but I claim that our end is legitimate. I admit it is, but our object is the oppression of no man. I admit it is, but I must remember I am a human being and as such it is my duty to assert my rights. I admit it is, but I ask was not the opinion of the world against every man of every age in every movement that had for its object the improvement of the condition of a class. I admit it is, but, sir, was not the opinion of the world against the Son of God, when he dwelt among men?

Let us form a Union, offensive if need be, as well as defensive, to secure to ourselves better salaries, better social standing and greater public interest. It may be argued that there are too many prejudices among ourselves. That our Toryism, our Liberalism, our Romanism, our Protestantism, our Anglicism, our Scotticism, our Hibernism, all militate against it, and I am at a loss to reply in more than one way. I have strong party prejudices, I am bigoted as most people when Church differences are discussed, I look as fondly back toward the Emerald Isle as my grandfather could wish, but in one—aye, a dozen rushes for the general good of the profession, I am content to bury all and be a teacher for teachers, a professional man for a profession, a teachers' party man to any legitimate lengths. The teachers of this Province number 8,000 to 9,000. They are strong in numbers, and if one in motive, could wield a great influence. They are ready to welcome anything that will improve their present condition with which they are discontented. Are they willing to improve it themselves, by heart and hand working in the unison that is certainty of success, instead of at the end of every year underbidding each other for the sake of a change or a paltry \$25? Are they willing to come forward in a body and demand what each one declares to be his rights? Are they willing, if persuasion be not effective, to stand out against these slow-starving salaries for one or two months, and at the end of that period return to their duties with the certainty of fuller pockets and of greater respect, interest and sympathy in consequence of those pockets' filling? However saving school boards may be in appearance, however miserly your experience has led you to believe parents, not a board and not a parent for the sake of an additional one or even two mills on the dollar, will see the children of their or his care without an education. And if none but qualified teachers are employed (and the law makes this supposition a fact), if qualified teachers refuse to work for anything less than the true value of their labor, what will these boards and these parents do? Teachers, they will pay you; they will respect you; they will look upon you as men and women like themselves; they will grant you the interest you deserve; they will help to make your duties the more pleasant; they will help to make your profession one of hope and reward. Let us see what place we hold as a class in the government of our country. If there are no others in a township capable, a school teacher is eligible for the tremendous responsibilities of a township clerk. And there we stop. Lawyers, doctors, merchants of all kinds, may remain in their professions and businesses and take part in the government of the country. But if a school teacher aspire he must first disrobe, shrive himself of the sins of pedagogy, swear never again to become a teacher, and then present himself to a people who regard him with suspicion, listen to him with little respect, vote for him with a degree of shame, and hail his defeat as a providential escape from a sky-gazer's legislative speculations.

What! you ask, would I have school teachers become law makers. Yes, I would have the class we here represent represented in Parliament as well as every other class. Laugh ye farmers, merchants, lawyers and doctors who monopolize law-making. Laugh ye members of Parliament who have made of legislation heirlooms! The man who associates with your children is to seat himself beside you—a man with designs upon your pocket—the man you have talked about as being engaged in man's noblest work—the man you have eulogised with polysyllabic words, and starved with a few grudging dollars—the man good enough to teach your children all they may ever know (perhaps supply the inadvertencies of nature), and who is yet not good enough to stand beside you in the association of honor and preferment afforded by the coun-

try. But you say we are represented, even in the Cabinet of Ontario. I deny it. The Minister of Education is no longer a teacher. He is no longer interested in us more than as the machines that do the work of which he is chief supervisor. He may do all he can for us, but he must do more for the Liberal party. He may represent us to a great extent, but he must represent the people of Middlesex to a greater. He may improve our condition within certain limits, but he must be exceedingly careful not to do so at the expense of those who elect him. In view of this we cannot claim him as our representative, and since we cannot claim from him exclusive representation we cannot claim exclusive care.

But, sir, this is scarcely pertinent. Let me go back. We want higher salaries. We want to stop the constant exodus from our ranks. We want to stop the abuse of our profession as a stepping-stone to others more lucrative. We want a social rise that will be the direct consequence of our increased prosperity and increased constancy to our profession. We want a higher standard of teaching, which will surely come, if teachers are not all novices who are every day becoming more disgusted with their novitiate. What have we to do before these ends may be accomplished? Sir, we have to help ourselves. We have to move as one man. We have to force the people to hear us. We have to form a Union that will show them how much we are in earnest in this matter. But you ask how are we to avoid oppressive taxation of the people? I answer, Public schools alone should receive Government support. All higher education is a luxury, and should be paid for by those enjoying it. As it now is the poorest ratepayer helps support an institution the benefits of which he may never hope to feel. And surely it will be admitted that when a man must expend money he should derive some profit from that expenditure.

There should be a re-distribution of Sections. As nearly as possible sections should be of the same size and value.

Or, if this latter be found impracticable, township or district boards should be established. These boards, having an eye to the interests of a number of schools, having greater responsibility, having wider fields of labor will, in their efforts for a more common good, come further toward us than a board confined to its own personal interests, and to its own petty expenditure of a few hundred dollars. In this way the richer sections could help the poorer, the standard of education might be made more uniform throughout the Province, and since our earnings would be drawn not from a few pockets but from a common treasury, believe me, sir, they would be greater and would be given us less grudgingly. These are our goals, and only by a union upon a firm and just basis can we force our way through opposition to them. Not by County Unions, not by District Unions, but by a Provincial Union made up of every teacher in the Province. Can we not form it? Have we not intelligence to keep it going when formed? Are we fit for nothing but mute acceptance of the pittance doled out to us every quarter?

I am not alone among the grumblers of our profession. I am not alone in thinking a Union the nucleus of which I hope to see formed here would be the surest and readiest means of improving our condition. I am not alone in daring the opposition of ratepayers. Will you give the movement your support? Will you unite? Will you accept what you have long desired? Will you stretch forth your hands to grasp the filling of hands that awaits you? Be true to yourselves; life lasts not forever. Every year passed is a year wasted as you now live. Every effort you make is a step toward content in your labor that is earth's truest crown. Every brave stand you make is an assurance of future prosperity, future honor, future happiness, future fulness of life.

FALSEHOOD may have its hour, but it has no future.—*Pressensé*.

ONE can not be justly expected to remember what he has never learned, and yet teachers sometimes hold students responsible for what they were never taught to learn. If the words of the book satisfy the teacher, the learner naturally infers that it is these alone which he is to acquire. Accordingly, he learns and forgets them in the same week, and what he should have acquired he has never learned.—*Hill's Elements of Psychology*.

## \* English \*

### QUESTIONS AND ANSWERS.

PLEASE explain:—*Prisoner of Chillon*. (2nd Class Literature.)

(a) Third stanza, line 14, "Or song heroically bold." (Does it mean song of bold heroes, or a song which showed that the singer was a hero?)

(b) Fourth stanza, lines 11 to 17, inclusive.

(c) Eighth stanza, "Strive with a swoln convulsive motion."

(d) "My dread would not be thus admonished."

(e) Ninth stanza, "But vacancy absorbing space."

(f) *Childe Harold*, Canto II., stanza LXXVII.

(g) *Childe Harold*, Canto III., stanza XLV.

(h) Addison's Essay No. 458, sixth paragraph.

What does "Jargon of enthusiasm" mean?

(i) Why did Addison sign his essays C.L.I.O.?

(j) Why is Byron called "the rebel of his age"?

(k) How are words of Saxon origin distinguished from classical words?—X.Y.Z.

[ (a) The first, no doubt. The songs, like the legends, were for mutual entertainment. (b) The parenthetic lines (12 and 13) contain a distinct thought, a touching allusion to the days when, in youthful freedom and happiness, he drank in the beauty of the day in its fulness. The other lines are an expansion of "day" in the 11th line, not only beautiful as day, but beautiful as the long, sparkling day of the polar regions, where the unsetting sun shines on for weeks and months. (c) The picture is probably that of one drowning in the stormy ocean, perhaps in a shipwreck. The swoln, convulsive motion would either be that of the last struggles of the man in the waves before sinking, or his expiring convulsions as he is tossed on the beach by the breakers. (d) His dread forced him to cry out, though he knew that the cry was useless, the case hopeless. (e) The phrase is obscure. Probably he means that to him even space seemed to be swallowed up in the all-absorbing vacancy, or emptiness. Nothing, not even place, was left, to suggest the idea of space. (f) The difficulties must be in the local and historical allusions. We have not space in this number for full notes on these. Please specify. (g) This is a splendid description of the friendless and wretched condition of those great conquerors who have subdued nations. Jeffrey thinks it is not true to facts. (i) It is not certainly known. Some have supposed that they were adopted because they form the name of the Muse Clio. But this would scarcely have been in keeping with Addison's modesty. A more probable conjecture is that they are the initials of the places in which he happened to write, Chelsea, London, Islington and (his) office. (j) We do not know. By whom was he so called? It must have been, we suppose, because he was at war with the institutions of the time, and embodied in himself the very spirit of revolution. (k) There is no infallible rule. One acquainted with the classics can usually distinguish words of classical origin by their forms, if they have such prefixes; also by their greater length.

WOULD you kindly explain the following:

(a) In Fourth Reader, p. 291, "We ought to unite together as one people in *"all time to come."*

Does Howe mean Annexation, or does he mean Free Trade for all time to come?

(b) Fourth Reader, p. 145. "Spite of fears." The Companion explains it to mean fear as to the future. What fears had the poet had?

(c) "*O'er moor and fen, o'er crag and torrent, till the night is gone.*" Newman took part in the Oxford Movement. Would the "moor," "fen," "crag" and "torrent" symbolize any doubts in his mind concerning his religious views? Would "night" mean uncertainty?

(d) Was this piece written while studying the Roman Catholic doctrines, prior to entering that Church?—PERPLEXED.

[ (a) He means, no doubt, in free trade and friendly intercourse. What follows implies this. There were to be two flags draped together, not a single flag. (b) Fears arising from a consciousness that he was not in the right path, or that he was not wise enough to choose his own path. (c) We think not. Such doubts would be inconsistent with the confidence expressed in the last two

lines of the first stanza. The words quoted are simply a carrying out of the metaphor. He conceives of his life here under the figure of a traveller far from home, going forward in a dark night through a difficult country, and so in need of a wise guide to direct his footsteps. (d) We do not think so. Stanza two seems to imply that it was written after he had joined the Catholic Church.]

FIFTH Reader, p. 422. "The Forsaken Garden." I cannot make out what the author is driving at in this poem. It may help me if you will please answer these questions in the next JOURNAL:

(1) What is meant by the garden?

(2) Does the poet mean there was really a beautiful, well-situated, well-kept garden, and that it was forsaken by man?—W.J.F.

[The poem is highly imaginative, though it is quite likely that it may have been suggested by some actual deserted garden which had fallen under the poet's observation. We are not aware that any information has been given to the public as to the origin of the poem. If any reader knows of any incident upon which it is based, will he kindly inform us? Such an historical incident would add interest to the poem, though it matters little to its meaning and poetic beauty whether the description in the first stanzas is partially based on fact or wholly imaginary.]

