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The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

Subscription, \$1.50 a year.
In advance.

TORONTO, JUNE 15, 1891.

Vol. V.
No. 5.

Table of Contents.

PAGE.		PAGE.	
EDITORIAL NOTES.....	417	BOOK NOTICES—	423
SPECIAL PAPERS—		CORRESPONDENCE—	
Teacher's Salaries.....	418	A Boston Method.....	423
LITERARY NOTES.....	418	EDITORIALS—	
ENGLISH—		The Great International	
Examination Questions		Convention.....	424
on Longfellow and		METHODS—	
Shakespeare.....	420	Letter Writing.....	425
On Taste in the Choice		QUESTION DRAWER.....	425
of Words.....	421	PRIMARY DEPARTMENT—	
EDUCATIONAL MEETINGS—		Methods in Arithmetic..	426
North Wellington Teach-		Closing-Day Exercises..	426
ers' Association.....	422		
North York Teachers'			
Association.....	422		
South Simcoe Teachers'			
Institute.....	422		

AT the convocation of the University of Toronto the other day ninety-five young men and thirteen young women received the degree of B.A. Thirteen *M.A.'s* were bestowed in course, and one *ad eundem*. Eleven LL.B. degrees were conferred, also nineteen degrees of D.D.L., and one of M.D. *ad eundem*.

WE have already received several good papers on practical topics which, having been read before different institutes, have been recommended for publication. We shall not be able to publish more than one or two of these before the vacation, but after September 1st will be glad to give place to as many as our space will permit. If we cannot find room for all we shall aim at selecting those which seem to us best adapted to be helpful to teachers in their actual work, and especially to the younger members of the profession.

THE Minister of Education has published some memoranda respecting the qualifications of Boards of Examiners for High School Entrance Examinations under the new Act. As it comes to hand just as we are going to press we have no room for publication or extended comment. It is explained that the policy of the Department is not to change the principle on which the old Boards were formed, but to provide better security, so that the members of the Boards shall have the necessary educational qualifications. It is not intended that teachers shall, in any case, examine their own pupils, which seems but a reasonable precaution.

THE Editor of *Education* says that the capture of nearly all the southern legislatures by the Farmers' Alliance is redounding to the progress of popular education in that section. "While this new political association has loudly demanded improved education for the laboring classes, especially the farmers, it has turned out that with the exception of one State, Georgia, the recent legislatures have been chiefly intent on withdrawing appropriations from the higher education, and inventing ways to secure better common schools, without facing the grim fact of local taxation." This is in the right direction. If public funds are not available for all, the greatest good of the greatest

number demands that the education of the masses be first provided for. The higher education can better take care of itself than the elementary.

"AN Introduction to the Study of the History of Language," a new and important work published by Longmans, gives in a chapter on Standard Language, the following examples of the differences which have grown up between certain familiar words and expressions as used in "Standard English and Standard American:"

American.	English.
elevator	lift
mush	porridge
biscuit	roll
cracker	biscuit
fall	autumn
sick	ill
sick abed	ill in bed
entirely too	much too
quite a while	some time
takes much pleasure in	has much pleasure in
accepting	accepting
nothing to him	nothing in him
lying around	walking about
track	line
horse-car	tram-car
horse-car-track	tramway

THE fact is, we believe, demonstrable that, other things being equal, brain-workers live longer than those who use their brains very little. This is as we should expect. Nature intended all a man's and a woman's faculties for use. Activity is the law of their being and the vigorous exercise of each is conducive to the health of all. But many a young man or woman, leaving the farm, or some other sphere of great physical activity, to commence a course of study at college, eschews all common sense. Needful rest, recreation and physical exercise are neglected, with the absurd expectation that the hours thus stolen can be turned to account in study. Sooner or later comes the inevitable break-down, and sympathizing friends declare that the poor fellow has killed himself with hard study, when the fact is that it is only indirectly that study has anything to do with the result. He has outraged Nature and violated some of her plainest laws, and is paying the penalty. That is all. Such an one, unless his ignorance was very dense, deserves not the pity, much less the praise, too often bestowed.

* Editorial Notes. *

IN reply to inquirers we may say that the amendments to the School Acts are already in force, having taken effect as soon as they were passed.

WE had intended to have something to say about the "School of Pedagogy" in this number, but are, ourselves, in common with some of our contributors, "crowded out."

FOR the information of inquirers we may say that Ladd's "Physiological Psychology" is published by Charles Scribner's Sons, New York. The name of the publisher was inadvertently omitted from the notice of the book given in our columns a few weeks since.

WE see it stated in the *Christian World*, of London, that, as the result of a newspaper discussion, the Queen has ordered the bearing, or check reins, removed from her carriage horses. We hope that the information is correct and that the merciful fashion may speedily be followed throughout the Empire.

WE are sorry not to find among the names of speakers announced for the International Convention those of Chancellor Blake, and President Wilson of the University of Toronto. No doubt the pressure of other engagements has prevented these gentlemen from accepting places on the programme. May it not be hoped that they may yet find it possible to be present at some of the general meetings?

Special Papers.

TEACHERS' SALARIES.

WILLIAM H. MAXWELL IN "THE EDUCATIONAL REVIEW."

WERE it possible to pay each teacher just what his or her services are worth—to make the remuneration proportionate to the quality of the service—an ideal system would be the result. There are public school teachers in every large city for whom no reasonable compensation would be too high. There are those for whom the lowest wages now paid would be beyond their deserts. Could the merit system of payment for public school teachers be introduced, many of the difficulties that now disturb boards of education would be at once eliminated. To get rid of a lazy or inefficient principal or teacher, it would be necessary only to make his salary sufficiently low. To reward merit, and to obtain the services of the most skilful teacher, it would be necessary only to make the salary sufficiently high. The highest teaching ability is always at the command of a board of education that will honestly look for it, and that is willing and able to pay the requisite price. Other things being equal men and women will seek that employment which gives them command of the largest amount of the good things of this life.

Unfortunately, the objections to the merit system of grading teachers' salaries are practically insuperable. It opens wide the door to favoritism of the most flagrant kind. The power that determines salaries is generally devoid of the special knowledge needed to determine degrees of merit. In private business, the matter is very different. There, the self-interest of the employer forces him to use his best ability in grading the salaries of his employees. He has every possible opportunity to discover what their merits are, as well as the special knowledge required for the purpose. A board of education has neither.

For this reason it has been found necessary to establish schedules of salaries. In some places, salaries are increased according to length of service; in some places, according to the grade taught; in others, they are determined partly by one, and partly by the other consideration. In a few cities the maximum pay in primary grades is the same as the maximum pay in grammar grades, but in most places it is much lower. It is in accord with the best established business practices that a beginner's salary should start at a certain point and advance with a fixed increment each year until a maximum is reached. But it is not in accord with sound business principles that there should be so great a difference as we sometimes find between the maximum salary in primary grades, and the maximum salary in grammar grades. There is no difference either in the amount or in the character of the work to justify the discrimination against the primary teacher. It may be somewhat harder to manage children of twelve than to manage children of seven, though even this is doubtful; but, if it be more difficult to keep order in a class of older children, the difference is more than compensated by the fact that the teacher of

younger children has usually a much larger number under her care. Boston has set a good example in making the maximum salary for all grades, except the three highest, the same. This maximum—\$816 per annum—it is safe to say, is the highest average salary paid for primary teaching by any large city in the country. The time has arrived when all large cities must raise the salary schedule at least as high as that of Boston, or else fall steadily behind in the educational race. The reason is obvious. It cannot set a high standard either of scholarship or of professional attainment. The teaching force is recruited almost exclusively from local sources. Local influences will inevitably prevent the establishment of a high standard for entrance to the teaching profession, so long as the compensation finally attainable is so low as not to justify elaborate preparation. Few men will undertake the expense of a systematic course of training for their daughters, if the ultimate compensation will barely suffice to keep body and soul together. Low salaries have had more to do with preventing the general spread of professional training for teachers than any other single cause. Hence, low salaries have done more than anything else to keep the standard of instruction low.

The argument against reasonably liberal salaries—that the supply of competent teachers is greater than the demand—is now heard in boards of education less frequently than in former times. In the first place, the avenues for lucrative employment that have been open to women, are now so numerous, that many of the ablest among the graduates of our high schools no longer look to teaching as a means of livelihood. The vast development of secondary education in the shape of High Schools which this country has witnessed during the last ten years, has itself attracted to these institutions many of our ablest and best educated women, who would otherwise have found their way into the Primary Schools. The young man or young woman who desires to teach prefers to take a college or university course and prepare himself or herself for High School work rather than to go directly from the High School to teach in a primary grade. Nor is this all. The medical profession and journalism are every year attracting a large number of gifted and cultured women who, twenty years ago, would have become teachers; while commercial pursuits, such as type-writing and book-keeping, are drawing away thousands who, with proper training, would make excellent instructors. It has come to pass that the great majority of Public School teachers are women; and there are very few women who would not prefer teaching in a High School, or even the longer hours of business vocations, to controlling the restless spirits and breathing the vitiated atmosphere in a primary class-room. Hence it happens that the supply of competent teachers is no longer greater than the demand, if, indeed, such were ever the case. On the contrary, there is probably not a large city in the country that is not experiencing great difficulty in obtaining the requisite number of trained teachers.

The demand for such teachers was never

so great as at present, and it is constantly on the increase. The curriculum cannot be confined to the "Three R's." The time has gone by when "hearing lessons" could be regarded as teaching. Scientific methods of teaching all the standard subjects are now a *sine qua non*. Moreover, drawing, manual training, natural science, are all slowly but surely effecting an entrance into the school-room. Your untrained or inexperienced teacher is as incompetent to teach according to scientific methods or to deal with the new subjects of the curriculum, as a hod-carrier is to run a steam-engine. Boards of education, though slowly, are beginning to recognize the fact that this is pre-eminently an age of specialization, and that above all other walks of life the teacher's calling requires special preparation.

Trained teachers must be obtained. For the teacher without training and without experience, salaries cannot be made too low. The trained teacher, or the teacher of experience—that is to say, if the experience has been good, and not, as it very frequently is, bad—should receive a salary that will enable her to live as befits a member of a liberal profession and to pursue the means of culture, without which she will almost necessarily retrograde.

A large city cannot do better than to follow the example of Boston in two things: First, to require that all teachers shall either have professional training or successful experience; and, second, to place salaries at such a standard that the supply of such teachers will at least equal the demand.

Literary Notes.

Our Little Men and Women for June is a most welcome visitor. For the boys and girls, six to nine—"youngest readers"—this magazine is unexcelled. The publishers, D. Lothrop Co., Boston, offer to send a specimen (back number), for five cents. \$1.00 a year; ten cents a number.

THE compulsory physical education of children is the subject of a timely and well-considered article by the Earl of Meath, in the current issue of the *North American Review*. The Earl has given much time to the subject, and presents it in a manner that deserves the careful attention of parents and educators.

The Kindergarten Magazine for June is a strong number, giving special attention to the discussion of the question of the Kindergarten in the public schools. This issue closes a year's work of excellent serials and contributions. The magazine's growth in worth and circulation is proof that this grand educational idea has indeed taken a firm hold on the hearts of the people. It is published in Chicago; \$1.50 per annum.

