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# The Educational Journal.

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

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## The Educational Journal.

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

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## Editorial Notes.

FROM the returns brought down by the Minister of Education since the opening of the Session, it appears that out of about 7,800 Public school teachers in the Province not less than 6,900 are members of the Institutes. These annual or semi-annual meetings of members of the profession ought to have, and no doubt do have, a very beneficial influence in stimulating professional enthusiasm, awakening thought, and suggesting new and improved methods of teaching and government.

THE Ontario Government is publishing the "Toronto University Studies in Political Science," edited by Professor Ashley. We have not yet seen the volume, but the first essay of the series is, we understand, a paper on "The Ontario Township," by J. McEvoy, a member of the Political Economy class. Professor Ashley says: "These studies, like those carried on in the Universities of Germany, France and the United States, are made in the belief that the State can be studied in the same spirit that the biologist brings to the observation of animal organism, or the mathematician to the manipulation of numbers—that is, with absolute impartiality and truthfulness." This means, we presume, that the principles of the inductive philosophy are to be rigidly applied to the study of Canadian institutions and problems. Why not? The only scientific mode of studying Political Economy, or anything else, is first to carefully observe, and collect the *data*, and then to study, classify and generalize. We are glad to learn that Professor Ashley is taking hold of the subject in this spirit, instead of bringing cut and dried theories, and trying to fit the facts to them—the too common method.

OUR thanks are due to Professor Fletcher and Mr. Shannon, of Queen's University, for the explanations which they have kindly sent in reply to the editorial note in our last number. We are glad to receive the corrections with regard to the character of the mis-called Preparatory Department, and the date of its establishment. It is certainly to be regretted that students in the advanced years of a University course should be obliged to give a portion of time and energy to the study of the elementary facts and principles that should have been mastered in the preparatory course. We quite agree with our correspondents, that such preparatory classes are, to a certain extent, inevitable so long as students are admitted to University classes without Matriculation, and Senior or

advanced Matriculation is permitted. At the same time, the practice must react injuriously both on the Intermediate or High schools, and on the work of the Universities. It is, in the nature of things, impossible that the Sophomore or Junior can read his advanced Classics with full profit and enjoyment, while he is so imperfectly acquainted with the grammar and structure of the language as to need elementary drill; nor can he give time to the latter, save at the expense of the proper work of his year. The subject is a difficult one, and demands fuller consideration than can be given in a hasty note.

THE last number of the *Popular Science Monthly* has an article upon "Public Schools as Affecting Vice and Crime," by Benjamin Reece, which is worthy of serious thought. It is an attack upon the doctrine that the "instruction of our Public schools serves to ennoble the emotions and to moderate the passions, to regenerate the viciously-inclined and to correct and subdue the tendency to crime." The attack is sustained by a most formidable array of facts and figures. For example, it is shown that though educational facilities have been largely increased in the last forty years, the ratio of prisoners to the population has increased. In 1850 there was one prisoner in every 3,422 inhabitants, in 1860 one in 1,647, in 1870 one in 1,021 and in 1880 one in 837. Commenting upon the above and similar statistics, a thoughtful writer in the *Toronto Globe* shows their real significance as follows:

"At the first glance these statistics appear to indicate the startling fact that education is actually a source of crime. But a closer examination does not bear out this view. It is shown that saloons, wealth, education, crime and insanity appear to grow together. But there is no warrant for putting down education as the cause of all the rest. The fact is that the different elements act and re-act upon one another. Education is, no doubt, one of the causes of the accumulation of wealth. Wealth is one of the causes of a liberal provision for education; it may also have some part in the greater consumption of liquor and the greater number or saloons. The saloons must surely be charged with a large proportion of the insanity and crime. Mr. Reece says that where the extremes of poverty and wealth prevail, as in the Eastern States, there is found a maximum of moral and mental derangement, and that where wealth is more evenly distributed there is less insanity and crime. It would surely be more reasonable to lay the blame of the prevalency of insanity and crime upon luxury and poverty than to lay it upon education."