(a) As written, each verse of "The Ocean," (Byron's) p. 247, Fourth Reader, forms a complete sentence. Would such a change as this be admissible in the reading of last clause of third verse? "There let him lay the armaments, etc," sentence ending with "capitals."

The poet has been speaking of man's utter weakness when pitted against the ocean, and, as it were, advises him to confine his works to the land, where he can make nations tremble, etc. Following with reason, he says: "The oak leviathans are but toys to ocean, witness the destruction of Armada and loss of the prizes after Trafalgar." This would correct the improper use of *lay*.

(b) Verse 5. Please explain:

"Thy waters wasted them while they were free, and many a tyrant since." Tyrants have wasted them, but in what sense "the waters" while they were free?

(c) Tennyson's "Ring Out, Wild Bells," p. 121. 4th verse. What does he refer to by:

"Slowly dying cause."

"Ancient forms of Party strife."

(d) Sixth verse. The civic slander and the spite.

(e) *Marmion* and Douglas, p. 257. To whom are the words addressed:

"Nay, never look upon your lord  
And lay your hands upon your sword."

M.

[ (a) We do not think such a construction would be admissible. It would be a departure from the general plan which makes each stanza complete in itself; it would give *lay* a forced and inappropriate meaning; and it would deprive the description of "the armaments which thunder—strike, etc.," of its chief force as applied to war-ships. It seems to us much simpler to admit that Byron either slipped in his use of the word *lay*, or sacrificed grammar to rhyme. Very likely the wrong use of the word was as common in his day as it is now. (b) The reference is, no doubt, to the constant changes wrought in the configuration of the shores by the attrition of the waves and ocean currents. (c) See English Department in JOURNAL of May 1st. (d) We do not suppose there is any specific reference. The poet deprecates the prevalence of slander and spite in social life, and longs for a better state of things. "Civic" is probably used in the sense of "among fellow-citizens," with special reference to the jealousy and ill-will between the aristocrats, who generally held all public offices, and the members of the middle and lower classes. (e) To the attendants of Douglas, who were only waiting their lord's nod to take vengeance on *Marmion*.]

1. WHEN and where did Victor Hugo die?

2. Is Florence Nightingale yet living? If so, where? If not, when did her death occur?

3. Third Reader, Lesson LXXXIX., third stanza. What is the meaning of "Charles's Wain"?

4. Third Reader, Lesson XCI., sixth stanza. What is the meaning of "I did not hear the death-watch beat"?—J. S.

[1. He died May 22, 1885, in Paris, we think. 2. She is still living, in England. We are not sure whether she still retains the oversight of the Training School for Nurses. 3. It is a popular name in England for the constellation of *Ursa Major* (the Greater Bear.) 4. The death-watch is an insect of the beetle order, which makes a ticking noise by striking the fore part of its head against wood or other hard material. This noise, resembling the ticking of a watch, is by some people superstitiously supposed to be a presage of death.]

## \* Correspondence \*

### A VISIT TO HAMILTON SCHOOLS.

ARRIVING at nine a.m., we proceeded at once to the Queen Victoria school—a handsome brick building, containing twelve class rooms, built in Jubilee year, at a cost of \$45,000—and spent two hours observing in the Model school class room. The Hamilton students, after passing the professional examination at the end of the regular Model school term, continue in training for six months longer. A number of classes are taught entirely by these teachers in training, who teach half of each day and spend the other half in training on educational methods, in the Model school class room. There were thirteen of these teachers present, and we saw several lessons taught by them, all of which reflected great credit on the Principal, S. B. Sinclair, who is so heartily in sympathy with the work that one cannot come in contact with him without catching some of his enthusiasm. His is indeed a work which must tell on the teaching profession. A lesson in primary geography, on the Bay and City of Hamilton, was well taught by means of a moulding-board, on which a map of both was made in glass-blowers' sand. A lesson in Reading was taught by the Principal, the pupils using the "Munro Additional Readers." The pupils who have gone through Part I. before the end of the term, and who are prepared to go on instead of being promoted, are given these Readers, which they use until the end of the term. These pupils are found stronger and better prepared for Part II. when promoted. The Principal also taught a lesson in Phonics, from which we gained a number of new ideas. In the room is a fine library, containing a large number of books on teaching and educational work. All are modern, and almost all are on Primary work.

The remainder of the day was spent in the Primary and Kindergarten class-rooms of the Queen Victoria and Ryerson schools. Of the latter there are thirteen in Hamilton, and although attendance is not compulsory, the rooms are well filled, and most of the children receive a year or more Kindergarten training before entering the Primary Grade. The Primary teachers speak in the highest terms of the children received from the Kindergarten. They consider them in every way stronger and better fitted to grapple with the Primary work. On this account the grade limits have been considerably increased beyond the amount which can be satisfactorily accomplished by pupils who have not received such training.

The Primary Grade work is very objective. The class is divided into sections of ten or twelve children, and pupils are promoted from one section to another when ready.

In Reading the pupils begin with script, and do not read print at all during the first half year. They begin with the word and sentence method, but later on much attention is paid to Phonics. The teachers have the pupils use the "Sinclair Script," which consists of card-board blocks, on which are written all the words in Part I. When taught a new word the pupils are given the block with that word on it to copy. These blocks afford an endless variety of employment, and are great aids in both reading and writing.

In number work the pupils discover everything from objects; colored splints were the principal

objects used. Each number is gone over thoroughly before proceeding to the next, and as in Reading the teacher knows in the case of each pupil where the line is which divides the known from the unknown.

A great many different devices are used for keeping the children profitably employed at their seats, while the teacher is teaching the small class at the front of the room. One method, which we particularly noticed as being very ingenious and profitable, was the drawing of picture stories of numbers by the pupils. The adoption of all necessary busy work is rendered more easy, owing to the fact that the Board supplies all books, etc., to the pupils, who, in the Primary Grades are charged a fee of ten cents each, per month, an amount which fully covers the cost. Such supplies as are best suited to the advancement of the class can then be ordered, and uniformity of work secured at a trifling cost.

One feature of interest was the size of the classes. Where the number of pupils in a class exceeds fifty, two teachers are put in the room. The Principal of the Model school holds that, with properly trained teachers, corporal punishment is never necessary, if the teacher is not asked to teach more than forty pupils. In proof of this he pointed to a Primary Grade room, with an average of over sixty children, where there are two teachers, in which there has been no corporal punishment since Christmas, and nothing which approached at all nearly to the necessity for it. The order in this room was good, and each pupil was interested and busy with his own work.

At four p.m. a meeting of all the Primary Grade teachers was held, which was very profitable, as here each teacher felt free to speak of any difficulties in her work, knowing that the others would sympathize and offer any needed suggestions, which cannot be done in a meeting of mixed grades.

After leaving this meeting we took our train for home, feeling that we had spent a very profitable and enjoyable day, and returned to our daily work with fresh ardor.

PRIMARY TEACHER.

ST. CATHARINES, May 21st.

(Continued on page 70.)

## Elocutionary Department

### INFLECTION AND PITCH—THEIR PRINCIPLES AND THEIR DERIVATIVE RULES.

MR. SHELDON, of Oswego, in his very excellent "Manual of Instruction in Reading," states with truth that, "It is as important to give the right inflection as to give the right pronunciation." Mr. Sheldon probably includes in the term "pronunciation," articulation; for while the wrong accent in a word to which pronunciation refers is of rare occurrence, neglected articulation is universal; and that is the offence in inflection, the universal violations of its laws being as common amongst the educated as the uneducated classes. Its importance is sustained by the fact that expression is impossible without just inflection, and its neglect, its utter absence is due to the fact that it is neither taught nor practically understood by the teachers of the country. As was stated in the previous article on the subject they fail because they have never been taught themselves.

But every art can be taught; and every art must necessarily have its rules based upon natural principles. The art of music in its rudest and simplest forms for indicating changes of pitch and time has its notation; but the notation has its limitations, and while the culture of the ear in music is as necessary as that of the voice, it is equally as necessary in the art of reading. The notations used in reading, however, fail to indicate the variations of pitch and time and force in their varied combinations, for the varied expressions of thought and emotion. "The task of the reader, therefore, must always be, in one respect at least, far more difficult than that of the singer. For the latter every inflection—the time and the tune of every syllable—is fixed by the composer; the former must invent as well as execute the music by which he seeks to convey to others the meaning." Dr.

\*"Characteristics of women," by Mrs. Jamieson.

Hullah, from whose work on the cultivation of the speaking voice this quotation is made, makes a just distinction and explanation of the difference between singing and reading, with this necessary correction that the reader does not "invent" his vocal forms of expressions. He is as much under the government of rules as the singer. But the singer is guided by the musical notation as laid down by the composer, while he is permitted to "invent" such ornamentation as may improve the effect without changing the design of the composition. The reader must exercise his judgment on a passage, but he is imperatively bound by certain laws of expression indicated by the literal structure of a passage to observe the rules of expression. The rules are a guide to the reader as the musical notation is to the singer. It is in vain to tell the learner he must read as he speaks. Generally the reader is not reading his own thoughts when he reads from a book; and the victim of bad habits, even when he is reading his own thoughts, falls into the vile mannerisms of universal habit, practised in the school, the home and the church. But the rules for inflections and other modulations are not arbitrary rules. They are in the order of nature. However simple the lesson may be the learner has two difficulties to contend with—symbols of words, and imaginary objects and events. He is not speaking his own thoughts; and while he never fails to give natural tones and inflections to his own expressions, it is often a task as difficult as that of learning a foreign language, to give to the printed symbols the tones of natural speech. The speech of the child, however, is in its rudimentary character similar to that of the educated adult; it consists of assertions, affirmative and negative; of interrogations, of appeals and exclamations, etc. Thus the various modes of expression of thought can be classified, and although assertions may be varied in countless ways, there is one mode of directing the voice to make an affirmative and another to make a negative assertion, one mode of asking questions of one literal form and another mode for another literal form. Hence rules are formed based upon these natural utterances, and, although the rule may have exceptions, the reader who is master of the rule never fails to apply it correctly when the conditions are fulfilled, and rarely fails to mark its exceptions with varied intonations sanctioned by variations of thought, but in obedience to fixed rules universally observed in speech.

Thus, for example, there is a rule that "questions which may be answered by yes or no, the questioner not knowing which of the answers may be given, should be pervaded by and with the rising inflection." When Macbeth sees the phantom dagger "marshalling him the way that he should go," he asks the question—"Is this a dagger that I see before me, the handle towards my hand?"—there is, according to rule, but one way to ask the question, and that way is indicated by the marked words in the quotation. The question is so clear in its character that a very illiterate reader would probably give the right intonation. But the rule and all other rules used for the guidance of the student of elocution are none the less rules and none the less necessary, especially for all whose power of expression has been perverted or never cultivated.