ONE of the principal subjects of the June number of *The Century* is the education of women. There is an illustrated article entitled "Women at an English University," in which Newnham College is described, with pictures of the College and portraits of Miss Clough and Miss Gladstone. The paper is by Eleanor Field, and one by

Catherine Baldwin follows on the "Health of Women Students." In the Open Letters "Female Education in Germany" is discussed by Countess von Krockow.

Scribner's Magazine for June continues the notable series on "The Great Streets of the World," and "Ocean Steamships;" Francisque Sarcey being the author of the article on "The Boulevards of Paris" and William H. Rideing contributing the paper on "Safety on the Atlantic." The illustrations in both groups continue to be very rich. Another group of articles—that on Practical Charity—is represented in this issue by a sympathetic and often amusing account of "Boys' Clubs." Amateur photographers will find much to interest them in the article on "Some Photographs of Luminous Objects." The fiction includes stories and sketches by F. J. Stimson, Bliss Perry, and Maria Blunt.

The Quarterly Review of Current History, the second number of which we have just been examining, is the outcome of one of the best ideas in regard to periodical literature which has come to our notice. This periodical bids fair to supply a need that must have been often and seriously felt not only by educators and journalists, but by every one who wishes to keep intelligently up with the swift current of events in the last decade of this wonderful century—the want, namely, of an impartial, accurate, and accessible record of contemporary events in all countries furnished at such small cost as to be within the reach of all. Judging from the May number the scope and purpose of this magazine make it a publication which few can afford to do without. To teachers it will be invaluable. It is published by the *Evening News Association*, Detroit, Mich. Price 25cts a number, \$1 a year.

THE article of the most practical value to teachers in the June number of the *Atlantic Monthly*, is by Daniel Coit Gilman, the President of Johns Hopkins University. "On the Study of Geography." In this paper President Gilman urges upon the teacher the great importance of using maps based upon the topography or natural conditions of the countries, and shows the great advantage to be gained in teaching geography in this way because of the great ease in explaining the sequence of historical events. The article is full of suggestive hints and directions for teachers of Geography. Among other articles of interest to teachers may be mentioned a long and very interesting paper on "Abraham Lincoln," by Carl Schurz; "Classical Literature in Translation," by Richard G. Moulton; "Reminiscences of Professor Sophocles," by Professor George Herbert Palmer, of Harvard; "What the Southern Negro is Doing for Himself," by Rev. Samuel J. Barrows; and many others. There are the customary "Reviews" and the "Comment on New Books."

THE fourth volume of *The Arena* opens with characteristic vigor. The contributions to the June number, are timely: Camille Flammarion, the distinguished French astronomer, writes on "The Unknown." Julian Hawthorne contributes an admirable

paper on "The New Columbus." Julius Chambers, the editor of the *New York World*, writes on the "Chivalry of the Press." B. O. Flower, whose portrait in steel forms a frontispiece of this number, contributes a paper on "Society's Exiles," which, in an interesting manner, deals with the great problem of abject want in our cities. Ten photogravures made from flash-light photographs taken in the North End of Boston for this paper, add to its interest. Prof. Joseph Rodes Buchanan has a noticeable paper on "Revolutionary Measures and Neglected Crimes." James Realf discusses "The Irrigation Problem in the North-West." Two striking religious papers are written by Prof. James T. Bixby, who writes on "Evolution and Christianity" from the standpoint of the higher criticism. Rev. T. Ernest Allen, discusses "Herbert Spencer's Doctrine of Inconceivability."

WITH the June number the *Educational Review* begins its second volume. At this season when many young men are considering where they will study in Europe, the article on "The Present Condition of the German Universities," by Prof. Mattoon M. Curtis, has a timely interest. Other contributions to the number are: "Applications of Psychology in Education," by Dr. Mary Putnam Jabobi, illustrated with twenty-one diagrams; "The American High School," by Ray Greene Huling, President of the American Institute of Instruction, and "The Education of the Will," by Prof. J. Clark Murray; a discussion between Mr. Albert L. Arey and Prof. Fernando Sanford on "The Use of Text-books in Teaching Elementary Science," and one by Supt. Wm. H. Maxwell on "Teachers' Salaries." The reviews are by Professors Jastrow of the University of Wisconsin, Waggenor of the University of Texas, Venable of the University of Virginia, Gonung, of Amherst, Chapin, of Wellesley, Myers of the University of Cincinnati, etc. The department of "Education in Foreign Periodicals" includes "Some Characteristics of a Sound Mind," "The School of the Future," "The School for Oriental Languages at Berlin."

CARL SCHURZ'S remarkable article on "Abraham Lincoln," is the first thing to which the reader naturally turns in the June *Atlantic*. It is a review of the "Life of Abraham Lincoln," by Nicolay and Hay; and the result of their survey, which in the "Life" extends through ten volumes is reduced to about thirty pages of compact and interesting narrative, with a summing up of Lincoln's place as a statesman and the work which he did in conducting the government safely through the perils of the Civil War. Mr. Stockton's "House of Martha" continues. Professor George Herbert Palmer contributes "Reminiscences of Professor Sophocles," who was Professor of Greek at Harvard University for nearly forty years. College men will be also deeply interested in Mr. S. E. Windbolt's paper on "Rowing at Oxford," Rose Terry Cooke contributes a story called "A Town Mouse and a Country Mouse," and Rev. Samuel J. Barrows has an important paper on "What the Southern Negro is doing for Himself," which is interesting to read in

the light of Carl Schurz's article. President D. C. Gillman, of Johns Hopkins University has a paper on "The Study of Geography," and its place in the college course. There are some reviews and a paper on Vinet's letters and the recent biography of Edmund Sherer. Houghton, Mifflin & Co., Boston.

A NEW subject is taken up in the article on the "Development of American Industries since Columbus," in the June number of *The Popular Science Monthly*. This is "The Manufacture of Wool," which is handled by the author, Mr. S. N. Dexter North, in an attractive manner. Dr. Andrew D. White concludes his chapter on "Miracles and Medicine" in this number. Under the odd title: "Our Grandfathers Died too Young," Mrs. H. M. Plunkett sketches the progress in sanitation which has doubled the average length of human life within a few hundred years. Lieutenant-Colonel A. B. Ellis contributes an essay on "Survivals from Marriage by Capture," describing a great number of curious customs. Other papers on topics of interest are "Some Questions Concerning the Minor Planets," by F. F. Tisserand; "The Natchez Indians," by Howard A. Giddings; "The Characteristics of Insects," by Louis Montillot. A number of quaint medical prescriptions from an old book entitled "The Pearl of Practice," are embodied in a paper by Miss Elizabeth Robinson. Mons. A. de L'Apparent discourses on "The Future of the Dry Land." There is a paper on "The Music of the Birds," including hens, by the late S. P. Cheney, with music. The life of "Copernicus" is sketched, with a portrait. The departments are well filled, as usual. New York: D. Appleton & Company. Fifty cents a number, \$5 a year.

THE opening poem in the June *St. Nicolas* is by Mr. C. P. Cranch, whose "Last of the Huggermuggers" will be recalled by the fathers and mothers of the present generation of the magazine's readers as one of the greatest delights of their childhood. John Burroughs's "Talks about Wild Flowers" will show botanists how to make their science "understood of the people." Harry Fenn's strong and accurate drawing will delight those who see no reason why flower drawings should be insipid. Josephine Pollard tells in "A Free Circus," all about the baby elephant which lately walked upstairs and insisted upon sharing the apartments of a quiet colored family in New York city. In "A City Playground" Frank M. Chapman describes the sports of city children in the streets, and makes a strong appeal for space, light, and air for the young city dwellers, who will one day be the strength or weakness of the nation. The interesting story "Being Responsible for Toffy," is a stirring and well-studied picture of child-life. We can only refer to the significant little sketch, "Why Bees Make Honey," by Mrs. Rollins, and the ingenious "Shadow Lesson," by H. H. Ballard, and the bright poems by the late Emily Dickinson, by Margaret Johnson, by Elizabeth L. Gould, and by Mary A. Mason. Besides the features already mentioned, the three serials, the departments, and the beautiful pictures must not be overlooked.

* English *

EXAMINATION QUESTIONS ON LONGFELLOW AND SHAKESPEARE.

BY WILLIAM HOUSTON, M.A.

IN order to prevent misunderstandings, and to make clear the general aim of these questions, a few preliminary observations seem to be necessary.

1. One object is to direct the attention of teachers and students to the æsthetic side of the literature. Matters not strictly æsthetic are involved in the questions, but only to a limited extent. The aim has been to keep them as free as possible from all that does not relate directly or indirectly to poetry as a fine art. There may be differences of opinion as to the relative prominence that should be given to art and to other matters in the study of literature; these questions fairly express my present opinions on that subject.

2. Another object is to impress on teachers and students the idea that the text, and not either notes or comments, should be the chief subject of study. I have seen papers on literature so constructed that 75 per cent. of the marks might be obtained without any but the most superficial acquaintance with the text; a glance at these questions will show that it is not possible to secure 10 per cent. of the marks without an intimate and intelligent acquaintance with the works to which they relate. Neither notes nor comments will do much for the candidate, and it should not be assumed that he has seen either.

3. A third object is to promote the use of the comparative method. This involves a knowledge of other works by Longfellow and Shakespeare, and of works not by either of them; but the questions that imply such knowledge should be so used as to confer an advantage on those who have the wider knowledge, and yet inflict no disability on those who are without it. This can easily be done by fixing the maximum of marks at two-thirds of the paper, and keeping the number of outside questions down to less than one-third of the whole. Assuming that to each question ten marks are assigned, and that for a division of two hours and a half ten questions are sufficient, then there should be fifteen questions on the paper, the candidate being forbidden to touch more than ten.

4. The intention is that each question, whether numbered or lettered, shall count one for the purposes of such a paper. Thus the first question by number is made up of three questions, to each of which ten marks are assigned, and which are grouped only because they are related to each other. The questions are supposed to be of about equal difficulty and importance, and on every examination paper the candidate should be told beforehand the value of each question.

5. These questions are not put forward as exhaustive of the subject. On both "Evangeline" and the "Tempest," and especially the latter, the list might be extended indefinitely. These are simply specimens, prepared at the request of the editor and in the hope that they may serve a useful purpose in connection with the "Idylls of the King" and the "Merchant of Venice," which are the texts for the coming year. The teacher who gives himself up to the æsthetic treatment of these highly artistic works, who succeeds in banishing annotated texts from his class, and who induces his pupils to procure a complete collection of the works of each author—say Macmillan's editions—may have a most enjoyable time. Those who are haunted by the shadow of impending examinations that make the annotator with his critical comments and his various readings a necessity, have my sincerest compassion.

LONGFELLOW'S "EVANGELINE."

THIS is the forest primeval. The murmuring pines
and the hemlocks.

* * * * *

List to a Tale of Love in Acadie, home of the
happy.

Still stands the forest primeval; but far away from
its shadow,

* * * * *

Speaks, and in accents disconsolate answers the
wail of the forest.

1. (a) Give an accurate account of the structure of the poem, and show what evidences of artistic design are afforded by its peculiar mechanism.