The real lesson to be learned is not less education but better education, more attention to the moulding of character and the training of the moral as well as the intellectual nature.

THE teacher of Geography will have need to supplement the text-book's chapter on Africa with the results of Stanley's last expedition. The great explorer will no doubt have much more to tell of the geography of the interior of Africa, when he has had time to arrange and publish his notes. Meanwhile, his letters shed a good deal of light upon the dark land.

"THE teacher is of chief importance in a school. He is more essential than the desk, the book, the cupola, or the façade, to the training and well-being of the pupil." So says some one in an exchange. The words sound very like a truism, yet they contain a truth often overlooked in these days, but a truth which should never be forgotten. Fine buildings, good furniture, costly apparatus, are all very desirable, and a great help to the teacher. But it cannot be too deeply impressed upon the minds of taxpayers, and trustees, and all who have to do with educational matters, that far more important than any or all these things is the living presence and energy of the true teacher. Better, infinitely better, for the boy or girl, is the influence and inspiration of a cultivated, clear-headed, noble-hearted man or woman in a log hut, than the petty routine of a mercenary hireling in the grandest educational palace.

THE day of free education—we fear we cannot say free unsectarian education—in England, seems about dawning. Mr. Goschen, Chancellor of the Exchequer, proposes to devote the larger portion of the surplus of £4,000,000, which he expects to have at his disposal, to making education in the elementary schools free. The proposal will meet with unconditional opposition from an influential Tory section, who regard the system as demoralizing and pauperizing in its tendency. The *Standard*, for instance, maintains that there is no difference in principle between providing the poor with gratuitous knowledge and with gratuitous bread, boots and blankets. If, as is understood, the larger part of the money is to be given to the church schools, without interference with their denominational character, the movement will probably be opposed by Nonconformists, on the ground that it is equivalent to an indirect denominational endowment. As Liberals, most of the Nonconformists would undoubtedly favor free tuition in the Board or Public Schools.

"KNOWLEDGE comes, but wisdom lingers." The Laureate's aphorism is as true of the race as of the individual. The whole history of prisons on the one hand and public schools on the other proves it. The day is near when all intelligent people will look back with amazement, not unmixed with horror, on the manner in which the most enlightened nations, even in the latter half of the nineteenth century, dealt with their street waifs and juvenile criminals. To suffer thousands of orphaned, or worse than orphaned, children in every great city to grow up in sinks of material and moral filth, in train-

ing for lives of vice and crime, is a folly surpassed in depth and culpability only by the infatuation which hands over the youth convicted of his first offence to be branded with the infamy of a jail-bird, and made the constant associate of the most confirmed criminals. Is it any wonder that the prisons are crowded with inmates and the streets dotted with detectives? Is it any wonder that people everywhere are crying out that free schools and universal (?) education are failures, so far as their promised results in annihilating crime are concerned?

WE reproduce as our special article in this number the admirable address given by Mr. R. K. Row, of Kingston, at the last annual meeting of the Ontario Teachers' Association, on "The Development of Character by Ordinary School Exercises." We wish every teacher, especially every young teacher, in the Province, would read it. Of vastly more importance than any formal and compulsory religious exercises or instruction that can be given in the schools is, to our thinking, "the development of character by ordinary school exercises." If the teacher of a given school is a man or woman worthy of the high office; if he or she has a proper conception of the vital truth that Mr. Row has so clearly grasped and presented, that character is being influenced and moulded every moment and by every school exercise and incident; if he or she realizes the tremendous responsibilities of the teacher that grow out of this fact, and works and rules daily and hourly under the influence of these responsibilities, that school will not lack moral and religious instruction of the most effective kind. And a special merit of this kind of instruction is that no one of any religious creed or of no religious creed can object to it.