This observance of a just intonation was illustrated with great effect by the celebrated Mrs. Siddons in her impersonation of Lady Macbeth, and is given here as another example of the "rule," that when a sentence expresses a final and completed thought it must be pervaded by and end with a falling inflection, a rule which is universally violated in reading poetry and the Bible, and especially by university graduates who have caught the "college tone," or sing song, and with whom that tone becomes often an incurable habit. When Lady Macbeth has borne down all objections which her husband has raised against the murder of Duncan, he puts before her the final difficulty—"if we should fail" and the answer she gives is, "We fail." That answer has sometimes been punctuated with a note of interrogation, and the reader or actress has inflected it with a rising inflection. Mrs. Siddons adopted successively three different intonations. The first was a question in response to the suggested doubt, "We fail?" as if failure were impossible. The second was a question with emphasis on "we," and a rising inflection on both words, "We fail?" as, if it were impossible for us to fail. Finally she calmly uttered the words not as

a question but a conclusive answer, in a deep, resolute tone, expressive of determination to accept the worst consequences; as "Come what may we fail and are prepared for the worst," which as Mrs. Jamieson says "was consistent with the dark fatalism of her character," interpreted in the sleep walking scene. "What's done cannot be undone." The effect as Mrs. Jamieson adds, "was sublime, almost awful."

The object of this criticism is in no respect to disparage the importance, the absolute necessity of a full understanding of the passage to be read. That importance is never overlooked by the old school of elocution. It is the first and last law of good reading that the reader shall be at one with the thought and emotion to be read; but all evidence shows that certain forms of expression demand certain modulations of voice and that these forms are universal and can be reduced to "rules" and that the rules, in view of bad teaching or no teaching, are not only simply useful but indispensably necessary to give a just expression to all we read. The expression is a physical and a mental effort, one as necessary as the other, and as was shown in the previous article, the practice for the physical must be constant and applied to all the literary forms in the lessons, and illustrated by every variety of inflection in conversation. In the next article a summary of rules with abundant illustrations from the Readers and other sources will be given.

The PITCH of the speaking voice is naturally associated with the inflections. The pitch is also governed and aided by rules deduced from general or natural usage, and in harmony with the character of the thought or emotion.

The following exercises will aid in the development of ear and voice for variety of Pitch: Practice with the musical scale. This practice does not require more than one octave, but should not be sung. The numbers one, two, etc., to seven or eight, should form an exercise from the lower *do* to the upper, or within that compass. The next practice may be with vowels, varying their sounds, as *ä, a, é, î, ô, etc.* The third practice may be with any two stanzas of four lines. Thus: Take the poem "Do your Best," First Reader, Part II. (1) Sound the lower *do*, then read the first line as nearly as possible in that pitch. (2) Sound *re*, then read the second line similarly, but in that pitch; and so proceed through the gamut, but carefully avoid any approach to singing or chanting. The exercise will be still more natural by reading a brief prose line similarly. The practice may of course be applied occasionally to any of the advanced readers. The universal character of general reading is its dreary monotone; and this practice is excellent for the end in view, the prevention of monotonous tones and the cultivation of varied pitch, according to the character of the composition. The charm of the cultured reader lies largely in the varied changes of pitch—always, of course, in harmony with the thought, a charm rarely displayed by the best educated readers who have left elocution out of the curriculum of their studies.

A CHILD is a born questioner, and he who deals with a child ought to be a trained questioner. When teachers are examined as to their qualifications to teach, among the test questions should be this: "Can you question?" He is not equipped for the work who can only *pour in*. He who sits among boys and girls must be practically skilled in *drawing out*. The reciprocity of a child is not his most hopeful faculty. The enquiring disposition, the mental restlessness, give us our best opportunity, and the true result of a class lesson is not what the scholars *remember*, but what they have *thought*. So we say, let the scholars question *you*; make them question by questioning *them* and awakening mental activity.—*The London Sunday-School Chronicle*.

THE highest product of all this world's energy and wisdom is a noble Christian manhood or womanhood. Nothing else is comparable to this. We grow into likeness with our prevailing thought, our inner love. Hence, it is of infinite importance that we should be on familiar terms with high thought, and good men and women in life and in books. The world is growing steadily better, mainly, we believe, because the ideal strength and loveliness, in life and character, of the Man of Galilee are pondered more and more by the individual man. Put into the mind and heart of old and young, worthy and beautiful ideals.—*Pennsylvania School Journal*.

## School-Room Methods.

### TEACHING VOWEL SOUNDS.

BY L. K. ROBERTS.

BEFORE giving these exercises, the pupil should know which letters are vowels and which are consonants. The teacher writes the word *play* upon the black-board, and the children pronounce it. The teacher then asks,

"What vowel is in this word?"

Ans.—"The vowel *a*."

"You may make the sound that *a* has in this word." Pupils give it.

"This is the *long* sound of *a*. Who can think of some other word that has the long sound of *a* in it?"

Different pupils suggest *may*, *gray*, *making*, *late*, or others, and the teacher writes them on the black-board.

"When *a* has the long sound, we put a short horizontal line over it in this way (marking the words already written). This little line is a *macron*."

The teacher now writes the word *macron* on the board, and has the pupils spell and pronounce it.

"What vowels does the word *macron* contain?"

Ans.—"It contains *a* and *o*."

"What sound has the *a*?"

Ans.—"It has the long sound."

"How shall I mark it?"

Ans.—"You should mark it with a macron."

"Who can think of other words in which long *a* occurs?"

The children suggest others, and tell frequently how they should be marked. Then put upon the board a miscellaneous list of words, not all of which contain *a*,—such as *mail*, *apple*, *Katy*, *table*, *wall*, *chamber*, *parlor*, etc. Let the pupils come and mark any *a*'s that they think have the long sound. Such a list is a real test of the correctness of their ideas of the sound. If busy work is desired, let them copy something from their readers, marking with the macron every *a* that has the long sound.

Teach similarly the long sounds of the other vowels, then the short sounds, and lastly the remaining usual sounds of each. The long sounds are easiest to learn, and the others need to be taught more slowly, and much drill is necessary, though a considerable amount can be given as busy work, of which several varieties may be derived from these exercises. Let those in the first row write all the words they can think of containing *a*; those in the second row, a list containing *o*; the third, *e*, and so on. I have used a similar plan for oral drill with helpful effect. Sometimes let each pupil write five or more words illustrating each of the sounds they have learned to distinguish and mark. The pupil may think out the words for himself or may select them from a given piece in the Reader. When they have had considerable drill, they may copy a paragraph marking all the vowels they can. Teach them to notice silent letters and mark them by putting a line through them, thus: *p~~a~~le*.

With this work, teach them how to distinguish the number of syllables in words, and which are the accented ones. You would proceed somewhat in this way.

"Listen, and tell me how many parts there are in this word as I say it,—*table*."

Ans.—"There are two."

"How many in the word *clock*?"

Ans.—"One."

"How many in the word *pillow*? *Stone*? *Book*-*mark*? *Glass*? *Picture*?"

These parts of the word are called *syllables*.

How many syllables in the word *Mary*? *School*? *Building*? *Careful*?"

If the children hesitate, pronounce slowly a word of two syllables, then a monosyllable, and they will detect the difference. When they discriminate readily between words of one and two syllables, give them longer words.

For busy work, let the pupils find and make lists of words of one or two syllables, keeping the monosyllables in one column, and the dissyllables in another; let them mark all the vowels they can.

Then selecting some word, such as *crayon*, ask them which syllable is the louder or more prominent. If they suggest the wrong one pronounce it accenting the syllable suggested. Ask them if it

sounds right that way. Write the word upon the board and mark the accented syllable in the ordinary way. Proceed in the same way with other words. Let the children take the Readers and decide on the accent of each word in a given paragraph. In language busy-work, have them mark the accented syllables of the words they write.

Pupils in intermediate grades ought to be taught how to use the dictionary. If the school furnishes you with an unabridged, you are to be congratulated; but if you are denied that, a small one is still very useful. When new words occur, have as many as time will permit looked up by pupils. Encourage them to look up words at home. When they look for words in the dictionary, question them so far as is practicable on the sounds of the vowels, number of syllables, and the accented syllable in the word under discussion. When teaching new words, do not tell them the pronunciation if you can indicate it by the marks they have learned to understand. Aim to make them able to obtain from the dictionary, correct notions of the sound as well as the meaning of new words, and less dependent upon others.—*Popular Educator*.

### PRACTICAL PROBLEMS IN MORALS.

BY C. M. DRAKE.

PROBLEM I. You find some money in the road.

What should you do? If you find the owner what about taking a reward for returning it? You would call the money yours if you did not find the owner—in how many days? Suppose it were a pocket knife you found? A string? A stray dog who follows you home? A stray horse which gets into your pasture? A nugget of gold which *might* have been there for ages? An orange dropped from a passing waggon?

Problem II. Harry finds a boat in the bay, but cannot find the owner. He has the boat painted and fixed up. Then the owner appears and claims the boat. How should they settle it? Argue each side.

Problem III. On a hot day, John goes into Mr. Allen's field without permission, takes and eats a water-melon. Willie waits until dark and does the same. Compare their conduct. What should Mr. Allen do when he learns the facts? What would you do if they were your melons, to punish the boys? Suppose Mr. A. should try to protect his melons by putting poison in some of them? Suppose he should stop the boys on their way to school and kindly present them with two other melons? Suppose the boys sold the melons they stole to a traveler for a dime, how would that affect their conduct? Suppose the traveler knew they were stolen melons when he bought them? Invent additions to the story so as to make John's conduct partly excusable.

Problem IV. You borrow a ball and refuse to return it. Compare that with stealing a ball.

Problem V. Henry wants John's ball from John's desk. John is not at school but Henry takes the ball from John's desk and returns it, (1) injured, (2) unharmed. Discuss Henry's conduct. What is his duty to John? John's duty to Henry?

Problem VI. The Bank of Ventura pays you \$10 too much. You discover the error after you leave the Bank. (Banks would not then rectify mistakes against them.) What should you do about it? What would you gain or lose by so doing?

Problem VII. You are driving a blind horse. Mr. A. meets you and not knowing the horse to be blind, offers you more than it is worth. What should you do? Show how a just trade helps both parties.

Problem VIII. A tramp stops at the school-house and asks you for dinner. You have none but you give him some of John's dinner. Describe your wrong doing. Why are there so many tramps? What do you think of the practice of feeding tramps for nothing?

Problem IX. Mary dresses extravagantly and beyond her means. Sarah is able to dress well but wears faded shabby clothes. Compare their conduct. Whose business is it in either case? How do clothes influence the conduct of the wearer? What influence have they over your conduct toward the wearer?

Problem X. James and Charles both work for Mr. Bell. James idles away half his time but does his work well. Charles slights his work but works all the time he agrees to. Compare their conduct. Point out the probable consequences to each. If you are idle or slight your school tasks, whom do you cheat? What will be the future consequences?