(b) Discuss the appropriateness of the terms "prologue" and "epilogue" as applied to the above extracts.

(c) Compare or contrast prologue and epilogue with each other in form, contents, and the respective purposes they are intended to serve in relation to the whole poem.

2. (a) Give a brief account of the plot of "Evangeline," connecting its various stages with the author's divisions of the poem.

(b) Characterize the plot with reference to degree of simplicity or complexity, and show how far the reader's interest is made to depend on the development of the plot, and how far on elements of other kinds.

(c) Compare or contrast "Evangeline" in this respect with any other epic you are acquainted with, as for instance Tennyson's "Princess" or "Idylls of the King," or Scott's "Lady of the Lake" or "Lay of the Last Minstrel."

3. (a) Show by internal evidence whether the poet's motive (conscious or unconscious) is mainly æsthetic (artistic), or mainly ethical (didactic).

(b) There is a popular impression that "Evangeline" was written for the purpose of arousing sympathy on behalf of the expatriated Acadians. What ground does the poem itself afford for this opinion? Could Longfellow, from his point of view, have chosen a Polish maiden (say) for his heroine? Show the æsthetic gain or loss that would result from such a substitution.

(c) What was the poet's avowed object in writing "Evangeline"? Show whether he has been so faithful to his purpose that it might have been inferred from a study of the poem, if he had not specified it.

4. (a) Point out with some fulness the evidence afforded by "Evangeline" of the possession of dramatic power by the author.

(b) As dramatic "persons" compare or contrast (1) "Benedict" with "Basil"; (2) "Evangeline" with "Gabriel"; and (3) "Father Felician" with "René Leblanc."

5. Discuss the question of the poet's faithfulness to

(a) Historic truth, and

(b) Poetic truth.

6. Give as many instances as you can of devices introduced with a view to relieve the tragic character of the narrative, showing in each case how the device is calculated to produce the effect.

7. Campbell makes the wizard in "Lochiel's Warning" assert that "coming events cast their shadows before."

(a) Give as many instances as you can of the use of premonition as an artistic device in "Evangeline."

(b) Discuss the probability of the poet's belief in premonition as an actuality, and the legitimacy of the artistic use he makes of it, on the assumption that he did not believe in it.

8. Quote, or give the substance of five passages of exceptional literary beauty or other merit in "Evangeline," stating the reason in each case for the selection made.

9. (a) What is the poet's favorite figure of speech? Give five notable examples of its use with a brief analysis of each.

(b) Describe the general effect of its frequent use as an element of the text of the poem.

(c) Compare Longfellow's style, as to the use of figurative language, with that of any other poet, giving illustrations in support of your contentions.

10. (a) Discuss the use made by Longfellow of "nature," whether in the way of objective description or as part of the "machinery" of the poem.

(b) Compare "Evangeline" in this respect with any other narrative or poem, as for example those written by Scott, Southey, Wordsworth, Byron, Shelley, Tennyson, Mrs. Browning, etc.

11. Discuss Longfellow's treatment of human nature with reference to

(a) Affection and love,

(b) Patriotism, and

(c) Religion.

12. (a) State the general law of the rhythm of "Evangeline," and describe the modifications to which the poet allows himself to resort, showing how far this laxity is æsthetically advantageous or disadvantageous.

(b) Discuss the merits of this general metrical form for narrative purposes, as exemplified by

this poem, and compare or contrast it with any one of the following forms: (1) the iambic pentameter blank verse; (2) the iambic pentameter rhyming couplet; (3) the so-called "octosyllabic" rhyming iambic verse, or (4) the trochaic blank verse of "Hiawatha."

(c) Compare "Evangeline" in the matter of rhythm with any other poem you know of in any language that exhibits similar rhythmical structure, as for instance Goethe's "Hermann and Dorothea," Longfellow's "Courtship of Miles Standish," or Clough's "Bothie of Tober-na-Vuolich" or "Amours de Voyage."

LONGFELLOW'S LYRIC POEMS.

"THE ARSENAL AT SPRINGFIELD," "RESIGNATION,"
"THE BUILDERS," AND "THE LADDER OF ST.
AUGUSTINE."

1. WHAT evidences of artistic design are afforded by a comparison of the arrangement of stanzas with the development of theme in "The Arsenal at Springfield?"

2. Discuss the appropriateness of the epithet "imaginative," as applied to "The Arsenal at Springfield," and mention some other poems by Longfellow to which the term is applicable in a similar sense.

3. Compare "The Arsenal at Springfield" with "Resignation" in rhythmical form, and discuss the suitability of the form to the theme in each case.

4. Mark accurately the transitions of thought in "Resignation," and point out the relations of the successive phases to each other, and to the motive of the poem as a whole.

5. Indicate clearly the sense in which the term "lyric" is applicable to each of the two poems, "The Arsenal at Springfield" and "Resignation," and discuss the value of such a classification as this use of the term implies.

6. "Not as a child shall we again behold her;
For when with raptures wild
In our embraces we again enfold her,
She will not be a child;

"But a fair maiden in her Father's mansion,
Clothed with celestial grace;
And beautiful with all the soul's expansion
Shall we behold her face."

(a) Longfellow in these stanzas propounds a theory of life in heaven; discuss the artistic appropriateness of its introduction here (1) on the assumption that he held this theory as a belief, and (2) on the assumption that he did not.

(b) On the latter assumption cite a parallel case of the use by another poet of a philosophical theory which was not part of his philosophical creed.

7. (a) State, as fully as you can, Longfellow's view of the poetic art, as embodied in "The Builders," and discuss its truth.

(b) Quote from any other poem by Longfellow a similar estimate of the value of his art, and compare the quoted passage with the first two stanzas of "The Builders" in poetical form and treatment of theme.

(c) Quote from any other poet a similar estimate, and make a similar comparison with the same two stanzas.

8. Give, with reasons, your opinion of "The Ladder of St. Augustine,"

(a) As a work of art, and

(b) As a philosophy of life.

9. Write out in full, from memory, any poem by Longfellow.

10. (a) Criticise Longfellow as a writer of lyrics: (1) in the adaptability of his verse to musical purposes, (2) in his use of epithets, and (3) in his use of imagery.

(b) Compare or contrast him in these respects with any other writer of lyrics in any language.

11. De vitis nostris scalam nobis facimus, si vitia ipsa calcamus.

"St. Augustine! well hast thou said
That of our vices we can frame
A ladder, if we will but tread
Beneath our feet each deed of shame!"

"We grow by things that are, neath our feet,
By what we have mastered of good or gain,
By the pride deposed, and the passion slain,
And the thousand ills that we hourly meet."

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

(a) Name the author of each of these extracts, and the work from which it is taken.

(b) Make a careful comparison of the four passages as to ethical content.

(c) Make a similar comparison as to artistic form, showing the æsthetic gains and losses resulting in each case from the author's mode of expression.

SHAKESPEARE'S "TEMPEST."

1. (a) EXPLAIN what is meant by calling the "Tempest" (1) a "drama," (2) a "masque," and (3) a "poem." Discuss the question whether any one of these terms accurately indicates its real nature as a work of literary art.

(b) Viewing the "Tempest" as a play, which descriptive name, "tragedy" or "comedy," is the more appropriate? Is there any other name more appropriate than either? Give reasons.

2. Justify or condemn, on æsthetic grounds, the introduction into the "Tempest" of (1) comic scenes and (2) colloquial prose.

3. (a) Discuss the artistic relation to the whole play of the masque introduced for the delectation of Miranda and Ferdinand.

(b) On what other grounds than those that are purely artistic can its introduction be explained?

(c) Compare or contrast this masque with any other of your acquaintance, (1) as masque, and (2) as poem.

4. (a) Show from internal evidence, furnished by the "Tempest," what reason there is for asserting that Shakespeare's motive in writing it was (1) wholly or mainly ethical (didactic), or (2) wholly or mainly æsthetic (artistic), and give accurate references to the passages cited.

(b) What special motives have been historically alleged for the production of this play?

(c) What place should it occupy artistically, and what place chronologically, among Shakespeare's plays? Give reasons for your answer.

5. Give an accurate but free and readable version of the story of the "Tempest,"

(a) In the chronological order of the events, and

(b) In the order in which they are made to emerge in the play.

(c) Show how much of the element of fact, historical, geographical, etc., there is in the play, and state what sources have been assigned for what is not of the nature of fact.

6. Give, with reasons drawn from the play itself, your opinion as to whether and how far its mechanical division into acts and scenes is useful, or otherwise.

(a) In theatrical representation,

(b) In reading for recreation,

(c) In critical study.

7. (a) Explain clearly what is meant by the "dramatic unities" of time, place, and action.

(b) Show how far Shakespeare has observed them in the "Tempest," and describe the artistic devices to which he has resorted to enable him to submit without æsthetic loss to such artistic limitations.

(c) Compare the "Tempest" in this respect with any play of the classical type in any language, as, e.g., a Greek Tragedy, Milton's "Samson Agonistes," or Goethe's "Iphigenia Auf Tauris."

(d) Contrast the "Tempest" in this respect with any play of the romantic type by Shakespeare, (e.g., "The Merchant of Venice," "King Lear,") or by any other dramatist.

8. Give, with references to the part he plays in the action of the drama, your conception of Prospero, as

(a) What he purports to be—a banished potentate with those who had wronged him in his power;

(b) A father with certain views and aims for his daughter.

(c) The alleged counterpart of Shakespeare himself.

9. (a) How far is Miranda made to appear "a child of nature," and how far the product of supernatural influences and environment?

(b) Is Prospero represented as claiming to have caused love at first sight in Miranda and Ferdinand?

(c) If that is Prospero's assumption, does Shakespeare afford the means of judging whether it is well founded?

10. (a) Give, with references to passages, your conception of Caliban as a self-consistent dramatic creation.

(b) Show by an analysis of Caliban's character, and by references to its manifestations in action, Shakespeare's idea of the relation of the intellectual to the moral nature under educational development.

(c) Point out clearly what has been added to Shakespeare's conception of Caliban by Browning in his "Caliban on Setebos."

11. Discuss Prospero's relation to Caliban as

(a) Master to slave,

(b) Dispossessor of a previous occupant of the island,

(c) Reprobator of a nature he could not further develop by his system of culture.

12. (a) Show from the "Tempest" Shakespeare's idea of the relation of criminal disposition to moral retribution.

(b) What appears from this play to have been his estimate of the relative values of (1) punishment and (2) forgiveness in dealing with wrong doers?

(c) On your view of Shakespeare's position on these two questions, explain the kind of development of character likely to take place in Prospero, Alonzo, Antonio, and Sebastian after their disappearance from this play.

13. State by whom and under what circumstances each of the following passages was uttered, and develop the thought it and its context embody:

(a) The direful spectacle of the wreck, which touch'd

The very virtue of compassion in thee,
I have with such prevision in mine art
So safely order'd, etc.

(b) You taught me language; and my profit on't
Is I know how to curse.

(c) This music crept by me upon the waters,
Allaying both their fury and my passion
With its sweet air.

(d) There's nothing ill can dwell in such a temple:
If the ill spirit have so fair a house,
Good things will strive to dwell with't.