HAPPY the teacher with whom perpetual cheerfulness is either a natural endowment or an established habit. Happy he or she who knows nothing of those blue days when everything goes wrong in the school room, "when your best pupils seem to be laughing at you, when everything they had ever learned seems totally forgotten, when a fiendish joy possesses the worst boys, in whose bad deeds, for some unaccountable reason, the whole school sympathizes." Those who wholly escape such experiences are, we believe, rare. But let those to whom the blue days are a real, haunting misery, consider whether the cause is not, in nine cases out of ten, in themselves, and very often in their own physical condition. It is well to determine to keep the mind "on top," to make the will master the mood, and to preserve a cheerful demeanor and a cheery voice, in spite of dyspepsia and everything else. It can be done, but the conflict will often be made unnecessary, or, at least, the victory be much more easily won, by a little more attention to diet and a good deal more of fresh air and exercise. The teacher, above almost all workers, needs to spend much of the resting time out of doors.

## Educational Thought.

EDUCATION means training for life. Lives, not lessons, are dealt with. Corollary, no system, which battens on books, is true.—*Thring*.

A GOOD education is that which gives to the body and to the soul all the beauty and all the perfection of which they are capable.—*Plato*.

It has seemed to me that the highest range of human talent is distinguished, not by the power of doing well any one particular thing, but by the power of doing well any thing which we resolutely determine to do.—*Francis Wayland*.

It is indeed the fact that human nature has been so adjusted that any system, however defective, will have its apparent success. Nay, the worse the system, the more brilliant may be its outcome in a few stars. But stars, remember, imply night.—*Thring*.

EVERY explanation, every particle of showing, every bit of the pupil's work that the teacher does—whenever, in brief, she does anything for him that he can do for himself, she has not only robbed him of an opportunity to discover, to think, or to do, but she is building up a habit that will result in making him that drone in the world's hive, and that unhappy nuisance in society—a helpless, dependent man or woman.—*Quincey Methods*.

It must be clear that weight of moral character is essential for high success in teaching. The teacher can exercise influence over the scholars only according to what is in himself. He cannot lift them higher than he is himself, or induce them to attempt to reach an eminence which he himself is not striving to attain. Far above every consideration, as a pledge of success in professional work, is the possession of high moral character.—*Calderwood*.

OUR children are side altars in the temples of our lives. Manhood's power of reasoning and calculation are sorry substitutes for their distinct sciences. He who plants a tree does well; he who fells it and saws it into planks does well; he who makes a bench of the planks does well; he who, sitting on a bench, teaches a child, does better than the rest. The first three have added to the common capital of humanity; the last has added something to humanity itself.—*Edmund About*.

THOUGHT can work miracles. Sawdust and the refuse of a soap factory have no explosive power, but thought has transformed these materials into the most powerful explosive known to modern science. There is great force in the remark made to a learner by an eminent artist, "Mix your work with brains!" This mixing process has done wonders, and it will work greater. It is the province of the teacher to do this "mixing." "Think! think for yourself!" is the command now—"Learn!" "Recite!" That day has passed. Let us rejoice and be glad that it has.—*Exchange*.

It was Plato who said in his "Republic" that we never reach our ideals, for as soon as we seem to gain one ideal we find others, which rise higher and higher, urging us on to them. What a pleasant thought! To climb what seems the highest mountain round about us, expecting to survey the country around when on its peak, when lo! its summit gained, other and loftier ranges present themselves to view. Coleridge puts the same thought in another way: "We strive to ascend, and ascend in our striving." Let each of us strive to ascend one peak this year.—*Southwestern Journal*.

THE greatest of all Teachers once said, in describing His own mission, "I am come that they might have life, and that they might have it more abundantly." And may we not without irreverence say that this is, in a humble and far off way, the aim of every true teacher in the world? He wants to help his pupil to live a fuller, a richer, a more interesting and a more useful life. He wants so to train the scholar that no one of his intellectual or moral resources shall be wasted,

That mind and soul according well,  
May make one music.