Problem XI. Willie borrows Peter's knife and breaks it. What should Willie do? What do you think about borrowing things? About a boy who does not lend his things? What is it fair for borrowers to do? Compare getting trusted for tools at a store with borrowing tools. Compare borrowing money and borrowing tools. Name some evil results of borrowing.

Problem XII. Ralph accidentally breaks a window pane which costs twenty-five cents at the store. What should he do? Suppose he has no money. If the window pane belonged to his father?—*Educ. News*.

## \* Correspondence. \*

### HOW TO USE THAT TEXT-BOOK IN HISTORY.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—I agree with the opinion expressed by a teacher in the JOURNAL of May 1st in reference to the text-book in History. I have no intention of upholding that book, but I wish to offer a suggestion to teachers which may be of practical value to them under the circumstances which compel submission to the seemingly inevitable. In order to teach the History of England and Canada (in the absence of a suitable and sufficient authorized text-book), the teacher is constrained either to explain, or rather revise orally and directly before the class, the text of the authorized monstrosity, or else to use another. As the former method is very tedious and unsatisfactory, I prefer and employ the latter. I do not mean to say that I incur the penalty of the law by using or permitting to be used unauthorized text-books in the sense of the law, but I compile and authorize myself the text-book for my pupils. In other words, I give notes on the subject, following the guidance and authority of the Public School History. The pupils have suitable exercise books, used exclusively for the purpose, and are taught to prepare their lessons as assigned from this written text-book, also using the Public School History for reference only, as they proceed through the course. The faults of the authorized book consist chiefly in its incomprehensibility to young pupils, and this defect is overcome by the expedient I have described. Of course the notes have to be very carefully prepared to insure brevity and perspicuity at the same time. There is, I consider, another benefit derived from this work, which, were it not for the expenditure of time, would justify it, even though the authorized History were satisfactory. I refer to the culture afforded to the teacher in composing the notes in such a way as to gain satisfactory results.

I think the teachers of Ontario are few who have not literary talent enough to be successful in such an attempt, but I think they are fewer who would not be much benefited by the literary exercise which the task involves. Above all this, however, and of more consequence to the enthusiastic teacher whose ambition is to make teaching a success, is the training and mental culture afforded the pupil himself in writing out the "notes" dictated, or written on the board by the teacher. I always endeavor to augment this utility by examining their books periodically and giving marks for writing, spelling and neatness, and also for the care taken of the exercise book itself. Such training cannot fail, I think, to be beneficial to both pupils and teacher. Indeed, I think that those considerations alone would justify this course in any circumstances, for the notes may be written lesson by lesson upon the blackboard, before or after school or during play-hours, sufficient for a day's lesson being given at a time. But I must say here that the text-book in question is not altogether useless to the pupil, even as a text-book. It should be used for purposes of reference, and this use of it and the collateral use of the "notes" as an interpretation of the vocabulary of sesquipedalian words, will surely be of great benefit to the pupil

in the way of developing his literary talent. Ludicrous as it may appear, this is the only use the teacher has for this authorized text-book in English and Canadian history. But that is a great use, almost sufficient to justify the keeping of the book as the only authorized text-book on the subject. It is amusing to see the expression of mingled surprise and pleasure in the face of the small boy as he reads the "interpretation thereof."

It may be that this text-book was the best to be had at the time, or perhaps the powers who authorized it had the thoughtful intention of paving the way for higher literary qualifications in teachers and children upon the principle of the evolutionary theory that the circumstances which necessitate an end develop the means.

ELMER STINSON.

*Belle River, Ont.*

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—In the last issue of the JOURNAL I read with great interest your extract from Dr. Abbott's address, and also your editorial on the subject of corporal punishment in schools. With many of your statements I agree, but I cannot agree with you, and I think very few Public school teachers will be able to do so, when you say that the cane should never be wielded by the teacher. There are few teachers who have taught in country schools who have not met boys so lost to all sense of honesty, decency and truth that "their feelings," in words of some one, "can only be reached through their skins." This, I know, will shock the sensitive and merciful Editor of the EDUCATIONAL JOURNAL, but many of my fellow-teachers who have had experience in dealing with the boys whom you describe in another editorial as "prematurely old and precociously vicious, whose hours out of school are spent in an atmosphere reeking with filth and profanity," will agree with at least the spirit of the sentiment.

I would like to give you a little of my experience in the school of which I am at present the teacher. I entered it three years ago fresh from the Model school. The school had been neglected for some time. It had been in the hands of a merciful crank who believed in letting the "dear children" do just as they pleased. It paid in the end, he said. I found no order, no respect for the authority of the teacher, no love of work among the pupils, while the dishonor, the profanity, the obscene language and acts of those children were beyond description.

The fourth class consisted of five or six boys, three at least of whom seemed to be banded together to carry on all kinds of mischief. They chewed tobacco in the school, swore like pirates, had no regard for truth, and defied my authority. Worse than all, they embraced every opportunity to pour into the ears of the younger pupils all the information of a lewd and licentious character they possessed.

A few days after taking charge of the school I found on the slate of a girl of nine years of age, the daughter of Christian parents, language that would put an inmate of the Kingston Penitentiary to the blush. One day at noon one of my pupils, a girl, although she knew I was present, commenced singing a most indecent song.

I found, upon enquiry, that the home surroundings of those boys were such as rendered an appeal to their parents useless.

Now, what would you have done had you been in my place, Mr. Editor? You would have used "moral suasion." You would have spoken in tones of gentleness and love to a brute of a boy whom you had caught corrupting the pure mind of an innocent girl. You would cast the pearls of your affection and mercy before veritable swine, who would trample them under their feet and at the next opportunity continue their diabolical wickedness. You would have those boys suspended, you say. They would have spent their term of suspension in idleness, associating with characters even worse than themselves, and then have returned to school worse than they left, to continue their work of pollution. You would have expelled them. In other words, you would have given up immortal beings, no matter how vile, without one effort to save them.

It would be wrong to cane those boys, you say. It was all right for their mothers to spank them for being naughty fifteen years ago, when they were infants, and it will be all right for the law to inflict

forty or fifty stripes upon them in a few years for offences scarcely worse. But no! they must not be caned now, they are too big for the loving chastisement of the mother and not old enough for the cruel rod of correction. The teacher cannot feel love for the child when he is wielding the cane, and, therefore, it will not be "morally efficacious," you say. Did it ever occur to you that if this is so it will be more difficult for the teacher to feel the necessary amount of affection for a child to let "genuine love" work out a cure.

Right or wrong, I used the cane. I thought that it would require weeks, perhaps months, before the benign influence of love could manage the work of reform, and I saw that the characters of children with an endless destiny before them were being *daily* corrupted and debased.

I made stringent laws and enforced them at the point of "the cane." I forbade positively all intercourse between the boys and the girls, mixing, of course, with this seeming harshness all the moral suasion that would fit in, doing my best to make the school work interesting, and spending the noon hour and recesses among the pupils, taking part in their games, while at the same time closely watching them.

If I did not succeed in less than a month, I have never heard a profane or improper word from one of my pupils since. During the past two years I have never had occasion to use corporal punishment on but one boy, and that at the request of his parents. And if the characters of the older boys were not improved they no longer continued to exercise such an evil influence over the minds of their fellow-pupils. They were at first *made* to work, but they soon began to be interested, and they all left me with good common educations, one or two having passed the Entrance Examination. All but one are still in the section, and are doing, as far as I can learn, well. They manifest no feelings of hatred for me, I am on terms of friendship with them all, and they, at least outwardly, appear to have mended their lives.

Mr. Editor, my tale is told. I hope you and all that have the patience to read it will agree that it was "The Case for the Cane," and that it did in a short time, by causing a little wholesome fear, the work that it would have taken months of love and volumes of moral suasion to perform.

A THIRD CLASS TEACHER.

AYR, May 26, 1890.

#### RESOLUTIONS PASSED AT FRONTENAC TEACHERS' ASSOCIATION.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—I have been instructed to forward you a copy of the following resolutions with the request that you will publish them in the JOURNAL and oblige  
Your obedient servant,

J. W. HENSTRIDGE

Sec. Frontenac T. A.

June 7, 1890.

At a joint meeting of the Teachers' Associations of Frontenac and Kingston, held at Kingston, May 22 and 23, 1890, it was resolved: That in the opinion of this meeting the text-book of History prescribed by the Regulations of the Education Department for use in the Public Schools is quite unsuitable for teaching that subject; and this meeting is of opinion that it should at once be removed from the list of authorized text-books, and a better work put in its place.

Resolved also that a copy of this resolution be sent to the Minister of Education, to the educational journals of the Province, and to the local press.

Resolved, that the Teachers' Associations of Frontenac and Kingston request the Hon Minister of Education to authorize for use in the Public Schools of Ontario the Tonic Sol-fa System of music, and suitable text-books for teaching it.

WE shall never learn to feel and respect our real calling and destiny, unless we have taught ourselves to consider everything as moonshine compared with the education of the heart.—*Sir Walter Scott.*

ONE may be born with a defective intellect as well as with a crooked physical member. But generally the young mind may be given the right direction by a corrective education.—*Heinrich Byron.*

## For Friday Afternoon.

### A SCHOOL BOY'S TROUBLES.

THE witches get in my books, I know,  
Or else it's fairy elves;  
For when I study, they plague me so  
I feel like one of themselves.  
Often they whisper, "Come and play,  
The sun is shining bright!"  
And when I fling the book away  
They mutter with delight.  
They dance among the stupid words,  
And twist the "rules" awry;  
And fly across the page like birds,  
Though I can't see them fly.  
They twitch my feet, they blur my eyes,  
They make me drowsy, too;  
In fact, the more a fellow tries  
To study, the worse they do.  
They can't be heard, they can't be seen—  
I know not how they look—  
And yet they always lurk between  
The leaves of a lesson book.  
Whatever they are I can not tell,  
But this is plain as day;  
I never'll be able to study well  
As long as the book-elves stay.

—St. Nicholas.

### THE BOOTBLACK.

Oh! a sooty face and a dwarfish form,  
And a saucy tongue has he,  
And a ready wit, and he swings his "kit,"  
And lives life merrily—  
With a—"Shine'em? Shine'em? Who wants a shine?  
Shine'em for half a dime!  
Shine'em up, mister? Shine'em? Shine?  
Now's yer time!"  
Perchance no home has he, nor roof  
But the smoky skies at night,  
But the rogue knows where from the chilly air  
He can rest till morning light—  
Perchance in a hogshead or empty box,  
Or open cellarway—  
And his sleep is sweet as the hours are fleet,  
No score has he to pay!  
Oh! a miniature man is he,  
With world-lore always gray;  
He's sooty and gritty and sharp and witty,  
And able to make his way—  
With a—"Shine'em? Shine'em! Who wants a shine?  
Shine'em for half a dime!  
Shine'em up, mister? Shine'em? Shine?  
Now's yer time!"  
—Robert Ogden Fowler, in *Wide Awake.*

### A LITTLE SUNBEAM.

A LITTLE sunbeam in the sky  
Said to itself one day:  
"I'm very small, but why should I  
Do nothing else but play?  
I'll go down to the earth and see  
If there is any use for me."  
The violet beds were wet with dew,  
Which filled each heavy cup;  
The little sunbeam darted through,  
And raised their blue heads up.  
They smiled to see it, and they lent  
The morning breeze their sweetest scent.  
A mother 'neath a shady tree  
Had left her babe asleep;  
It woke and cried, but when it spied  
The little sunbeam peep  
So slyly in, with glance so bright,  
It laughed and chuckled with delight.  
On, on it went, it might not stay;  
Now through a window small  
It poured its glad but tiny ray  
And danced upon the wall,  
A pale young face looked up to meet  
The sunbeam she had watched to greet.  
And so it travelled to and fro,  
And glanced and danced about;  
And not a door was shut, I know,  
To keep that sunbeam out;  
But ever as it touched the earth  
It woke up happiness and mirth.  
For loving words, like sunbeams, will  
Dry up a fallen tear,  
And loving deeds will often help  
A broken heart to cheer.  
So loving and so living, you  
Will be a little sunbeam too.