(e) No use of metal, corn, or wine, or oil;
No occupation; all men idle, all,
And women, too, but innocent and pure;
No sovereignty.

(f) For all the rest,
They'll take suggestion as a cat laps milk;
They'll tell the clock to any business that
We say befits the hour.

(g) So glad of this as they, I cannot be,
Who am surprised withal.

(h) I'll seek him deeper than e'er plummet
sounded.

(i) Mine would, sir, were I human.

(j) Every third thought shall be my grave.

14. Quote, or give the substance of, five passages of exceptional literary beauty, or other merit, in the "Tempest," giving in each case the ground of the selection made.

15. *Ariel*.—What would my potent master? Here I am.

Pros.—Thou and thy meaner fellows *your last service*

Did worthily perform; and I must use you

In such another trick. Go bring the

rabble,
O'er whom I give thee power, here,
to this place:

Incite them to quick motion; for I must

Bestow upon the eyes of this young couple

Some vanity of mine art: it is my promise,

And they expect it from me.

* * * * *

Now come my *Ariel!* *bring a corollary,*

Rather than want a spirit: appear, and perty!

No tongue; all eyes; be silent.
* * * * *

[*Aside*]. I had forgot that foul conspiracy
Of the beast Caliban and his confederates
Against my life: the minute of their plot
Is almost come.

* * * * *

Sir, I am vex'd;
Bear with my weakness; my old brain is troubled;

Be not disturb'd with my infirmity:
If you be pleased, retire into my cell,
And there repose: a turn or two I'll walk,

To still my beating mind.

(a) Explain fully the italicized passages.

(b) Prospero here claims to have power of enchantment. Discuss, with reference to illustrative incidents or passages, the nature and limitations of his power.

(c) Justify or condemn, on æsthetic grounds, Shakespeare's use of enchantment as part of the machinery of the play.

(d) Compare the use of enchantment in the "Tempest" with its use in any other work of fiction you know of.

16. (a) Describe the general form of the verse in the "Tempest," with the more important modifications of the prevalent type.

(b) Quote all abnormal lines in the passages in question 15, and scan them.

(c) Discuss the legitimacy, on æsthetic grounds, of what have been called Shakespeare's "irregularities" of rhythm, and show how far this term is applicable to them.

17. (a) Describe the artistic purposes which lyric poetry is made to serve in the "Tempest," and the extent to which it is used.

(b) Compare or contrast the "Tempest" with any other of Shakespeare's plays in this respect.

(c) Quote in full any one lyric that occurs in the "Tempest."

TASTE IN THE CHOICE OF WORDS.

(Continued from last issue.)

WORD.	WRONG SENSE.	RIGHT SENSE.
14. Balance	Take some of the books and leave me the balance [rest]. Some went away but the balance [remainder] heard the speech to the end.	The difference between the two sides of an account: after withdrawing that amount from the bank I had still a balance of fifty dollars to my credit.
15. Between	Between [among] so many conflicting claims.	Between these [two] conflicting claims.
16. Blame on	He blames it on me [imputes it to me].	He blames me for it.
17. Both	They are both alike. [They are alike].	Both—the two—are here.
18. Caption	I read an article in the last JOURNAL under that caption [heading].	A caption is a certificate in law, showing the circumstances of time and place of the execution, etc., of the commission, deposition, indictment to which it is attached.
19. Calculate	I calculate [intend] to go. This letter is calculated [likely] to go astray.	He calculated—reckoned—the cost of the building. The bridge is calculated for heavy traffic.
20. Casualty	Great loss was occasioned by this casualty [for casualty].	

(To be continued.)

AVOID much speaking and loud talking.

Faith's meanest deed more favor bears,

Where hearts and wills are weighed,

Than brightest transports, choicest prayers,

Which bloom their hour and fade.

—John Henry Newman.

Educational Meetings.

NORTH WELLINGTON TEACHERS' ASSOCIATION.

The annual meeting of the North Wellington Teachers' Association was held in the Public School, Palmerston, on Thursday and Friday, May 21st and 22nd. About 125 teachers were present.

THURSDAY FORENOON.

On Thursday morning, after the induction of the president-elect, reading of minutes, roll-call, enrolment of members, and other formal business had been gone through, the time was spent until 11 a.m. in visiting the different departments of the Palmerston Public School.

On the re-assembling of the teachers, Miss Kate Laidlaw taught a very able lesson on "Cubic Measure" to a second class. Her method met with the high approval of the Association. On the close of the lesson the Association adjourned to the Second Department to hear a lesson in "Practical Teaching"—Geography to Fourth a Class, by Miss Crossen, which was also highly appreciated for its practicability.

THURSDAY AFTERNOON.

The afternoon session was spent as follows: "Writing—How to Teach It," by Mr. W. S. Turner.

"How to Teach Agriculture in the Public School," by Mr. John Fyfe, who gave a very comprehensive paper on the subject.

"Teaching of English History," by Miss C. Kirk, who dwelt strongly on the teaching of the most important events and dates first.

"Education," a short address by Rev. Jno. M. Aull, Palmerston, followed by a few practical remarks on the same subject by Mr. McEwan, Reeve of Palmerston. These two gentlemen received a hearty vote of thanks from the Association for their assistance.

ENTERTAINMENT.

On Thursday evening a literary and musical entertainment was held under the auspices of the Association in the Town Hall, which was well filled.

The chief features of the evening's proceedings were the readings given by Prof. F. Abbott, of London, dumb-bell exercises and Kindergarten songs by the school children, interspersed with musical selections furnished by local and other talent, all of which was well received.

FRIDAY FORENOON.

The Association met at 9 a.m.

After the receiving of the various reports from the committees, Mr. R. S. Swan gave a very concise paper on "Composition to Junior Class." For the next hour and a half the time was taken up by "A Talk on Reading," by Prof. Abbott, of London, who delivered an eloquent and practical address on Reading, exemplifying his talk by giving a practical lesson on Reading to a Second Class before the Association, taking as his lesson "Robert of Lincoln," and closing with a professional rendition of the same which took the teachers by storm. His talk on reading was highly appreciated for its naturalness and practicability.

Mr. James McMurchie, B.A., Head Master of Harriston High School, next took up the subject of "Hints in English for Entrance Examination"—Poetic Literature. The selection chosen was "The Ocean." He developed the plan of the lesson in a very clear manner, giving a black-board outline of the lesson, and drawing the answers from the convention. From the marked attention given the subject, it was clearly seen how highly it was valued by the members of the Association.

FRIDAY AFTERNOON.

On assembling at 2.30 p.m., Mr. A. Stevenson, B.A., Head Master of Arthur High School, read a very original paper on "Beginnings of Speech," based principally on his own observations. It extended as far back as the child's first indications of emotions, whether by look, movement, or speech. It proved new to most of those who heard it, and will no doubt lead to close observation and research by many members of the Association.

The officers for the current year are as follows: President, Mr. James Wiseman; 1st Vice-President, Mr. H. Y. Jarrett; 2nd Vice-President, Mr. R. S. Swan; 3rd Vice-President, Miss Annie Crosby; Secretary, Mr. A. McLean; Treasurer,

Mr. R. W. Bright; Committee of Management, Messrs. Amos Dales, D. Smith, Misses Kate E. Kennedy, Annie Sutherland and Anna M. Bradley.

On the different subjects brought before the convention discussions took place, and the interchange of views cannot but be of the greatest advantage to those present.

The next Association will be held in Arthur. The labors of the Association were brought to a close by the singing of the National Anthem.

M. A. K.

NORTH YORK TEACHERS' ASSOCIATION.

The annual meeting of the above Association was held in the Public School building, Aurora, on Thursday and Friday the 21st and 22nd May. The rooms were beautifully decorated and showed great taste on the part of the home teachers.

THURSDAY MORNING.

The President, Mr. A. B. Davidson, B.A., Public School Inspector for North York, occupied the chair and opened the Convention with some very practical and instructive remarks. After the minutes had been read, the roll called, and other preliminary business disposed of, Miss Newton, of Richmond Hill, gave her method of teaching primary Arithmetic. The chief points brought forward were, objects and variety of work. Her remarks were good and led to a discussion as to whether long or short division should be taught first. Mr. McKie, Public School Inspector for Simcoe, took part in this discussion and in several others, benefiting all by his long experience in the profession. Some dissatisfaction was expressed regarding the present method of examining the Promotion papers, and a committee of three was appointed to fix upon a better method.

THURSDAY AFTERNOON.

Mr. Hy. Johnston, read a paper on Memory, which was a thorough handling of the subject.

Mr. Isaac Pike then gave his method of teaching Geography in an ungraded school. Messrs. Rennie, Connolly, Hall and others all strongly recommended the use of a moulding-board or something similar on which the children could make what they had been taught.

Mr. Hall, one of the Aurora High School teachers, took up the subject of Reading and brought forward some very original ideas. Among other things he objected to the incorrect pronunciation of such words as can't, shan't, aunt, etc.

In the evening Mr. T. H. Redditt, B.A., of Aurora High School, delivered a lecture, the subject being, "The Unsatisfactory Results of Our Present Educational System." He said the scholars were *not educated*. We were not making thinkers of the children, nor was the instruction given that which would be the most useful to the scholar in life. He was listened to with marked attention and the large audience was well repaid for coming. A splendid programme was rendered after the lecture. The Aurora Orchestra delighted all. Such a well-trained orchestra is seldom met with outside our cities. Choice recitations and vocal music were also given.

FRIDAY MORNING.

Mr. W. Klinck took up the subject "What Teachers Should Not Do and Be in the School-Room," and the lengthy paper read showed that the speaker had carefully considered the subject. Some objections were raised to his severe discipline but he defended his statements well.

Mr. John Connolly then gave his report of the Provincial Association meeting held at Niagara. It was nearly as good as being at the Niagara meeting, to hear the report given.

Miss Starr took up the subject "Literature to a Third Class." She recommended giving hints to assist children to study lessons, stimulating curiosity, re-writing of lesson from headings, and drawing pictures of scenes described in the lesson.

FRIDAY AFTERNOON.

Short addresses were delivered by the Aurora clergymen, members of the High School Board and Mr. Fotheringham, Inspector for South York.

Mr. John Connolly took up the subject "The History of the Nineteenth Century—What and How to Teach." He stated that an unconnected mass of facts should not be taught, but only that which would benefit the pupil. He would commence with the French Revolution, its cause and effect; the condition of the English people at that time, and contrast it with their present condition, ac-

counting for the change. He would also take up the criminal law, the growth of education and religion, the repeal of the Corn Laws and the Reform Bill thoroughly. The small wars of the period he would touch on but lightly. That in teaching history the teacher should not confine himself to the text book, but by extensive reading should prepare for the lesson so as to make it interesting and instructive. The language should be plain and questions should be given at the end of the lesson to see whether pupils had grasped the thought or not. The speaker was very interesting and all ought to be able to teach the subject better after hearing his method of teaching it.

The report of Committee on Promotion Examinations was read. The Committee decided that after the papers had been examined as formerly they should be sent in to a central board composed of five teachers who should re-examine them and see that all were marked fairly.

The following resolution was then read, "Resolved: that the present Public School History is unfit for a text book and that the Association request the Education Department to substitute a more suitable one." This was moved by Mr. Connolly and seconded by Mr. Johnston and carried.