No meaner ideal than this ought to satisfy even the humblest who enters the teacher's profession.—*Fitch*.

## Special Papers.

## \*THE DEVELOPMENT OF CHARACTER BY ORDINARY SCHOOL EXERCISES.

BY R. K. ROW, KINGSTON.

COMENIUS has said: "The end of all education is the development of character." Many teachers take exception to this proposition, but see no objection to the more commonly stated one: "Education is the harmonious development of the whole man, physical, intellectual and moral." This latter expression of a great truth is taught in every book on the principles of education, in every training school for teachers, in every educational paper, at every teachers' meeting, until all teachers assent to it, and few believe it. For mark you, these two propositions are identical. Character is what a man is, character is the whole man; hence when you assent to the common definition, "Education is the development of the whole man," you virtually assent to that stated by Comenius, "The end of all education is the development of character." You assent to it, but do you believe it? I should like to feel that the members of this body, representing the foremost teachers in the Province, do believe (by live—live by) this great principle. I should like to feel that you keep constantly before your minds, day by day, that the end, the one great purpose, of all your work in school is the development of the character of your pupils. If you have that single purpose you ought to love one another very dearly; it ought to be a very strong bond of union; for you are probably about the only ones in Ontario. You ought to form a society for the dissemination of your doctrine. Listen: If you really have that conception of your work, you have the noblest calling entrusted to a human being. No minister of the Gospel has such opportunities for doing good as a teacher with this high, consecrated ideal of his work.

It has often occurred to me that with many teachers the end of all education is the passing of examinations. In our Public schools, the end, the one purpose kept constantly in view by teachers and diligent pupils, is the promotion examinations from grade to grade; in the fourth class the end is the High school entrance examination; in the High school the end is the examination for teachers' certificates or university matriculation; in the College, with some professors and not a few students, the end is graduation. Now, do not suppose I quarrel with examinations, they are necessary; but unless they can be made to measure power developed, they should not be the end of our work.

Character, the sum of all the elements and qualities that make up the man. How is it developed? Look at yonder tree; of what does it consist? One says, "Of roots, and stem, and leaves." Another says, "So many pounds of carbon, so many pounds of oxygen, so many of hydrogen, so many of nitrogen," etc., etc. But yet another who has looked deeper, says, "That tree, as it now stands, is the resultant of every particle of soil taken up by its roots, of every drop of rain and dew that has ever fallen upon it, of every particle of air taken in by its lungs, of every ray of light and heat that has come in contact with it; nay, more, the strength of its fibre partakes of the strength of every breeze that has ever blown upon it." That is the tree as we now see it. Nothing has ever been lost. Just so with a man. He is not only the resultant of every particle of food and drink taken into the body under right conditions, of every breath of air, warm and light, or dark and cold, but there is in him now the resultant of every action performed, nay, more than that, of every thought conceived by his mind. Nothing has ever been lost in the formation of that character. Listen: Heaven has no recording angel, has no need of one. Man writes the record of his life in minutest detail upon his character, his soul, and that is always an open book to the all-seeing eye of the Father.

Granting that children are born with inherent tendencies, and that when they come to school these tendencies, good or bad, are much strengthened, you will all, I think, acknowledge the value of training in the formation of character. In many old orchards in Western Ontario all the trees incline toward the east, because they have been subject to a prevailing

west wind. Farmers and fruit growers now plant trees leaning toward the west so that the continual influence of the wind may only make them erect. So with young character, if there seems a natural inclination to evil, it requires a prevailing wind of good training to correct it. But some teachers say we have not time for moral training; we must leave that to the home, the Church and the Sabbath school. Listen: You can't help it if you try. Character of some kind is being formed every moment whether you will or not. Every action (not automatic) is preceded by a thought. Thoughts lead to actions, actions repeated become habits, and the sum of all our habits is our character. There are just two ways for a teacher to get away from the responsibility of developing the character of his pupils—make them lunatics or kill them. Every moment that a human being lives and thinks, his character is growing.