## The Educational Journal.

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

J. E. WELLS, M.A. Editor.

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## BUSINESS NOTICE.

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

## TEACHERS' CONVENTIONS.

Algoma, at Manitowaning, June 18th and 19th.

## ✻ Editorials. ✻

TORONTO, JUNE 16, 1890.

IMPORTANT  
BUSINESS ANNOUNCEMENT.

WE are desired by the publishers of THE EDUCATIONAL JOURNAL to call the attention of certain of our readers to a matter which is becoming one of serious importance. As our remarks have to do only with those subscribers who have failed to pay for the paper according to agreement, the rest of our readers, and, happily, the great majority of them, may skip this paragraph and pass on to enjoy with a clear conscience whatever they may find in our paper to interest and profit. But there are, we are sorry to learn, far too many of those who have been receiving the paper and, as we hope, profiting by it, for a length of time, who have neglected or forgotten to pay the printer. To all such we wish to say "Come and let us reason together." The publishers are well aware that the teaching profession in Ontario is not a bonanza and that it is not always convenient for those who are

receiving salaries which ought to be doubled, to send in advance even the small amount of a year's subscription. But the teachers concerned must also know that the fortnightly issues of the JOURNAL involve a heavy expense, and that, as both the circulation and advertising of a professional paper are necessarily limited, it is absolutely necessary, in order to make ends meet, that all accounts be promptly collected. After mature consideration, and with a sincere desire to meet the convenience of subscribers to the utmost extent possible, the publishers have resolved on the following course as one which must commend itself to all as not only fair but lenient. They have decided that, commencing from this date, they will remove from the subscription lists all names of subscribers who are more than fifteen months in arrears. In order to avoid the appearance of harshness and give delinquents every chance to do right, every subscriber who is twelve months in arrears will be promptly notified. A second notice will be sent a month later to every one who has failed to attend to the first notice, and if any should be so negligent or dishonest as still to withhold payment, a third notice will be sent at the end of the fourteenth month, intimating that unless the account be settled by a specified date, it will be placed in the hands of an agent for collection. We hope that the cases may be rare in which even the first notice will need to be sent, after this frank statement, and shall be very sorry if in any case the publishers are compelled to send out accounts for collection. Look up your labels, friends, if you are at all in arrears, and secure your own self-approbation and the thanks of all concerned by doing the right thing promptly and cheerfully.

## "THE CASE FOR THE CANE."

THE well-told experience of "A Third Class Teacher," in another column, is interesting, and his reasoning worthy of careful thought. We must, however, take exception to certain assumptions which, it seems to us, go far to invalidate his conclusions.

The first assumption, and that, in fact, which lies at the basis of the whole argument, is that those unfortunate boys who are, in consequence of unhappy antecedents and outside influences, "lost to all sense of honesty, decency and truth," can be reached through their skins, and cannot be reached in any other way. Now, is it not the fact that these are the very boys who, as a rule, have been cuffed and flogged and subjected to all kinds of physical violence all their lives, and on whom, consequently, the cane or the taws is least likely to have any salutary effect? Is it not often the case that these very boys are found unexpectedly susceptible to a different kind of treatment, one which appeals to that which is best in them, because of its very novelty? Very few boys are so totally depraved that the skilful student of human nature is not able to find some sensitive spot, some dormant capacity for good, to which he can appeal with effect. Our correspondent's narrative shows that his régime of the cane was successful in

either repressing the evils described, so far as outward expression was concerned—which was, we admit, a desirable and necessary thing—or in causing the objectionable practices to be indulged in with such slyness and secrecy as prevented detection. He does not, however, give us any satisfactory evidence that the reformation was more than "skin deep." Nor does he tell us whether he used the same treatment in the case of the girls, who seem to have been about as depraved as the boys. If he succeeded in reforming the girls without the use of the cane, how can he be sure that the same thing could not have been done in the case of the boys?

Our correspondent has not, then, it appears to us, proved either that true moral reformation, a genuine improvement in character, was wrought by the use of the cane, or that such a change might not have been wrought by the use of other means. We may add, in all sincerity, that his story gives us the impression that a real moral improvement was wrought in the case, not by the corporal chastisement, but by the character and influence of the teacher. The man whose genuine interest in the welfare of his pupils leads him to spend the noon hour and recess with them, taking part in their games, and giving himself unreservedly and unselfishly to the work of uplifting them, is the man whose labor will not often be in vain, whether he wields the cane or not.

The story is not conclusive for another reason. We believe—in fact, we may say we know—that there would be little difficulty in placing side by side with it many other stories in which as complete and as rapid transformations have been wrought by means similar to those which he no doubt effectively used, minus the flogging operations. We have no doubt that dozens of instances could be adduced in which delicate young women, whom it would be absurd to suspect of flagellating sturdy boys, have in a few weeks or months not only brought order out of confusion, but created such a public opinion in their schools that the boy or girl who could be guilty of violating the laws of decency in any way, would be sent to Coventry by his or her fellow-pupils in such fashion that there would be little fear of a repetition of the offence.

Another assumption which must be emphatically repudiated is that those who cannot see that public flagellation of unruly pupils benefits the offender, elevates the tone of the school or promotes the dignity and self-respect of the teacher, have no means of combatting the coarsest vices but dulcet tones of gentle coaxing. Our correspondent uses the term "moral suasion." We do not think it appeared in our article. The disciplinary methods of the teacher who intelligently and successfully refuses to accept the wielding of the cane as a part of his professional duty, are caricatured, unintentionally of course, by our correspondent. Is it not possible to denounce indecency in scathing terms, and to show a fitting and fierce moral indignation against whatever is base in speech or action, without emphasizing it with the flourish of a

pedagogical shillalah? We venture to affirm that there are very few schools in country or city in which the judicious teacher cannot quickly summon to his aid a strong majority on the side of order and decency, and create an atmosphere that will scorch and wither that which is foul, or mean, or otherwise contemptible. The beauty of this method is that it strikes at the root of the evil. There is a moral sensitiveness, not usually very hard to develop, which is vastly more effective with children than physical dread.

Have we not said enough to make clear the inconclusiveness of the ordinary argument for corporal punishment in schools? A speaker at one of the Teacher's Associations used, the other day, the familiar argument that vicious conduct of any kind should be visited with corporal punishment in order to create an association in the mind of the pupil between the wrongdoing and the pain. That sounds philosophical, and the argument might hold if the pupil could be convinced that a big schoolmaster would follow him all through life, with uplifted cudgel ready to be applied whenever he was guilty of the special offence. Our observation has led us to believe that in most cases the law of association fails to do its work, because the pupil regards the pain as arbitrary in its nature, and necessary only because his tyrant happens to be stronger than he. "A few years," he says to himself and perhaps to his schoolmates, "will change all that, and then—"

We are anxious to see the work of the teacher raised to the dignity of a profession. Can the physical exercise of wielding the cane, we ask in all seriousness, ever accord with professional dignity? Will our correspondent pardon us if we say that the following sentence in his letter astonished us greatly? "During the past two years I have never had occasion to use corporal punishment on but one boy, and that *at the request of his parents.*" The italics are ours. Does the writer really mean to say that he permitted himself to become a professional lictor at the request of parents? Surely had he given the matter a little more thought he would have regarded such a request as an unintentional, but very real, insult?

THE Toronto *News* a few weeks since published the fact that two teachers of the Toronto Public schools had been making a botanical excursion up the Don, with some of their pupils, and collected thirty-five specimens of plants. This incident having led the Kingston *Whig* to ask whether botany was being practically taught in the schools of that city, "Botany" replied in the affirmative, intimating however that one plant is about all the Kingston masters and pupils are able to analyze and label in a day. We do not suppose the *News* meant to intimate that all the thirty-five plants had been thoroughly studied in the one day. "Botany" says that he knows that in one of the Kingston schools not less than thirty plants have been studied in about four weeks, and that Cartwright's Point, Cedar Island, Wolfe Island, Portsmouth, Catarauqui, Kingston Mills, and Division street have all been visited by pupils in search of wild plants, and these places have all contributed their quota of flowers for the botanical classes of the city schools.

## \* Question Drawer. \*

WILL you please tell me what the Home Knowledge Association, of Bay Street, Toronto, is, whether it is a reliable Association, and whether they can, as they claim, supply books thirty or forty per cent. lower than the ordinary selling price. Would it be wise for teachers to join? The fee is \$12.50.—J.H.

[The plan and prospectus of the Association seem reasonable enough, but we have no means of knowing whether this firm is reliable. We know no reason to suspect the contrary. They should be able to furnish satisfactory references or credentials, and it is always wise to satisfy oneself on such points before entering into business relations.]

SUPPOSE a pupil absents himself or herself from school in order to escape punishment, can the pupil be punished as long as his or her name be on the register? If not, for how long has the teacher authority over him or her, as the case may be?—A SUBSCRIBER.

[We know no time limit which outlaws the debt the pupil owes to pedagogic discipline. So far as law is concerned, we suppose he can be punished whenever he returns to the school. We think it would be well, however, for the teacher to try first to enlist the authority of the parents to secure a prompt settlement of the difficulty. Should that fail, it would be proper to consider whether unexcused absence under such circumstances should not be regarded as insubordination, to be visited with suspension or expulsion. Perhaps some one who knows will throw further light upon the usual mode of dealing with such cases.]

FORMERLY the retail price marked on the cover of the "Public School Drawing Books" was ten cents; now it is six cents. Please explain the cause of the different prices.—SUBSCRIBER.

[The cause is that the former price was found by a Board of Arbitration to be too high and, in accordance with the terms of agreement between the Department of Education and the publisher, was reduced to six cents.]

1. GIVE an account of the Edict of Nantes?
  2. What is the plural of *executrix*?
  3. What were the terms of the Samoan Treaty?
- QUIZ.