Owing to absence or lack of time papers by Miss Dickson, Mr. R. Watson, and Mr. W. Rennie were not read.

The President then declared convention adjourned.

SOUTH SIMCOE TEACHERS' INSTITUTE.

The Annual Convention of the South Simcoe Teachers' Institute was held in Alliston on the 28th ult.

After a spicy opening address by the President, Rev. Thos. McKee, I.P.S., the Rev. Mr. Carroll, of Alliston, welcomed the teachers to the town in a manner pleasing to all. Rev. J. Leishman, of Angus, also made a few introductory remarks.

The Secretary then read the minutes of the last convention which were adopted as read.

In the afternoon Mr. D. Currie, of Stayner, very ably taught a lesson on the use of the Infinitive, and Miss M. A. Downs, of Tottenham, entertained the convention for half an hour teaching Literature to a class in the 2nd Reader. Her work was much appreciated. Next followed Mr. Y. J. McInerney, of the Colgan Separate School, who gave a very practical exhibition of his method of teaching Measures. W. F. Moore, Cookstown, then took the floor, and in "Odds and Ends" related some of his experiences in the school room. He was in his usual trim, and in a jocular way made some very good hits.

The first work done on Friday morning was the election of officers. All were elected by acclamation. President, Rev. Thos. McKee, I.P.S.; Vice-President, W. F. Moore, Cookstown; Secretary-Treasurer, G. M. Robinson, Tottenham; Executive Committee, Messrs. Cummings, Holt, Martin, McEachern, McPherson, and Misses Downs and Steckley.

Miss Steckley, of Alliston was appointed by the Convention to attend the National Educational Association, and report especially on Kindergarten work.

The subject of Promotion Examinations was discussed at some length, and it was decided to hold the spring examinations hereafter on the Wednesday and Thursday immediately preceding Good Friday. Promotion Examination Committee: Messrs. McKee, Moore, Ewers, McInerney, McEachern, and Misses Cree, Gaulton and Sharpe. Misses Downs and Meggison were appointed a committee to select literature subjects.

Mr. McPherson, of Beeton, then outlined his system of teaching Mensuration. His remarks on the subject were well received.

Mr. Ewers, of Allandale, showed us his method of teaching Prime Numbers. It was approved by the convention.

Mr. McEachern, of Angus, in a lengthy discourse on teaching the Elementary Rules of Arithmetic, made some very good points.

Throughout the whole time a kindly feeling prevailed, and criticisms were given and received in the right spirit. The unanimous opinion is that more practical work was done at this convention than has been done for years. It certainly was a pronounced success, and those who absented themselves missed a treat.

It was decided to hold the next general convention in Alliston. G. M. ROBINSON, Secretary.

Book Notices, etc.

Drills and Marches. By E. C. and L. J. Rook. Philadelphia: The Penn Publishing Company. 1890.

A most attractive little book. One could hardly wish for more variety. Our little ones will be pleased with the "Doll Drill," and also with the "Mother Goose Reception and Drill." The language is plain, the rhymes are well chosen, and are not hackneyed; and the book such as can be easily handled.

Boston School Series. The Information Readers, No. 1. Foods and Beverages. By E. A. Beal, M.D. Boston School Supply Company, 15 Bromfield Street. 1891.

The sort of book needed, as it presents to the youthful reader a large and varied amount of information in an interesting manner, touching those things which must affect him. The writer is in hearty sympathy with his subject, and with the class of readers for whom the book is intended. "Foods and Beverages" is the kind of book for which the nervous tension of to-day shows there is a necessity.

Vick's Floral Guide for 1891 comes to us this year in a new and handsome style and dress. It contains as usual very full and minute lists of flower seeds of all varieties, which have been proved, and are recommended as reliable by the proprietors. The illustrative plates, some of them colored in the best style of the printer's art, and the full descriptions of desirable novelties, as well as of all the old standard varieties, make it indeed a very valuable guide and friend to all who are fond of flowers and delight in cultivating them.

Cæsar's Gallic War. By William Rainey Harper, Ph.D., and Herbert Cushing Tolman, Ph.D., Yale University. American Book Company.

THIS edition of Cæsar's Gallic War (including the 8th book by Hirtius), has valuable features which distinguish it from all previous English editions of the classics. *Every word*, as it first occurs in Cæsar, is printed in bold-faced type, and the number of times that each word occurs in Cæsar is indicated in the vocabulary. Numerous good illustrations of antiquities and valuable maps are interspersed through the text. There are word-lists at the end, indicating the approximate frequency of occurrence of Cæsar's verbs and nouns, lists of idioms, and exercises in re-translation.

The introduction contains illustrations of "inductive studies," of a grammatical nature, and topics for others.

Lastly, the book is admirably printed and bound.

We notice but one error in type-reading, *pose*, p. 339. The mass of laborious compilation that the book contains, of itself makes it necessary to every teacher of classics. When we have said this, we have done full justice to this very important addition to school classics.

On the other hand, there is something pathetic in the misdirection of fine intellect and painstaking industry exhibited by such statistical operations as those, for example of p. 62, in the valuation of *ut*, etc. This is "original work" gone mad.

Nor does it appear to conduce to accurate scholarship. On p. 53, for example, *ne statue* is given as the equivalent for *ne statueret*, in "indirect discourse"; a mistake for which one would not forgive an older boy. This is not a slip, as it is repeated and emphasized on p. 54. On page 416, *aggreo* is derived from *ago* (sic). *Suspicio* occurs on p. 476. The vocabulary is not clear on *animadverto* and *confugio*, and omits the transitive use of *convenio*. No notice is taken of the frequentative form of sentence in so important a place as IV. 26. The note on I. c. 41, "arranged with the tribunes" should read "pleaded with." The note on "ut . . . administrarentur," IV. 23, is very defective. In the note to I. 20, "*multis cum lacrimis*," we are told, the introductory "inductive studies" have shewn us that "*cum*, with the ablative of manner, conveys the notion of addition or unexpectedness." It is hard to have patience with such "inductive" rubbish. The translations given in the notes are

done throughout in a sort of Latin-English, very injurious to any bearing a boy's classics may have on his culture.

The mention of these defects is not meant to qualify our hearty appreciation of the real value of this edition. It is meant, however, as an expression of our opinion, that the lines of classical study and teaching, indicated by this book and the introductory Greek and Latin books in the same series, if followed so exclusively, will prove highly injurious to sound teaching, and the interests of scholarship and culture.

Cæsar's Gallic War. By Francis W. Kelsey, Ph.D., University of Michigan. Allyn and Bacon, Boston.

THIS is undoubtedly the best school edition of the Gallic War that has yet appeared. Like the Harper and Tolman edition it leaves nothing to be desired in paper, type, and binding. Work so beautiful and attractive as that of either of these editions, is rare in the making of school-books. Though not so copiously illustrated as the former book, it contains many fine maps.

The strength of this edition lies in its notes, which are more careful and thorough than those of any other English edition of Cæsar. While not constructed on the model of those of Anthon (of pious memory), they are very full, and have that fresh, living interest so rare in school classics. On the other hand they have the minute thoroughness, the insistent drill, and the ingenious knowledge of the convolutions of a learner's brain, that only long teaching experience can give. While we may not always agree with the editor, as, e.g., in the note on *existimarent* and *confident*, I. 23., and that on *postulare*, VI. 23., yet we may safely say that the notes shirk no difficulty whatever.

The only flaw in the book seems to be the perfunctory character of the hints on translation, p. 377. It is to be regretted that no recognition should have been given here of the principles laid down in Prof. Hale's little book, "How to Read Latin." Those are the principles that every one who really reads Latin observes, but no one has so well analyzed them as Prof. Hale.

A First Latin Book, by D. Y. Comstock, M.A., Professor of Latin, Phillip's Academy, Andover, Mass. Allyn & Bacon, Boston.

FOR any except very young boys there is no introductory book in Latin better than this—nor any equal to it. While its scholarship is superior to that of any in use in our schools; it is preëminently the work of a teacher of very great skill and long experience. It lacks the short Latin stories which most books now introduce at intervals, and which are supposed to tempt the learner onward, but the arrangement and presentation of the forms and syntax are excellent. It is meant to be a complete introduction to Cæsar, and it fulfils its aim. While a fuller and richer book than White's "Introduction to Goodwin's Greek Grammar," it follows much in the same line, especially in the latter half.

One hundred and ten pages are given to a sketch of the essentials of Latin Grammar—a sketch which is simply admirable, and renders an accompanying grammar inadvisable.

It is a pity that the ablatives of adjectives "of one termination" are printed as they are on p. 240, but the most fault-finding criticism is disarmed by such a piece of scholarly condensation as the table of conditional sentences on p. 218.

Easy Latin Lessons. By Thomas B. Lindsay, Boston University, and George W. Rollins, Boston Latin School. Allyn & Bacon, Boston.

WHAT has been said of the previous book may be said almost without qualification of this book, for younger boys. The paper and printing are even more beautiful. Indeed nothing in the way of school-books surpasses either.

The "Easy Latin Lessons" adopts an inductive method of presentation, but has that rare virtue of leaving something to the teacher. At short intervals little stories in Latin occur, gradually increasing in length until we come to such stories as Cicero's, of the interchange of civilities between Scipio Nasica and the poet Ennius.

Objection must be taken to the author's classification of conditional sentences, on the basis of their implication. The term "simple condition" is by

no means so "simple" as it might be. Professor Goodwin's classification in the last edition of "Greek Moods and Tenses" may be accepted as final, in Greek and Latin.

But this does not injure the book, since the author's aim throughout is to leave development in the hands of the teacher, and to supply him with abundance of material. An accurate and beautiful book, and one than can be *thoroughly* completed in the first year's work of a young boy.

Moffat's Geography of the British Empire. Price 1s. Moffatt & Page, London, 28 Warwick Lane, Paternoster Row, E.C.

THIS is a small work of 100 pages in which the British possessions are successively dealt with. The important physical features, the political divisions, manufactures, religion, government, etc., of each is given. In the hands of a student preparing for examination, or of a teacher, the book will probably be useful, but, in the hands of a pupil as a text-book, it would cause Geography to degenerate into mere name-learning. A good feature of the work is the half dozen pages devoted to the productions of the various colonies. These are alphabetically arranged with explanatory notes on each.

* Correspondence. *

A BOSTON METHOD.

To the Editor of THE EDUCATIONAL JOURNAL

DEAR JOURNAL,—I am sure some of your "classical" readers will be interested in a Boston method of teaching Greek prose composition. The lesson assigned for home study was three pages of the Hellenica, and the only direction given the girls, of whom there were fifteen in the class, was that they should review the translation of the three pages and note examples of the common rules of syntax. For instance, if they saw a verb of *clothing*, they should note the two cases connected with it, and so on. They were told, moreover, that the prose sentences to be given them the next morning would be based upon those three pages, both as regards words and constructions. The class was in the Latin school for girls, and their ages average seventeen years. At the beginning of the fifty-minute period half the members were sent to the blackboard, and to each one the teacher, Dr. Tetlow, dictated a sentence. Here are two of them. First pupil's:

"And Iphicrates, looking down and seeing that they were not numerous, decided to attack them."