The question for the teacher to decide is, what are the elements of a good character and how can these be developed? It would take much space to name all, but we shall probably agree that obedience, kindness, love of truth and honesty, industry and temperance, are among the essential elements of a good character. I shall not pretend to treat the training of these in any order of importance, because on that point there is much room for differences of opinion.

Obedience—what a beautiful characteristic is this. Flowers, those voiceless angels grown to earth, are not half so sweet to me as dutiful children. And yet the principle of the development of this quality is as simple as possible. Children learn to obey by obeying, and to disobey by disobeying. There is no exception to this law. The teacher who values this quality in character will always (not sometimes, when in an exacting mood), will always insist upon obedience. Certainly it requires tact and judgment to insure willing, cheerful obedience, but repeated day by day obedience becomes easy, and finally becomes a fixed habit of the character. Then the spirit that has bent to the will of the teacher and the parent, will, with increased knowledge, bend to the will of the great Teacher and the Father in Heaven.

Many parents, and not a few teachers, think that some children cannot be made dutiful and obedient unless the will is broken. Error of errors! Did you ever see a creature with a broken will? I have, and I know of no more pitiful sight. It is a broken bow which the archer has cast away. Two or three years ago the steamer Alexandria, coming up the St. Lawrence, broke her main shaft. As I saw her towed up by a little tug, I thought, there is a creature with a broken will. Utterly powerless; completely at the mercy of a little, wilful thing one-tenth her size. Yes, I know a young lady with a broken will. Her mother, by adoption, bent it double round her own every day for years until it had lost nearly all its power to resist. Finally an enforced, hateful marriage completely broke the frail thing. Now I can scarcely think of her without a sigh. She is to me the very goddess of despair. A broken will, some say a broken heart, I shall not attempt to make the distinction.

The will—why it is the mainspring in a watch, it is the motive power, the *go* in a man. It is the source of all industry, application, push, pluck, perseverance. It is the only power by which we ever accomplish anything. You cannot have too strong a will. When a man's will, or a woman's will not, seems too strong it really is not so. The trouble is, some other faculty or quality is not strong enough. Perhaps it is sympathy or judgment. The remedy is not to weaken the stronger, but to strengthen the weaker.

Obedience and will power are essential to industry. This I regard as a very important stone, a corner stone in a good character. It has seemed to me that probably nine-tenths of the poverty and degradation and crime in civilized nations can be directly traced to habits of idleness, to laziness. And yet industry is essentially a habit. Did you ever know a little child that was lazy? Among the hundreds I have known quite intimately I cannot recall one lazy one. Where, then, do all the lazy men and women come from? I'll tell you and you need not make a secret of it. They are made lazy by a process of education. They are trained to be lazy and some one is responsible. Some one has trained the members of that group of young men loafing at the street corner, smoking, chewing,

swearing, plotting mischief, somebody trained them for just that kind of business.

Some one trained that young man for his career as a burglar. Some one is responsible that that man has no higher sense of the responsibility of life, no higher aim than to sell whiskey or tobacco. Some one trained that girl so that she prefers the most sensational novel to the most interesting chapters of history; or this young lady so that she can make most delicious taffies and creams, but could not broil a steak or bake a loaf to save her life. Some one is responsible that yonder idle woman has a nature so depraved that she prefers to fondle a miserable, brainless pug to a sweet infant smiling with its recollection of Heaven. Training! Training! What marvellous possibilities of human development can be worked out through training!

Oh, fellow teachers! did you ever stop to think, as your pupils sit before you idle, or at distasteful tasks that make them hate work, did you ever stop to think what kind of characters you are building?