[1. The Edict of Nantes was a decree published in that city by Henri IV., of France, April 13, 1598, securing religious freedom to his Protestant subjects. Among its more important provisions were: Liberty of worship wherever Protestant congregations already existed; to establish new churches, except in Paris and surrounding district and in the royal residences; and to maintain universities or theological colleges; Protestants were also made eligible to all civil offices and dignities, but they were not allowed to print books on the tenets of their religion, save where it already existed, and they were required to celebrate outwardly the festivals of the Catholic Church, and to pay tithes to the Catholic priesthood. The Edict was finally repealed by Louis XIV., Oct. 18, 1865, with the result of the loss to France of 400,000 of her best citizens in the famous Huguenot emigration. 2. The only plural that could be formed would be *executrices*, but we have never seen it used. If necessary to use a plural, *executresses*, from the English form *executress*, would be preferable. 3. We cannot recall the exact terms, but their effect was the re-establishment of the deposed king under the joint protectorate of the three powers, England, Germany and the United States, with the reservation of certain commercial rights to each.]

A PUPIL under thirteen years, and between seven and thirteen years old, leaves her own section and goes to an adjoining one to stay with a person;

also she gets private lessons in school subjects there. Can she stay there, with the permission of her parents, the year through, or must she attend school in her own section the time marked out by law, or else parents pay the fine?—SUBSCRIBER.

[She can stay there as long as her parents please. The law was never intended to interfere with the right of parents to educate their children privately if they prefer. The object of the compulsory clauses is to secure that no child shall grow up uneducated. Many parents prefer private schools, and never send their children to the Public schools. Such interference with parental liberty as your inquiry suggests would be intolerable.]

CAN any one tell the name of a good text-book on "Object Lessons," also where it can be got?—E.M.C.

1. IN the "Question Drawer" of JOURNAL, dated December 16, 1889, you say, in answer to a question by "after four o'clock," that a teacher may detain children after four o'clock, "subject to Regulations 11 and 12." I have the Ontario Regulations dated 1885, but I can find nothing about detention of pupils, either in 11 or 12 or anywhere else. Is there not an error somewhere?

2. With regard to the second question by the same correspondent, I should think a pupil refusing to remain after four would not necessarily be guilty of *violent* opposition to authority. The teacher in such a case would be obliged to employ either "moral suasion" or corporal punishment.—W.J.D

[In quoting Regulations 11 and 12, we referred to the manner and spirit in which all discipline must be administered, not to any specific mode. Our answer was given, if we remember rightly, on the authority of the late Deputy Minister of Education. 2. We should understand "violent" in a wider sense than you seem to assign to it.]

What is the capital of Louisiana?—A PUPIL.

[Baton Rouge. We are sorry this question was overlooked some weeks ago when it came to hand.]

1. IS it considered a sort of plagiarism for a novelist to employ for one of his novels a title previously used by a poet for one of his productions?

2. Is Longfellow the author of the following quotation?

"That life is long which answers life's great ends."

3. Has Canada any famous musical composers?

B. S.

[(1) If the title was in any way peculiar, we should say that to appropriate it without acknowledgment would be plagiarism.

(2) No. That line is from Young's "Night Thoughts."

(3) We think not.]

WE are sorry to find that we have mislaid one or two communications for this department, containing enquiries in reference to the Regulations of the Education Department touching continuance or renewal of licences, and the requirements in regard to attendance at Normal and training schools. We had laid these aside intending to visit the Education Department and get official sanction for the information we had to give. While expressing our regret, we take the opportunity of again reminding our correspondents that it is better for them to address all such enquiries direct to the Education Department. They will, in that case, no doubt receive prompt answers than we can give, and will have the satisfaction of knowing that the information given is official and authoritative. We feel sure they need have no hesitation in asking any such information from the Department. The late lamented Deputy Minister said, on one occasion, in reply to an apology for a good deal of trouble we were giving him, "That is what we are here for."

## Educational Meetings.

## WEST BRUCE TEACHERS' ASSOCIATION.

THE annual meeting of West Bruce Teachers' Association was held in the Model School, Kincardine, on Thursday and Friday, May 22nd and 23rd. In the absence of the President, A. H. Smith, Mr. James McKinnon, of Port Elgin, was appointed chairman and presided at all the sessions. The morning session of the first day was occupied with business. The afternoon session opened at 1:40 p.m. The secretary read communications from the Oxford Teachers' Association respecting High School Entrance Literature, length of Model School term, and other matters. The communications were referred to a committee composed of Messrs. J. T. Lillie, F. C. Powell, T. A. Reid and Thomas Rankin.

Mr. Tilley, M.S. Inspector, gave an address on development and mental analysis. The teacher must have, he said, clear ideas on every subject he teaches. His aim should be to put the child's mind in the same attitude as that of his own towards ideas to be imparted. Teaching in every subject should be pursued with two aims, the imparting of knowledge and the training of the mind. The latter of these is by far the more important, but many teachers devote much more attention to the former. They are unfortunately forced to do so by the various tests to which they are constantly subjected by examinations. Still they should keep constantly before them the vital importance of mental training. What a boy or girl grows to be is by far more important than what he grows to know. Development should be the great object of all education. The speaker proceeded to show that growth is the fundamental law of all animate nature. It can be promoted only by having regard to the divinely implanted conditions. To modify, arrange and direct these conditions is, to some extent, in the hands of the teacher. The two great factors in development are heredity and environment. The first of these is beyond the control of the teacher. But he may greatly modify the development of his pupils by a judicious management of their physical, mental and moral environment. These are the matters to which he must direct his attention.

If he would have his pupils love the beautiful and the good, he must constantly keep before them the beauties of nature and art, and the deeds of the wise and the just. The boy who is trained in kindness by being kind to his pet cat or his pet dog will seldom abuse dumb animals. The girl who from infancy learns to love her brothers, sisters and playmates, will not as a woman desert children, neglect parents or allow the infirm or the aged to suffer. Children who constantly tell the truth will soon learn to love it and hate falsehood. Children can not be made truthful by punishment. They may be advised and encouraged, they may be taught to speak the truth to please those whom they love; but no amount of punishment will make truthful children. In dealing with mental analysis, Mr. Tilley directed attention to four things: That which acts, the action, that on which it acts and the result of the action. The importance of teaching by direct contact with objects received special attention. The stupidity shown by pupils could generally be traced to imperfect object teaching. Messrs. J. McKinnon, A. Campbell and J. T. Lillie strongly supported the views set forth in Mr. Tilley's address, though Mr. Campbell considered that punishment in a broad sense has an educative value. Children, he said, should be taught that all evil acts will be punished by inevitable consequences. He fully agreed with Mr. Tilley respecting the great influence of heredity and environment.

Miss J. T. Yemen read an essay on the elevation of the country school. Judging from the analysis given and the opinions expressed, this was an excellent paper. We hope to be favored with a copy for publication in the JOURNAL.

Mr. Campbell was very much pleased with the beautiful thoughts contained in the essay. During the thirteen years he had been Inspector he had seen many good and elevating changes wrought by teachers. He recalled one instance of a country school that thirteen years ago was without any ventilation, the building was dingy, the walls bare, the yard unfenced and covered with sand; the teacher, the parents and children indifferent. To-day, in

the same school, everything is changed. The old desks are gone, a new building is erected, good ventilation is provided for, the yard is well fenced and beautified with trees and flowers. The trustees, parents and children are interested in and proud of their school. The happy changes are largely due to the energy, perseverance and intelligence of the teacher at present in that school. All teachers, said the Inspector, should catch the spirit of the essay.

"Shall" and "will" in Grammar, received Mr. J. T. Lillie's attention for about thirty minutes. Grammar, he said, is usually regarded as dry and uninteresting. Many pupils hate it; some teachers hate it; and hate to teach it. He had found much difficulty in mastering shall and will. Much as he had studied them, he was still sometimes guilty of misapplying them. Many rules are given for guidance in their use; but these rules are cumbersome. The better plan, he said, is to get a clear conception of the exact meaning and shades of meaning of the two words. People of Saxon origin seldom make mistakes in the use of these words, while people of Celtic origin are constantly misapplying them. This is due, no doubt, to the fact that the Saxon has still a correct notion of the original use and meaning of the two words, while the Celt has been acquainted with them only as auxiliaries. Thus we find Sir Walter Scott frequently using them incorrectly.

Mr. T. A. Reed, of Teeswater, directed the attention of the Association to the very sudden death of Inspector Malloch, of North Huron. On motion of Messrs. N. D. McKinnon and Thomas Rankin, Messrs. T. A. Reed, S. W. Perry, A. Rannie and A. Campbell were appointed a committee to draft resolutions of condolence to Mrs. Malloch and the North Huron Teachers' Association.

In the evening a successful public meeting was held. Mr. Tilley, Model School Inspector, gave a very able lecture on "Success in Life" Music, recitations, etc., completed the entertainment.

On the second day Miss Bella Stewart gave a reading, "The Wayside Well."

Mr. F. W. French took up Methods in Euclid. Euclid, he said, was one of the most important of the sciences. Many other sciences depend largely on Euclid. The changes made by the Department in dropping Euclid in some of the examinations Mr. French regards as a move in the wrong direction. He condemned the old method of studying Euclid. The definitions, axioms and postulates should not be learned before taking up the propositions. They should be learned only as they are required in the demonstrations, and could be conveniently put as foot notes to the propositions. Easy deductions should be given from the beginning. Mr. French illustrated the plans he adopts in teaching by examples on the board, showing the advantages of analysis and synthesis in solving deductions.

Inspector Tilley dealt with the subject of Reading in a very practical and helpful address.

The first business in the afternoon was the election of officers, which resulted as follows: President, James McKinnon, Port Elgin; Vice-President, David Rennie, Whitechurch; Secretary-Treasurer, F. C. Powell, Kincardine; Directors, T. A. Reed, Teeswater; J. T. Lillie, Port Elgin; Inspector Campbell, S. W. Perry and Miss L. Sturgeon, Kincardine; Miss J. F. Yemen, Ripley. Delegates to Provincial Association: Thomas Rankin, Port Elgin, and David Rennie, Whitechurch.

Arithmetic as a Science, received Mr. A. P. Gundry's attention for twenty minutes. The practical use of Arithmetic Mr. Gundry considers more important. Arithmetic as an art has monopolized by far too much attention in modern times. The solving of practical problems is by most persons the only use made of this excellent mind-trainer. Such was not the case in ancient times. The rules given in many arithmetics should be set aside, and the pupils taught to depend on general principles. The mode of representing questions should be clear, definite and intelligent. Many pupils drop steps in the reasoning and leave out the necessary explanations. Such a course leads to slovenly solutions and indefinite thinking. Teachers would all do well to consult Fitch on Arithmetic as a Science.