Pupil's translation on blackboard in five minutes, no help of any kind:

Ιφιράτης δε αυτούς ὄντας πολλοὺς καθαρῶν καὶ γιγνώσκω, αὐτοὺς ἐμβάλλειν ἀπεκρίνατο.

Second pupil's sentence: "For that should they proceed by the road they could be destroyed by being assailed by javelins on the unprotected flank."

Pupil's translation in five minutes:

Ἐὶ γὰρ τὴν ὁδὸν πορεύοιντο αὐτοὺς ἀπολλύσθαι παλτοὺς εἰς γυμνὰ ἐπιτιθεντες."

While the half class was doing the English into Greek, at the blackboard, the rest of the class were being drilled in the grammar by the teacher. As each pupil finished her translation she sat down. When all had finished, the teacher left off the grammar drill and went to the blackboard. He then drew from each pupil, or from the class, the necessary corrections, and placed them upon the board. Just as each sentence was completed, the pupil read from the Hellenica the original sentence on which the English one was based, or the construction it involved.

Then the second half of the class went to the blackboard, and the same thing was repeated, but of course with different English sentences.

I have only to add that the method of teaching Latin prose is exactly the same as for Greek. Dear JOURNAL, what do you think of it? What do the classical masters of Ontario think of it? Is it any improvement upon Bradley, or upon Arnold's Greek prose? If so, why not adopt it? Yours truly,

A. P. KNIGHT.

THE whole earth is the sepulchre of illustrious men.—Pericles.

The Educational Journal.

Published Semi-monthly.

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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PUBLISHED BY

The Grip Printing and Publishing Co.

TORONTO, CANADA.

T. G. WILSON, - - - - - Manager.

* Editorials. *

TORONTO, JUNE 15, 1891.

THE GREAT INTERNATIONAL
CONVENTION.

WE hope that every one of our readers for whom a short vacation trip is possible, is planning to attend the great International Meeting in Toronto next month. Such an opportunity to come in contact with thousands of the most advanced and energetic teachers of all grades on the Continent may not occur again in half a life time. There is education and inspiration in the very presence of such a gathering of men and women, all engaged in the same profession, all pursuing the same high purpose, all filled with the same aspirations, and yet all preserving and presenting those varieties of individual opinion and sentiment which are a safeguard against sameness, and which give to public speech and social contact their great educative power. If there is any man or woman amongst the teachers of Ontario who thinks that he or she has nothing to learn from such a meeting, that is the very person whom we should like, if it were possible, to get hold of and drag into the thick of this great coming Convention. Such persons are pretty

sure to be of the number of those who are described by a high authority as "measuring themselves by themselves, and comparing themselves with themselves, with very scant wisdom. A few days of opportunity for comparing and measuring themselves with a few thousands of the most wide-awake and progressive teachers of the United States and Canada would be a revelation to such. But we do not suppose we can hope to reach or persuade those, for they are not of the number who subscribe to THE EDUCATIONAL JOURNAL.

A word, however, to our subscribers. Have you begun to think seriously about this meeting? Have you seen the official bulletin? If not, write forthwith to the Secretary of the Local Committee, Mr. H. J. Hill, Toronto, and get one by return mail. The outline programme given in that will give you a better idea than any mere general description that we can give, of what you will lose if you fail to attend the Convention. You will find there, amongst those who are to occupy the platform during the great general meetings, the names of some of the foremost educators on the Continent. One place will, indeed, be sadly vacant, that of "the Right Hon. Sir John A. Macdonald, K.C.B., Premier of the Dominion of Canada," whose name leads the list of those from whom addresses of welcome are expected in the Pavilion in the Horticultural Gardens, on Tuesday afternoon. But, among those that are left, you will find the names of Sir Alexander Campbell, Lieutenant-Governor of Ontario, William Mulock, Esq., M.P., Vice-Chancellor of the University of Toronto, E. F. Clarke, Esq., Mayor of the City of Toronto, the Heads of the Education Departments of Ontario, Quebec, New Brunswick and Nova Scotia, and the President of the Ontario Teachers' Association. Then, among those who are expected to respond, are Hon. W. T. Harris, Commissioner of Education for the United States, the President and several of the other principal officers of the National Educational Association, and eight or ten State-Superintendents and other prominent educators from the Great Republic. This opening meeting alone bids fair to be worth coming a long way to attend, especially as one may then get a bird's-eye view of some thousands of members of the profession from both sides of the line.

Seven other general public meetings are arranged for, every one of which bids fair to be of great interest and profit to teachers of all grades. It will be worth something to be able to hear on the same evening and from the same platform an address by Hon. W. T. Harris, Commissioner of Education for the United States, on the subject of "Education in the United States;" and

another by Hon. G. W. Ross, Minister of Education for Ontario, on "The Educational System of Ontario." The points of similarity and of contrast which the two systems, as thus described by their respective heads, may be expected to present, can not fail to suggest many instructive comparisons. Others of these meetings are to be addressed by such well known educators as Frances W. Parker, of Chicago; Hon. Mr. Mundella, Ex-Minister of Education for England (as he is designated, not quite accurately, but correctly enough for practical purposes); President Merrill E. Yates, LL.D., of Amherst College, Mass.; Rev. Principal Grant, of Queen's University, Kingston; and many other prominent educators.

And then for those who believe in going in for genuine hard work there are the various special departments which will hold daily sessions for the discussion of living educational topics. We can do no more than mention the names of these, referring our readers for particulars to the Outline Programme in the Bulletin. There are the Kindergarten Department, the Elementary Department, the Department of Secondary Education, the Department of Higher Education, the Normal Department, the Department of Superintendence, the Department of Industrial Education and Manual Training, the Art Department, and the Music Department. At the various sessions of each of these there will be papers, addresses and discussions. Last, but by no means least of all, there are the "Conferences for Original Research." These are, we believe, a new feature in the meetings of the Association. They will consist of a series of "Round Table Conferences," at each of which will assemble a group of not more than ten or twenty of those specially interested in certain lines of thought or investigation of a somewhat abstruse character. We must not fail to mention, too, among the special attractions, the Exhibition of School Work, Supplies, Appliances, Physical Apparatus, and so forth, which will form a most interesting and instructive adjunct of the Convention. This exhibition is to be fitted up in the Granite Rink, on Church street—a large building very suitable for the purpose—and will be under the efficient management of Mr. David Boyle. Every teacher should spend some hours in studying these exhibits.

But all work and no play makes teachers, as well as pupils, dull. One of the chief advantages of the Convention will be the opportunities it will afford for sight-seeing, and for healthful recreation in visiting the various points of natural or historic interest.

Want of space forbids us to dwell upon the numerous side-excursions which have

been arranged for at cheap rates, to Niagara Falls, Chautauqua, and other interesting places.

Last, but by no means least, among the reasons why every Canadian teacher should do all in his power to make this Convention a great success, is the effect it cannot fail to have in drawing closer together, in kindly feeling and good fellowship, very important sections of the populations of these two nations, already so closely allied by ties of neighborhood, kindred institutions and interests, and ancestral blood. One such meeting is, to our thinking, worth more from every higher points of view than a dozen celebrations of the anniversaries of Lundy Lane and other old struggles in our schools.

School-Room Methods.

LETTER-WRITING.

BBB

I HAVE found no pleasanter or more profitable busy-work than letter-writing.

As there must be some teaching given upon the subject, one lesson may be devoted to, "Where do your papas get their papers and letters?" Some of the little folks have been quite satisfied hitherto with "at town," or "at the post-office." One, perhaps, fancies that these articles are procured at the store, as sugar and coffee are, as it frequently happens that in country places the post-office is kept by the storekeeper. Possibly the children have heard and used the word "mail," but never dreamed of associating its meaning with the mail-train that passes in the afternoon. How are the people to know where the letters are to be sent? Why are stamps put on the letters, etc.? Other talks will suggest themselves for other days. For another lesson the teacher draws on the blackboard a large oblong to represent note-paper, and rules it accordingly. Who doesn't know the name of his post-office to-day? Nobody.

If there are several offices for the section, choose one. After the name has been correctly spelled, the teacher writes it, telling the pupils it is customary to write the name of the office in this place, and then the month, date and year follow, as the pupils give them. For beginners one form of salutation is enough; for instance, "Dear Charlie," or "Dear Elsie."

Time is up, so the little folks go to their desks to rule letter-forms and fill them in at the top, with this difference, each pupil is to write the name of his own post-office and choose the name of the friend.

When the slates are inspected, the teacher and the pupils may criticize the size of the oblongs, the lines, the writing and the capitals.

The exercise may be repeated next day, the form on the board being covered.

Again a lesson will be necessary on the *real* letter. Here is a suggestion for one. There were thirteen pupils in the class. Each pupil was to tell something, and the teacher was to tell something, too, if the class tried their best. The following are the genuine sentences: "There is a lot of little ones coming to school now. The big ones are staying at home. I got some flowers this spring back in the fields. There are some ground-hogs back in the fields, I saw two near a stump. The yellow flowers are out now, and the little blue flowers. Howard only missed one day since he started to come to school. Our dog is called Watch. He can bark and chase the cows, etc."

At first it does not pay to be too particular about the statements, as the chief aim should be to encourage the children to think, and tell what they think. But the teacher with a little tact can have the pupils repeat the statements or ask them to use another word without alarming them into silence.

For a simple closing, "Your friend" will at first suffice, but gradually "Your schoolmate," "Yours

truly," "Yours lovingly" will come creeping in. Variety is welcome. A name is signed at the end. Why?

This will not be the only blackboard letter. Once a week, not every Monday or every Friday, but just when the little folks need a change, the teacher will say, "You may write a letter to anyone in the room, telling them what we did on Arbor Day," or, "I should like you to write a letter to me about the birds and the nests you have found," or, "You may write to Mr. Ball, describing how you spent the noon hour," or, "Write a letter to anyone you choose, telling anything you choose."

By and by scribbling-books may be ruled, and, if it can be managed, one day each child may bring a sheet of note-paper and an envelope.

The children should address their letters to those with whom they are familiar so that there will be no restraint.

Teach the pupils to write about little things—what they have seen, what they are doing, their companions and their surroundings.

It is a pleasure to the children if they are allowed occasionally to hand the letters to their friends to whom they have been writing.

"Teach your children that which they will need to know and practice when they become men and women," advised Agesilaus, King of Sparta. Letter-writing is something which children need to know and practice when they become men and women.

Somewhere I have a letter with this sentence in it: "The receipt of most friendship letters inspires hope, the perusal disappointment." Why? Just because people think they have nothing to write about and therefore write nothing. The small every-day occurrences, the people whom we meet, fragments of conversation, the changes which the seasons bring, are these not the very topics friends turn to when they meet, and yet we overlook them when our friends are most longing to hear of them!

* Question Drawer. *

WE owe an apology to those whose questions have not been answered for a month or two past. This and other matter has been repeatedly "crowded out." We have given preference to such articles as have seemed to us likely to be most helpful to the greatest number. In order to make room for the excellent review questions on Longfellow, which we are sure will be highly appreciated by those who have to do with the coming examinations, we are again obliged to curtail editorial matter, and condense answers to some of the most important questions within narrow limits. We have before us other questions from various quarters which we cannot undertake to answer, for the reason that to answer them properly would require chapters rather than lines. The answers to many of these questions must surely be contained in text and reference books within reach of the teacher, and requiring only careful study.