Little children love to do, they enjoy exercising their faculties and we have but to direct them in suitable kinds of employment to strengthen that love, and to develop with it the love of accomplishment. Make it an absolute rule to allow no time for idleness. Better a half-hour of active, interesting work, and a half-hour in the play ground, than a whole hour spent over a half-hour's work. Better singing, marching, picture-making, any kind of interesting exercise, better beyond all comparison than idleness.

Again, if the work is distasteful to a child not already spoiled, there is something wrong with the kind of work, or the way it is presented. Generally a child likes to do what is suitable to its age and stage of advancement. All along the line of our school work we have been having too much verbal memorizing and guessing, and not enough *seeing* and *doing*. Little innocent children have been crammed with large doses of partially comprehended facts, until, in the course of nature, reason and judgment began to assert themselves, then the mental stomach refused the "Prepared Food for Infants." We fold our hands and wonder why children take a dislike to school and study.

With the child's love of activity there is a very strong love of change which we must restrain, and in its place develop the love of accomplishment. Thoroughness is not natural to childhood, but the germs generally exist. They need the warm sunshine of encouragement to develop them. You remember the pleasure you used to feel in a finished piece of work. You know the great satisfaction you now enjoy in an accomplished purpose. Until this becomes a habit it often requires a special effort of the will. With children the will of the parent or teacher must for a long time come in as an aid to that of the child. We must encourage, in every possible way, the finishing of that which is begun. We must accept no incomplete work. After a time thoroughness will become a fixed habit of the character, and will need little further attention.

Now, a love of accomplishment leads to the exercise of perseverance in the face of difficulty, that habit of stick-at-it-iveness so essential to success. I know a class of boys who selected for their motto, "We'll find a way or make it." The teacher arranged it on a large card and hung it before them. I cannot tell, perhaps I have no idea myself, how much some boys were helped by that simple device. Something more than a mere motto is needed, though. Boys and girls must be led to face difficulties and to overcome them. They must be backed up with all needed encouragement, but never, never, NEVER, lifted over them. It makes me sick to hear a class of children ten, twelve, or fourteen years of age say, "We can't do that, teacher never showed us that." My heart leaps with joy when one out of such a helpless crowd says, "Let us try it."

Akin to the habit of thoroughness is the habit of neatness. The motto of the graduating class of the Oswego Normal School this year was, "Not how much, but how well." While this covers all the ground, you see how beautifully it applies to all manual work. The teacher should accept no careless work. Commend every effort that shows care and painstaking. Above all lead your pupils to do their very best at all times. A boy will seldom say he has done his best when he has not, and if you really expect it you can get it. Watch

(Continued on page 302.)

\*Report of an address delivered before the Ontario Teachers' Association, at its last annual meeting at Niagara-on-the-Lake.

## Elocutionary Department.

## HOW TO READ POETRY.

BY R. LEWIS.

THE vocal reading of poetry is the worst reading we hear. It is utterly expressionless. It is worse. However excellent the composition may be, the thoughts, the passion, the most splendid conceptions of the highest genius, clothed in language of surpassing force and beauty, all are marred, disfigured, wearisome to hear, often unintelligible to the hearer, however high the culture of the reader, when read in the usual style, and if universal experience be our standard for judgment, we may safely pronounce the reading of poetry to be, as generally heard, an art obsolete. Rhythmical accentuation is its only consistent feature. That feature marks and distinguishes the reading of poetry, whether sacred or secular. Have we no better title to distinguish the latter from the former? We have poetry classed under the latter title so divine in its conceptions and emotions that no hymns of the churches can surpass it in religious fervor and sublimity. But whatever the nature or character of the poetry there is no difference or distinction in the vocal reading. It is all alike—bad. In one respect it claims distinction: the methods of reading never vary. In that respect there is perfect regularity, unbroken harmony, in the manner of reading. The reader is guided by an unerring rule. He never neglects to sustain with all its wretched monotony the metrical accentuation. Prosodial rules of accentuation only are observed, to the utter destruction of all expression. The difficulty is the greater because the reader is unconscious of the defect. He is the slave of the poetical forms, which in their place, in their musical regularity of rhythm, and of rhyme when it is used, give the charms of verbal harmony to the composition. An attempt is sometimes made in books for elocutionary training to prevent this sing-song mode of reading poetry by printing it in prose arrangement, as if it were the *appearance* of the poetry which caused the bad reading, a pitiful attempt to deceive the reader. And it deservedly fails, because the regularity of the metrical forms is too strong, when the reader is not guided by the higher law, the thought and emotions of a passage, not its verbal expression, to give the expression free from the emphasized accentuation. How is this defect in reading poetry to be corrected and prevented? There is no space in these brief articles to give full details of a general method of reading poetry with due expression, and of sustaining the metrical forms without making them so prominent as to destroy or weaken the expression; but the following suggestions are submitted for the guidance of the student:

1. Master the thought of the poem and express it in prose; paraphrase it, transposing the words and changing the forms so as to make it impossible to allow the regular recurrence of metrical forms. This should be the introduction to the reading of every poem when a class is to be instructed.

2. When relational words, prepositions, etc., are to receive accent, pause before the relational word; poise with longer time on the word preceding it, especially if an expressive word, and combine the relational word, rejecting metrical accent, with the word or words that follow, or with which it is grammatically related, as prepositions or conjunctions with succeeding adjectives and nouns, etc., and combine the words closely related and mutually dependent as one group, forming what Bell calls an oratorical word.\* The governing words are generally the noun and the verb; but adjectives, even prepositions may require the chief or primary force when emphasized. Hence monosyllabic words if not metrically accented, if important, must be accented for emphasis, and the quantity prolonged to compensate for the apparently violated rhythm. The following stanza is arranged as suggested; the grouped words are joined by hyphens; the emphasized words are in italics, and a dash separates the groups or indicates the pauses, and a double dash a poise without a pause:

The-bóy | stood | on-the *burning-déck*,  
Whence | *all* | but-hé | had-*fléd*;  
The-*fláme* | that-lit-the-battle's-*wréck*,  
*Shone* | round-him | o'er-the-déad.

Yet | *beautiful* | and-*bright* | he stóod,  
As-born | to-*rúle* || the-stórm;  
A-creature of-*heroic-blood*,  
A-*próud* | though-child-like-form!

3. Give the same modulations and inflections to every word in poetry as in prose. Especially be vigilant to prevent turning up the voice on the last word of the last line of the stanza. This is a common defect in reading hymns. Generally the last line but one of a stanza should be commenced lower than the preceding line, the last word of that line take a rising inflection, and the last word of the last line a falling inflection, but it should not fall in pitch excepting in the last stanza.

The poem of "The Baby," second Reader, is selected as an exercise to illustrate the limits and suggestions given in this article, with all the marks necessary for the guidance of the teacher in the reading, with this exception and condition: that the best guidance will be that given by the reader, realizing to herself the exceeding beauty of the figurative references, and being in full sympathy with their fitness and their truthfulness. The questions in each stanza are simple and literal, but the answers will demand thought and skill to make them intelligible to the pupils. These answers may probably be above the comprehension of young children, but they are suggestive of thought and imagination in the direction of the unseen, the spiritual and the infinite, which cannot fail to cultivate the conceptive and imaginative faculties of childhood. It is an unwise and narrow estimate of those faculties to suit the lessons of the young to the limits of their understanding. They delight to range through the realms of dream land; and these tendencies of child-nature, if wisely directed and strengthened, will prove the best auxiliaries for the poetic culture which refines, and the religious instincts which purify and exalt the mind, as they advance to adult life.

It is recommended that the teacher should first read the poem in the spirit suggested, to the class as a whole. A truthful reading, full of appropriate expression, would be the best introduction to the beautiful allusions in this poem. After the reading by the teacher, each stanza would require explanations and interrogations explanatory of the figurative expressions as far as they could be explained without weakening their spiritual allusions by mere material interpretations; for to materialize what the poet designed to be in the highest sense spiritual, would rob the poem of its choicest characteristics and its purpose.