Mr. W. S. Perry gave an interesting address on "The Progressive Teacher." Growing men and women only can teach successfully, said Mr. Perry. There must be constant study and self-culture or the teaching will be imperfect. Home, school and

citizen duties demand so much of a teacher's time that the amount left for self-culture and study is rather small. When the teacher leaves his school at 4 p.m. he has seventeen hours ahead of him before returning to his school again. How should these hours be spent? Every teacher should have a time table indicating the use made of these seventeen hours. He should give about one to society, two to school preparation, one to family or home duties, two to recreation, eight to sleep. He will then have from two to three hours left for studying and reading outside actual school work. Every teacher should have a quiet room for study. The student shut in from all disturbing influences will do the best and most work in a given time. Every teacher should have a good library of his own. Books are so cheap now that there is little excuse for being without a good supply of good books. The address contained also many excellent hints in regard to the progressive teacher's work in character-building in the school.

Mr. F. C. Powell gave a short address on taking Geography with History. In teaching History, he said, the chief object should be the acquiring, retaining and comparing of facts, the estimating of character, the weighing of evidence and events; the drawing of conclusions and the removing of prejudices. To accomplish this successfully it was necessary to be intimately acquainted with the theatre of action. The character of the country, the soil, the surface, the boundaries, the waterways. The size always plays an important part in the events and laws of any and every country. Events could be classified as personal, political, social and religious. In dealing with leading characters such as Cromwell, Marlborough, Napoleon, Wellington, Pitt, Walpole, Gladstone and Bismarck, the geographical conditions and surroundings should form a very important part. In great political changes, important laws, domestic and foreign policy, alliances, wars and defences, the geography and even the topography of the countries must be carefully studied. The social condition of a people depends upon the climate, products, capabilities and resources of a country.

The circular from the Oxford Teachers' Association, with whose contents our readers are already familiar, was taken up. Each of the six clauses was carefully discussed by the Association here, and condemned; but it was decided that it is very desirable that Entrance History should be confined to Canadian History and a specified period of English History.

Over eighty teachers were present—the largest number in the history of the Association.

## WEST VICTORIA CONVENTION.

THE semi-annual meeting of the teachers of West Victoria was held at Woodville on May 22nd and 23rd. There was a large attendance and much interest manifested in the work. At ten a.m. the Convention was opened by the President, Mr. Reazin. In his opening address he requested all teachers to mail half-yearly reports to him on the last day of school for each half year, and thus prevent a delay in mailing of checks.

Mr. Gilchrist took up his subject, "Geography." He read a paper in which he advocated the system of leading from the "known to the unknown," beginning with the school room and grounds, then the geography of the school section, Township, County, Province and Dominion in order. In the discussion that followed, Mr. Knight, Inspector of East Victoria, suggested several methods of dealing with this subject.

Inspector Knight introduced the subject, "Entrance Grammar," and based the first part of his address upon the first question on the paper set for Entrance Examination in December. He illustrated on the blackboard the method he recommended in teaching this subject. Convention adjourned.

The first business in the afternoon was the election of officers: President, Mr. H. Reazin; Vice-President, Mr. G. Rennie; Secretary-Treasurer, Mr. L. Gilchrist; Managing Committee, Messrs. Morris, Cunnings, Mosgrove, and Misses Cullis, Ayers and Thomas. Messrs. D. McMillan and G. Rennie were appointed delegates to the Ontario Teachers' Association.

It was decided to hold the next Convention at Lorneville. Mr. Knight was asked to continue his address on "Entrance Grammar." He took up

analysis of sentences, and exemplified his system of dealing with written analysis and parsing words and phrases.

Mr. Devitt read an interesting paper on "Phonic Method of Teaching Reading." He showed its advantages over the Alphabetic, Look and Say, and phonetic methods. He also illustrated his method of awakening interest in this plan of teaching.

Mr. Rennie gave an excellent lecture on "Reading." He suggested a course of reading in Biography, History, Fiction, Philosophy, etc. He also indicated the order in which this reading should be done, and gave several hints showing how to get pupils interested in reading. After an interesting discussion Convention adjourned.

Convention re-assembled on Friday morning, when Mr. Mosgrove introduced his subject, "History." He read a well arranged paper in which he gave his method of dealing with this subject. To make it more impressive he advised teachers to give anecdotes to illustrate the period under consideration, and also to have frequent reviews. A resolution was passed by the Convention requesting Mr. Mosgrove to furnish the Secretary with a copy of his "Essay" for publication.

That our Convention may become more practical a resolution was passed, that one of Shakespeare's works be discussed at our next meeting, and "Macbeth" was selected. It was also resolved that we get our scholars to read "Robinson Crusoe," and that it be discussed at our next meeting, Mr. Mosgrove to lead in the first and Mr. Cunnings in the second discussion. All teachers are expected to take part in those discussions.

Mr. Reazin introduced a discussion on "How to Secure Regular Attendance." He advised teachers to make their schools as attractive and home-like as possible. An interesting discussion followed, when Mr. Milner, M.A., Classical Master of the Collegiate Institute, Lindsay, gave an able address on the "Limitations of the Teacher." He dwelt upon the true aims of a teacher, which should be to arouse the effort, quicken the thought and impress upon his scholar that nobility in action and purity of sentiment are essential to become a worthy member of society.

The Question Drawer was then opened and the questions answered by a committee.

At the close Mr. Milner gave an instructive talk on "Benefits Arising from Studying Classics." He strongly advised all students to begin Latin in their youth. He explained some technical points relating to the infinitive in English Grammar.

A vote of thanks was tendered Mr. Milner for his assistance. Convention adjourned.

## ✻ Hints and Helps. ✻

### MISDIRECTED TEACHING.

I HAVE no patience with so much of the "little-pill practice" in educational work.

Last week, I was walking with a youngster of four summers, and he said: "It is sundown, and it will soon be dark." I replied: "Yes." Then he said: "Where does the sun go when it is dark?" I said: "Behind the earth." Then he said: "Where is the behind of the earth?" Before I could reply to his last question, he said: "Dark is made by the sky's coming down to the ground, I think."

I tried him the next evening on arithmetic. He could count on his thumbs and fingers to ten. I asked: "What makes ten?" Promptly, he replied: "Two fives." Next: "What makes eight?" Again came the answer: "Two fours." "Now, what is the half of eight?" To this he replied instantly: "Four." Again he said without hesitation: "The half of four is two." And to my query: "What is the half of two?" "One," was the reply. Lastly, I asked him: "What is the half of one?" He said: "It is one cut in two in the middle."

Yet there are numb-skulls who would keep this little fellow, when he is a year or two older, five or ten months on numbers from one to ten. So, also, children are kept writing, and spelling, and reading little short words that they already know, which when once learned, are learned for all time. This narrowing process brings the child's horizon too near. Instead of a stationary horizon, it should be continually enlarging.

Gathering in new words, and using them to express ideas, and thinking out which words to select, that will express the ideas to the best advantage, is the most important part of language-culture, so far as the actual work in school is concerned. However, it is not my intention to discuss the language hobby now.—*N. Y. School Journal.*

### HINTS FOR USE OF OBJECTS IN DRAWING AND DESCRIBING.

ASK each pupil to bring a plant with leaves and flowers. Teacher: Tell me one thing you can see in the plant. The pupil will readily write one sentence. Teacher: Now write something else. Teacher: Now see if you can draw something that you have been writing about. The main purpose is to get pupils to see for themselves with the least possible suggestion. While the children are writing and drawing the teacher should watch the work of each child as far as possible. Teacher: I am afraid you do not see much, James; look again. You see something more. Martha, try again. Many times a pupil will see something he cannot name, and then you will have to give him a name, and write it on the board. Avoid the continuous use of the same idiom, *i.e.*, the plant has —. Get all the variety in idioms possible. Most, if not all, questions will be asked by the objects, and the investigations will grow into a system, if pupils are not forced into one from the first. To vary the exercise, put a stuffed bird before the pupils. Teacher: Tell me one thing that you can see. (Looking over Mary's shoulder.) You have good eyes, Mary; you may go to the table and see something more. Richard, I am afraid your eyes are not good. Look again, and draw what you see, if you cannot tell me. In this way you will gradually introduce plants, leaves, roots, fruits, animals, shells, minerals and manufactured articles. Follow the line in which pupils show the most interest, and insist upon careful work. Great care should be taken not to force investigation, but let it follow its quiet, sure course.—*The Catholic Educator.*

### KINDNESS TO ANIMALS.

SCHOOL is dismissed; the orderly children have passed into the hall. Suddenly shrieks are heard, and cries of, "Kill it! Kill it!" The teacher flies to the door. She sees a miniature mob, and the victim—a defenceless mouse! Commands and pleas are unheard; the work is accomplished, and twenty-five joyous boys gloat over the lifeless body.

A wasp comes sailing through the school-room, a spider spins down from the wall,— "Kill it! Kill it!" is heard from every side. Destruction marks the schoolboy's course. It is his delight to snap off young trees growing by the roadside; bugs and butterflies must be held up by the legs and wings until these members drop off; he has not the slightest scruple about scaling fish alive and stringing "bobs;" and ant-hills were made for no other purpose than as marks for him to plant his feet upon. You need not be surprised to hear of his attending cock-fights, dog-fights, or any kind of a fight.

How can the teacher remedy this evil? Thoughtless ignorance is the cause of nine-tenths of the cruelty. The thoughtless boy does not know the value of these little living things, and their place in creation. Woe to that creature smaller than himself. "*Ich bin gross und du bist klein*" is the controlling principle of his action, as well as of the animals in the fable; in plain English, "I am large, and you are small," and we might add, "therefore I shall step on you." Who has a better opportunity than the teacher to give him a new way of thinking?

There are Bands of Mercy in England and America, and the boys and girls who form the societies promise to do all they can to protect animals from cruel usage. Many of these are in connection with Public and Sunday schools. The teachers have charge of the meetings, and make them interesting by songs, music and recitations. More than five thousand French schools give regular lessons on topics bearing on this subject. A noted French teacher, who had been instructing the children in kindness to animals, said: "This work has had the best influence on their lives and character."

The day is full of opportunities. If the heart of the teacher is right, the dead mouse and the wasp

will furnish topics for eloquent and instructive talks. Men are but children grown. It is but a step from the crushing of these little creatures, endowed with all the organs of life, to that more exquisite torture of human beings, and the trampling of human rights. Respect for the lower forms of life is to be taught, before that wonderful thing we call character will come up fair and symmetrical.

Preaching will do but little good. The sentiment must be an intelligent one. The subject must be made interesting and instructive. Object lessons in zoology are received with the greatest interest; and abundant material for such is supplied in the supplementary reading-books and school papers and magazines. Where the objects themselves are not available, pictures may be used.

But the study of structure and habits must lead to something higher. Make the child realize that the life of the animal is dear to it. Show what the attractions of life are,—how the home, way of living and family ties make life pleasant. In these animal studies, instil the principle that the weaker are not to be driven to the wall, but defended. Encourage children to have pet animals. Out of two thousand criminals in American prisons it was found that only twelve had any pet animal in childhood. Keep working. It takes time to awaken delicate sensibilities, and sometimes there are none to awaken; but one day you will feel gratified to hear indignant voices in the school-yard saying: "Let it alone! What do you want to kill it for?"—*The Fountain.*

## Teachers' Miscellany.

### A VISION.

And every island fled away and the mountains were not found.  
—REV. XVI 20.