(1) IS teaching of Temperance, Agriculture or Music compulsory in our Public Schools? (2) If so, in what classes and to what extent? (3) Kindly quote Regulations affecting especially, those bearing on Temperance.—W. A. F.

[We suppose provision must be made for teaching these subjects if required, though candidates for Entrance are not obliged to take either Agriculture or Temperance, and cannot take both. The regulations, as published in 1887—we are not aware that they have been materially changed—are as follows:—(a) *Agriculture*.—The authorized text-book on this subject should be introduced into every rural school. Special attention should be given to such points as, how plants grow and what they feed upon, how farms are beautified and cultivated, the value of shade trees, what trees to plant and when to plant them, the relation of agriculture to other pursuits, the effect of climate on the habits of a people. Poetical selections on rural subjects, talks on natural history, should form part of the instruction of every Friday afternoon. (b) *Temperance and Hygiene*.—These subjects should at first be taught by means of familiar lectures. The nature and effects of alcohol upon the

system and the importance of temperance and a strict observance of the laws of health, as set forth in the authorized text-book, should form part of the regular instruction of the school from the Second Form upwards, and should be taught, either by the use of text-books or otherwise, as thoroughly as any other subject on the programme. (c) *Music*.—As in the authorized text-book. In Forms I. and II. pupils should be practised in rote-singing, obtaining in the last part of the course the elements of musical notation. In the other Forms they should be practised in song-singing, sacred and secular, continuing also the course in musical notation.]

READER.—"The Concise Imperial" will, we think, suit you better than any other known to us.

G. F.—Can some reader recommend a book treating of "Blackboard Drawing with Colored Crayons."

J. A. B.—For questions touching school law see last number. Teachers' examinations in Manitoba for 1891 are over.

TEACHER.—In Quincy, Mass., clay is generally employed in modelling. Probably for surfaces not very angular or projecting wet sand would be even better.

W. G. M.—You had better write direct to Education Department *re* "Fifth Class." It is certainly a mistake to attempt fifth class work without a sufficient staff of teachers to do it well and comfortably. It cannot be right to neglect a lower class for the sake of a higher. We do not understand your question about "let." What do you mean by its being a "subject." No doubt the law and regulations about truant officers will soon be published.

MEMO. RESPECTING THE QUALIFICATION OF THE ENTRANCE EXAMINERS.

1. In construing the clauses of the High Schools Act referring to the appointment of examiners for the High School Entrance Examination, trustees should bear in mind that the appointed members of the Board under the new Act occupy to a certain extent the representative character of members under the old Act. In framing the present law it was intended that the trustees of Public and Separate Schools should each, from the teachers on their respective staffs, appoint a member of the Board of Examiners holding the rank of a first-class teacher, if such were available, that is, if they had a teacher with the required qualification in the service, but if they had no first-class teacher in their service, or if he were not available because of any disqualification, or from any cause, then the trustees would be at liberty to appoint a second class teacher of five years' experience, actually engaged in teaching.

2. If the trustees of the Public or Separate School find, however, that the first-class teachers on their own staff are not available they may appoint a second-class teacher from their own staff, or they may appoint a first or second-class teacher actually engaged in teaching, from the staff of any High, Public or Separate School within or without the High School district. When the rights of the Public School and Separate School teachers (male and female) in the service of each Board respectively are exhausted, the choice of the Board is then unlimited except as to certificate.

3. By the regulations of the Education Department in force for many years, it is provided that no examiner shall be allowed to preside over the examination of his own pupils. The wisdom of this regulation has been unanimously approved by the profession, but as no regulation was issued since the passage of the new Act specially disqualifying members of the new Board from reading the papers of their own pupils, trustees have assumed that their appointment would be valid, and in a few cases appointments at variance with the principle of the regulations have been made. To allow examiners to read the papers of their own pupils might possibly lead to jealousies and suspicions that would be injurious to all concerned, and therefore, without in the least reflecting upon the *bona fides* of any person eligible for such appointments, it has been decided that no person who has pupils writing at the Entrance Examination shall be appointed examiner where such pupils are writing, thus applying to the presiding examiner and the examiner who reads the papers the same regulation.

EDUCATIONAL DEPARTMENT,
TORONTO, June 12, 1891.

Primary Department.

METHODS IN ARITHMETIC.

(Continued from June 1st.)

ARNOLD ALCOTT.

OF course, previous to this, the teacher has shown that something added to a cipher just gives the thing itself, so that $10+9$ is not new. Let me give you two good devices for use, when you have taught a new combination. For example, $6+4=10$ is taught, then run up in tens, thus:

$$\begin{array}{r} 4 \\ 6 \\ \hline 10 \end{array} \quad \begin{array}{r} 4 \\ 16 \\ \hline 20 \end{array} \quad \begin{array}{r} 4 \\ 26 \\ \hline 30 \end{array} \quad \begin{array}{r} 4 \\ 36 \\ \hline 40 \end{array} \quad \begin{array}{r} 4 \\ 46 \\ \hline 50 \end{array} \text{ up to } 96.$$

It is a splendid drill and may be used in various ways.

(a) Have pupils repeat thus: six, four, ten; sixteen, four, twenty; twenty-six, four, thirty; and so on, emphasizing the inconstant numbers. Let class repeat a set three times before the next set is taken up.

(b) Teacher erases the constant figure, and class repeat as before.

(c) Teacher erases now the answers, and class repeat as before.

(d) Next, the remaining part is erased, and pupils repeat.

NOTE.—Of course, the pupils had all this work on their slates, and the repetition was from their slates, not from the blackboard.

DEVICE NO. 2.

The teacher prints in black crayon, or better still with printers' ink and pen on blank concert cards, the digits, about a dozen of each. She then uses these for reviews in arithmetic, and places some of them on the front ledge of her blackboard, and asks the pupils who can find out the combinations which make twelve, to raise hands. Then she calls someone to come forward and pick out the combinations. This is a splendid introduction to a review lesson and may be used very advantageously, also in number-building, in numeration, and in notation.

Occasionally have addition from the blackboard, as it stimulates the energies and offers variety.

Seventy seconds is generally the time allowed to a Junior Second Book class to add a question: five by eight, that is, forty addends. But, of course, many can reach a much faster rate.

There are two kinds of time-test questions. In the one, the time is limited; in the other, the work to be done is limited. Now, the query naturally arises, "Which is the better?" We answer that the best time-test question is that which limits the time, but not the amount of work. Thus, the scholar aims to get as much done as possible. From our pupils we often get most admirable suggestions for our help, not only in decoration and in discipline, but also in mental work. The following was obtained by a teacher from one of her pupils:—

Take a number, say 7, add to it the constant figure 3, thus: ten, thirteen, sixteen, nineteen. Time allowed, one minute. In this, plainly, the work is *unlimited*.

Above all, do not forget to use your

chart; for I suppose you have a chart for Arithmetic, as well as for Reading and other subjects. It is a good plan to draw on your chart some attractive picture, such as a house, and place in the gable ends the signs +, —, × & ÷; in the side, place the digits. Conduct an exercise thus: Point to a digit, then to a sign, then to another digit, and so on. This trains the eye.

And lastly, before I weary you, let me remind you not to neglect that *El Dorado* for the awakening of interest and vivacity in your class, viz., mental arithmetic, of which we should have some every day. Below, we shall give some sample questions for junior classes:

1. How many cents are there in one dollar?

2. How many pints are there in four quarts?

3. Mr. Brown takes the *Evening Telegram* for the week, and the *Saturday Night*, and also the *Saturday Ledger*; how much do his papers cost him weekly?

4. How much will it cost to mail six city letters?

5. How many postal cards can I buy for fifty cents?

6. How many legs have three chairs?

7. This is specially to train the ear:—Teacher reads very slowly a sentence, then she asks pupils to place on their slates the number indicating how many words she has read.

8. This is specially to train the eye:—Teacher writes on blackboard a word such as ecclesiastical, then, after a few seconds she erases it and asks children to tell how many letters were in it.

9. Mary had a new game given to her on her birthday: "Pigs in Clover." She had nine pigs in her game and she got all in but two, and then three ran out; how many were in the pen?

10. Sam's father gave him three ten-cent pieces; he spent fifteen cents on a slate, and ten cents for flowers for his sick sister; how much money had he left?

11. A quarter to spend. (a) We buy articles costing six cents and nine cents. What is the change? (b) Articles eight, nine; charge?

12. Of course, in number ten, we started with a ten-cent piece, then approached the twenty-five-cent piece, now, we deal with the fifty-cent piece. This is a very valuable exercise.

(To be Continued.)

CLOSING-DAY EXERCISES.

RHODA LEE.

THESE may be considered by some as scarcely worthy of a teacher's consideration. The idea has grown up of late in some schools that it is a senseless performance, and in no way worth the time and trouble expended upon it. I cannot agree with this. While we may admit certainly that in past time the declamations and speeches stammeringly delivered by bashful boys and timid little girls, may have savored of the ridiculous, we yet have it in our power to make the last day of the term an exceedingly interesting one to both pupils and parents. What mother is not pleased and rested by an afternoon in the school room, with the rows of bright, happy faces before her, from which she has no difficulty in selecting the brightest, cleverest boy in the class—her Johnny.

Among the more advanced classes the old custom of "closing exercises" may have lost caste, but it will ever be a source of unfeigned delight to the little people in the kindergarten and primary

classes to prepare for the long-looked-for day. The work of preparation need interfere but little with the regular programme of lessons; it may be in progress for some three or four weeks before the close of the term.

New songs may be taught and recitations learnt by the class as a whole or individually. Give the individual recitations to the best speakers and arrange concerted pieces for the others who are but moderately good. In selecting the songs make choice of those having graceful and pretty motions, the charm of the singing being infinitely increased if accompanied by suitable movements.

Choose short recitations, unless they can be divided up among two or three scholars. Some selections within reach are: "Who Stole the Bird's Nest?" "Three Little Kittens," "The Cats' Consultation," and "When I'm a Man." But there can be no difficulty about getting recitations. Children's magazines and papers contain any number of them, and every teacher knows what is best suited to her pupils and chooses accordingly. Calisthenics and marching with singing are effective, and particularly so if you have flags and banners for the march.

At an excellent closing to which I was fortunate enough to be invited, I saw a somewhat novel idea carried out and one which experience has proved to be exceedingly good. There was in the class to which I refer a thoroughly good and genuine spirit of co-operation at work, and this day showed to me some of its results. After the usual morning greetings and opening exercises the teacher without a word retired somewhat into the background. Immediately one of the boys—a lad not more than ten years of age—came forward, programme in hand, and took his seat on the platform. He began by reading a very brief address, prepared with the aid of the teacher. After the little speech was ended he called upon the performers one by one in turn, until with the ease befitting a chairman of long experience, he announced the end of the programme and rose with his fellow-pupils to sing "God Save the Queen." This custom had been followed at all the Friday afternoon entertainments during the session, and the teacher afterwards informed me that she had several other scholars who would have graced the platform equally as well as did the present chairman, but on a vote being taken he was appointed.