I STOOD on a hill's high summit  
And the darkness hung around,  
My breath's hoarse breach of the stillness  
The all of earthly sound.

My brain throbb'd sore in a horror  
That could not shape its fright,  
And the stagnant air, the breath of despair,  
Grew thick in the heavy night.

But now there's a glimmer yonder,  
A glimmer of light that's not dawn,  
Like the gleam of a frown on a swarthy face,  
As the soul is passion-drawn,  
And it grows and it grows and is growing,  
And fiercer the red light mounts,  
And a scorching wind does me gazing blind  
As the flame bursts free from its founts.

To North, to South, to East, to West,  
The driving circle grew  
In narrowing range and brighter blaze,  
And madly the hot wind blew,  
As a fringe of flame it licked and leaped  
To the toppling trees in their vapors steeped  
To the rocks that fell with never a crash,  
To the heaving hills that crumbled to ash,  
And, wasted their weight, on the wind they fell  
That bore them away from the gathering hell  
That nearer and nearer drew.

No sound of bird, no sound of beast,  
No sound of tree or thundering hill,  
No sound of rock that crashed with rock,  
All but the roar of the flame was still.  
For the bird and the beast were dumb,  
And the hill and the tree fell in space,  
And each rock as it fell was a crumb  
In a void that lent no resting-place.

And the voice of God's image was still—  
With human fear was it still—  
And the limbs were dead  
As the tongue was staid,  
And the blood was frozen, a throb from the heart,  
And colorless lip from lip did part,  
And the upright form in its horror reeled  
As earth in her throes of agony wheeled  
And crumbled to dust.  
Fine dust—fine dust,  
As flour from finest mill.

But the flame drew near, the flame drew near  
And unfroze the current congealed in fear,  
And brought back heat to the death-chilled face.  
Oh never did death such a warm love embrace!  
And the parted lips closed tight,  
And the reeling form stood upright,  
And the hands were raised  
With the flame at the feet.  
And I sprang from my perch its welcome to meet  
Where fiercest and hottest it blazed.

B. F. BOLTON.

ILL-TREATED children and oppressed peoples are apt to have their reason and sensibilities dwarfed and blunted.—*Heinrich Byron.*

TEACHERS sow in young minds, seeds whose fulness of blessings can never be known nor even estimated. What a noble calling!—*Heinrich Byron.*

WHAT agriculture it to the soil, education is to man. How much fruit, then, may be taken from the uncultivated human mind?—*Heinrich Byron.*

LOVE is the sun of life; train thy child in love and it will, like a flower in the broad sunlight, unfold and flourish most naturally.—*Heinrich Byron.*

THE following unsolicited testimonial has just been received at the office of the Central Business College, Stratford, Ontario, from one of its recent graduates:—Norwich, May 10, 1890. "After ten years' experience in teaching I determined to take a course in some Business College, and after making a careful comparison of the facilities offered by the different colleges I decided to attend the Central Business College, Stratford, of which Mr. W. H. Shaw is the Principal. Having now completed the course, I have no hesitation in stating that it is the model college of its class. The equipment in every department is complete. The course of study is most thorough, and of a decidedly practical character. The teachers are courteous and attentive, and manifest an earnest desire to advance the interests of the students. The penman, Mr. W. J. Elliot, is not only a thorough master of the art, but is also a most efficient teacher of the same. Frank Lyon, (teacher), Norwich, Ont.

As man polishes the rough diamond, and shapes a divine form from the rude stone, so we shape and polish human nature by education.—*Heinrich Byron.*

KEEP cool and you command everybody.—*St. Just.*

NOT all those who are called teachers teach the most or the best. The words of the wise and the deeds of the noble instruct mankind.—*Heinrich Byron.*

If I am right thy grace impart  
Still in the right to stay;  
If I am wrong, Oh teach my heart  
To find that better way. —*Pope.*

THAT which the world calls education is often only mechanical, for mere drilling makes one more dexterous—but true education should make us nobler.—*Heinrich Byron.*

TEACHERS and students attention! As the vacation season advances many teachers are contemplating "how will they spend their holidays" to the best advantage. None can spend it better than by acquiring the knowledge of keeping a set of books, writing a good business hand, or by learning the art of shorthand; the most essential acquisition to teachers at the present day. To all those thinking as above we would very heartily recommend them to the Toronto Business College, corner of Yonge and Shuter Streets, Toronto. This well known and long established Commercial College has made special preparation for a teacher's course during the months of July and August. The former students and graduates speak in the highest terms of the knowledge imparted in such a short time. Further particulars may be obtained by addressing the Manager, Mr. J. M. Crowley.

HENCEFORTH, sir, it remains for you alone to instruct yourself. Perhaps you imagine you have finished; but it is I who have finished. You are to begin anew.—*Condillac.*

BOOKS are the true levelers. They give to all who faithfully use them the society, the spiritual presence, of the best and greatest of our race.—*Dr. Channing.*

OLD wood to burn!  
Old friends to trust! Old authors to read!  
—*Melchoir.*

WHEN a firm decisive spirit is recognized, it is curious to see how the space clears around a man and leaves him room and freedom.—*John Foster.*

THE worst of our enemies are those which we carry about in our own hearts.—*Tholuck.*

AN advertisement of the Ontario Business College, Belleville, now in its twenty-first year, of which Messrs. W. B. Robinson and J. W. Johnson, F.C.A., are the Principals, appears in another column. This old established institution enjoys the confidence of the teaching profession and the business community in a high degree. Twenty-four different provinces, colonies and states have been represented among its students. The great success which this implies has been won by the thoroughness of its work and the success of its graduates.

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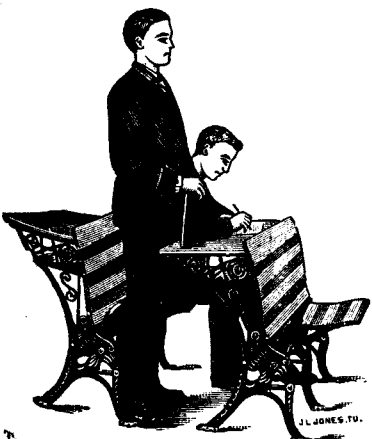
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(c) *Book-keeping.*—Each candidate shall submit for examination a set of books, worked out by himself, and consisting of Day-book, Journal, Ledger, Bills Receivable, and Bills Payable; the writing, neatness and accuracy of which shall be valued by the examiners.

(d) In determining the final standing in Oral Reading, Drawing, and Book-keeping, the Examiners shall take into account, as may be deemed most suitable, the candidate's school record in each subject.

3. The standing of the the candidates shall be entered in a form provided by the Education Department, and shall be signed by all the Examiners; the standing of the candidates being graded from I. (the highest) to IV., those graded IV. being rejected. The headmaster shall transmit this report to the Presiding Examiner not later than the 4th of July.

4. The school work in Drawing and Book-keeping of High School pupils who have passed this examination shall be retained by the headmaster until the next ensuing visit of the High School Inspector, who shall report specially to the Minister of Education on the character of this work and of the teaching of Reading, Drawing and the Commercial Course in the High School; and in the event of the Inspector's report being unfavorable, the Minister may make other arrangements for holding future examinations in the High School.

II.—Other Candidates.

5. At some convenient time during the days of the Primary Examination

(8th-11th July), the examination of those candidates who were not prepared at a High School shall be conducted at each centre by the Presiding Examiner, who shall examine their work in Drawing and Book-keeping, and shall award them their standing in these subjects and in Oral Reading as above. The final standing awarded shall be reported as in the case of High School pupils, and shall be entered on the list received from the headmaster, which shall then be transmitted by post to the Education Department on the last day of the July Primary Examination, or sooner if the examination in Reading, Drawing, and Book-keeping has been sooner completed. The school work of such candidates shall be transmitted by the Presiding Examiner to the Public School Inspector of the district, who shall report to the Minister on the character of the work done in these subjects.



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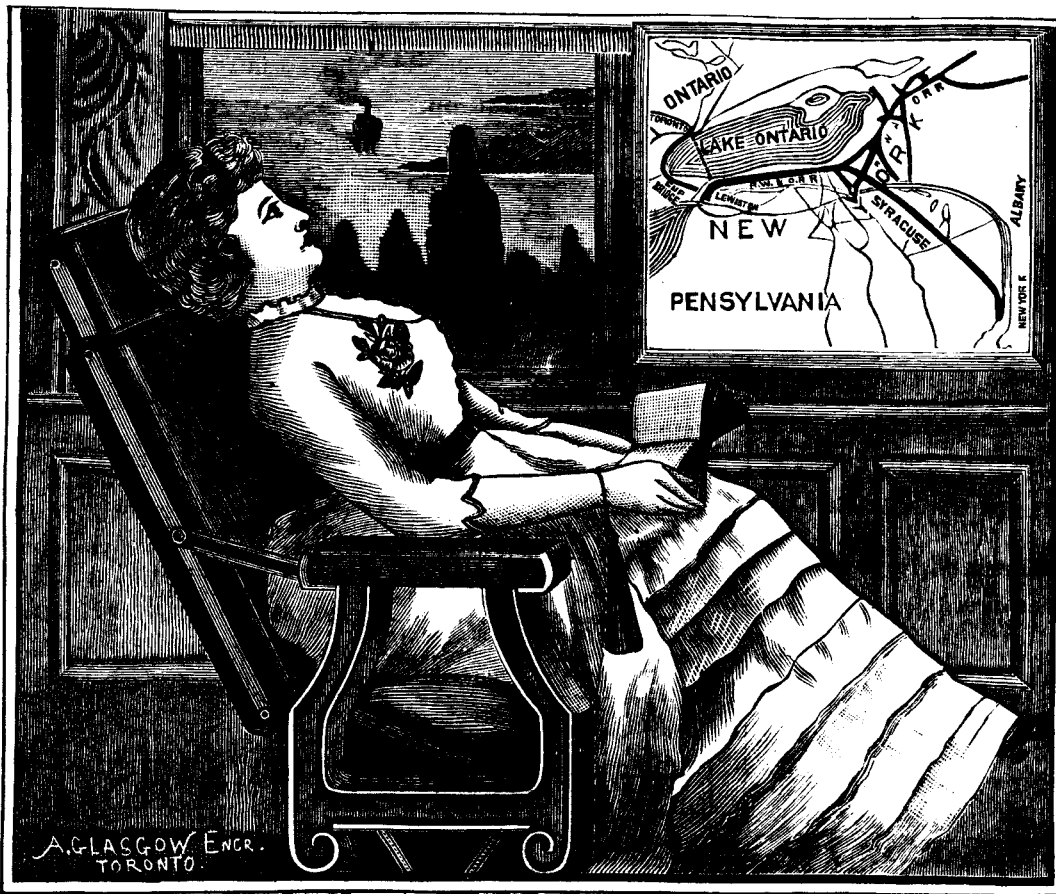
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