But we must not omit one of the most important exercises of the closing day—the exhibition of session work. As showing your appreciation of careful, neat, accurate work, place the best drawing and home exercise books upon a ledge or some other convenient place for the inspection of the parents. This will be a powerful incentive to good work during the term, and it will be considered a great disgrace to have a book rejected.

A number of teachers follow the good old custom of exhibiting specimens of writing. A simple little verse containing some genuinely good truth such as:

"Think truly, and thy thoughts
Shall the world's famine feed;
Speak truly and each word of thine
Shall be a fruitful seed."

Or "Little acts of kindness,
Like a summer flower,
Brighten many a weary face,
Soothe a lonely hour."

written neatly on good paper and adorned with a tasty bow of bright ribbon is very pleasing to both children and parents. (Of course I would advise only the use of lead pencils). I have in my mind at this moment some children now in a Second Book class, who regard as great treasures the three or four specimens they have written since they entered school, and examine them quite frequently to note with a little righteous pride the progress made.

Let me say in closing that this is in reality a plea for the old closing customs, and yet not the old but a better order of things. It will increase the interest of the parents, promote good feeling between teacher and scholars, and undoubtedly prove an all-round benefit.

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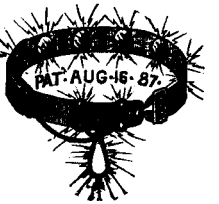
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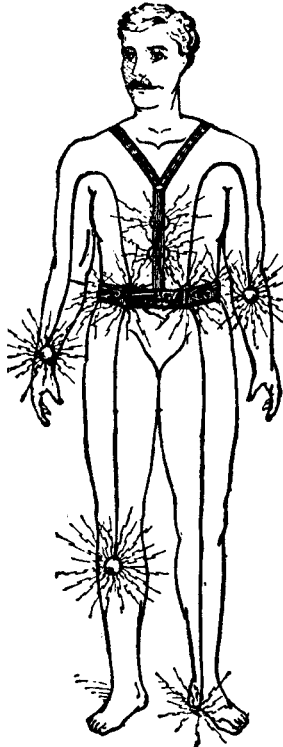
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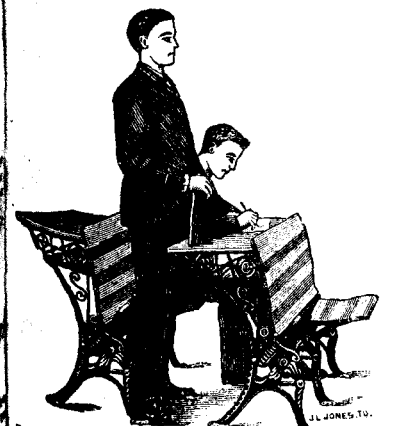
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The twenty-first annual meeting of The Ontario Mutual Life Assurance Company was held in the Town Hall, Waterloo, on Thursday, May 28, 1891. The attendance was both influential and representative, there having been (apart from the Company's agents, many of whom were present) prominent policy-holders from Berlin, Stratford, Toronto, Brockville, Belleville, Calgary and other distant places.

William Hendry, Manager, was present as usual and occupied a seat on the platform. The President, I. E. Bowman, Esq., M.P., having taken the chair, on motion, the Secretary of the Company, W. H. Riddell, Esq., acted as secretary of the meeting. The minutes of last meeting, on motion, were taken as read and confirmed. The President then read

THE DIRECTORS' REPORT.

Your Directors, in submitting their twenty-first annual statement for the year ending December 31, 1890, are again in a position to report to you with confidence that the business of the Company during the year was, in its essential features and general results, of a highly satisfactory character.

The amount of new insurance issued is \$2,348,150, under 1783 policies, on which the first year's premiums amounted to \$77,450.90. The total insurance in force at the close of the year was \$13,710,800. The total income for the year was \$489,848, consisting of \$400,920 from premiums and \$79,938 from interest on investments, showing an increase of \$26,728 on premiums and \$14,250 on interest over the receipts of the present year.

Our net and total assets are again largely increased, and our surplus over all liabilities is \$34,066, which will enable us to continue a liberal distribution to our policy-holders.

The death losses, considering the general high rate of mortality during the year, were exceptionally low, the actual losses for the year being \$65,522, or \$38,653 less than during the previous year, and less than the interest income for the year by nearly \$15,000.

Pamphlets containing the Financial Statement and Auditors' Report having been placed in the hands of those in attendance, the President moved the adoption of the various reports. He spoke of the favorable rate experienced in 1890, the low expense ratio, the keen competition our agents encountered from rival companies when seeking new business, the steps taken by the Board to extend the operations of the Company, the care taken to invest the Company's funds safely and judiciously and of other prominent features of the business during the past twenty-one years, proving that the growth of the Company has been healthy, the progress gratifying and the prospects for the future most encouraging. The agency staff was never better held its own against all comers.

Messrs. Robert Melvin, and Vice-President, Guelph, B.M., Britton, Q.C., director, Kingston, and others, in brief and effective speeches, seconded the adoption of the reports. They invited a full and searching criticism of the past year's business. A careful examination of the present standing of the Company will show that it has done and can do better for its members than any of its competitors. The actual results attained for individual policy holders prove conclusively that this Company has no peer in the insurance field and that its members get their insurance at the lowest possible cost, consistent with security.

The following gentlemen were elected directors for the next three years in the place of those whose term of office had expired, namely:—Messrs. C. M. Taylor, Waterloo; Robert Melvin, Guelph; Stuart Headerson, B.A., LL.B., B.C.L., Ottawa, and Robert Baird, Kincardine; Robert Melvin, Guelph; Stuart Messrs. Henry F. J. Jackson and J. M. Scully, having been re-elected Auditors, and the customary vote of thanks to the Board, the Officers and the Agents, having been rendered and responded to, the meeting was brought to a close. The Directors met subsequently and re-elected I. E. Bowman, President; C. M. Taylor, 1st Vice-President, and Robert Melvin, 2nd Vice-President of the Company for the ensuing year.

The general expense account shows a decrease in amount as well as a reduction in the ratio of expense to income as compared with that of 1889, which affords satisfactory evidence of care and economy in the management.

The funds of the Company, as will be seen by the financial statement contained in our pamphlet, are invested in municipal debentures, mortgages on real estate and loans on our policies, which are all safe and profitable securities. The increase in our interest income from year to year shows that the funds are carefully invested so as to yield a satisfactory return to the policy-holders.

Your Directors have, on the recommendation of the Manager, decided to change from annual to quinquennial division of surplus on future business.

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The Executive Committee made a careful examination of all the investments of the Company and found the mortgages, debentures and cash in the Bank to correspond with the respective Ledger accounts at the close of the year.

You will be called on to elect four Directors in the place of Robert Melvin, of Guelph; C. M. Taylor, of Waterloo; Robert Baird, of Kincardine, and James Hope, of Ottawa, whose term of office has expired, but all of whom are eligible for re-election.

The detailed Financial Statement, prepared and duly certified to by your Auditors, is submitted herewith for your consideration.

On behalf of the Board,

I. E. BROWN, President.

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FOR JUNE.

ANNUAL EXAMINATIONS, 1891.

June:

8. Examinations at Normal Schools begin.

26. Kindergarten Examinations begin.

July:

8. High School Entrance Examinations begin.

7. The High School Primary, Junior Leaving, and University pass Matriculation Examinations begin.

14. The High School Senior Leaving and University honor Matriculations begin.

The High Schools Act, as amended in so far as it relates to Entrance Examinations is as follows:-

38. (1) A uniform entrance examination for the admission of pupils to high schools shall be held annually in every high school district according to such regulations as may be prescribed by the Education Department. Examinations may be held at such other places in every county as shall be recommended by the county council of which notice shall be given to the inspector by the county clerk. Such places shall be affiliated for the purposes of the examination with a high school in the same inspectorial division. R.S.O. c. 226, s. 38.

(2) Every high school district shall be under one board of examiners. The trustees of the public and separate schools of the city, town or incorporated village in which a high school is situated shall on or before the 1st day of June each appoint an examiner, for the purpose of such examination. The inspector or inspectors of public schools of the inspectorial district within which the high school is situated and the principal of the high school shall be *ex-officio* members of such board.

(3) The persons qualified to be appointed examiners shall be persons holding certificates as first class teachers actually engaged in teaching, provided always that any person actually engaged in teaching who is the holder of a second-class provincial certificate and who has had five years' experience as a teacher may be appointed examiner, where a first-class teacher is not available within such high school district.

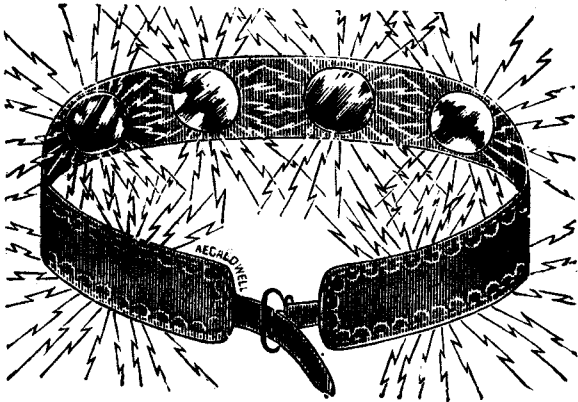
(4) The Board of Trustees and the Board of Examiners may agree upon the sum to be paid annually for the examination of such pupils, but in the absence of any agreement, examiners shall be allowed the sum of one dollar per pupil for conducting such examination and this allowance shall include the travelling expenses of the examiners, presiding at the examination reading and valuing the papers of candidates and reporting the results to the Education Department.

(5) The board of education, or the trustees of the high school district within which the examination is held shall on the requisition of the chairman of the board of examiners pay all the expenses of the examination at such high school, and such expenses shall be deemed to be part of the cost of maintenance of such high school. At affiliated schools the travelling and other expenses of the presiding examiner shall be paid by the county council.

(6) Any pupil passing the entrance examination may be admitted to a high school provisionally, but it shall be competent for the Minister of Education to consider the appeal of any candidate with regard to the reading and valuation of his papers or on the report of the high school inspectors, to confirm, or disallow the admission of any pupil, or to require of any pupil further tests of proficiency in any of the prescribed subjects of examination. R.S.O. c. 225, s. 41.

(7) County pupils whose examination has been confirmed by the Minister of Education shall have the right to attend any high school aided by the council of the county in which their parents or guardians reside. Resident pupils shall have the right to attend the high school of the district in which their parents or guardians reside. Non-resident pupils may attend any high school at the discretion of the trustees of such school.

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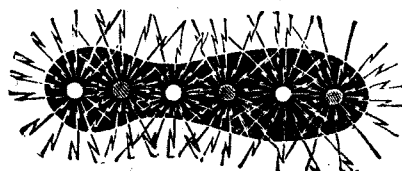
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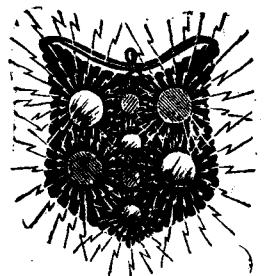
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