V. 1, l. 1, read with tender expression; l. 2, expression of wonder and reverence on "everywhere." The word may suggest the material universe; but its best interpretation lies, in its reference to the spiritual, the attributes of wisdom and justice and love of the universal Father, and in whose image Man was made. The student may learn the full force of the expression and its interpretation by reading Wordsworth's splendid poem on "Intimations of Immortality":

"Not | in-entire-*forgetfulness*,  
And not | in utter-*nakedness*,  
But, trailing-clouds-of-*glóry*, do we *cóme*,  
From-*Góð*, who-is our *hóme*."

V. 2, l. 1, em. "eyes" with poise and pause. Read l. 2, thus, "Out of the *skies*." V. 3, l. 1, pause after "where," and combine the remainder without accent to "tear," which em. tremulously; l. 2, read with tremor, expressive of sympathy with human suffering—"Man was born to mourn." V. 5, l. 1, combine without accent to "cheek," which em., but tenderly, and read the simile with warmth; em. "wárm, white, *róse*"; l. 2, read with emotions of wonder and admiration; em. "bettér"; read without accent to "knóws," which emphasize. The thought is prophetic, both in its application to human life and the future possibilities of the Baby. V. 7, l. 1, combine without accent to "éar," which emphasize softly but warmly; l. 2, em. "Góð spóke," solemnly, as if conscious of power exercised with love, combine the remainder to "hear," which em. with swell of voice. V. 8, l. 1, combine to "get," and em. "árms," "hánds," l. 2, em. Love with poise; pause at "itself," and em. "hóoks, bánds." V. 9, l. 1, read the line with admiring warmth; em. "Feét" and "yóu"; strengthen the emoth on "darling things"; l. 2, combine to "box"; combine the remainder, and em. "cherub's," and "wings," but lighter. V. 10, l. 1, read slowly,

combining to "cóme," poising on "come"; pause at "be" and "just," and em. "yóu"; l. 2, combine to "mè," and em. "thought" and "me." V. 11, l. 1, em. "yóu" strongly; finish slowly and em. "hère." The term "combine" indicates that the combined words are to be read as one oratorical word with poise on the em. word, which is the only one that should take the metrical accent. The syllable "em." means either emphasis or emphasize as the case requires. The reader is reminded that the words selected for expression are open to criticism and alteration. If they lead to investigation and the reader differs from the writer he is satisfied. All he can say is, use your best judgment, read accordingly, but avoid the sing-song regularity of metre.

## ANSWER TO CORRESPONDENCE.

W. J.—Exercises, Sect. I. are preparatory, indicating the mode of nasal breathing. Sect. II. gives three steps for rhythmical breathing each increasing in force. In the standing position the exercises are preparatory and the action of gently grasping the waist aids the pupil in the first efforts. In the succeeding exercises, especially those of Sect. II., the arms may hang down and the attention be given chiefly to the *regularity* of rhythmical breathing. The writer acknowledges apparent obscurity in these instructions, due to his anxiety to give much in little. R. L.

## Question Drawer.

PLEASE answer through the JOURNAL whether a school board in a village or trustees in a rural section can *compel* children who have passed the "Entrance" to attend the High school if they do not wish to go, and do not ask for any High school studies but are willing to go over the "Entrance" work again?—B. C. H. B.

[Of course, no child can be compelled to attend the High school. The question involved is, we presume, whether the trustees have power to prevent a pupil who has passed the "Entrance" from returning to the Public school to take up again Entrance subjects. The practice of the Department is, we are informed, to regard the matter in ordinary cases as one of purely local concern, and to leave it to be settled by Inspector and trustees.]

1. Is the term at the Normal School likely to be lengthened to one year?
2. If so, when will this change be made?
3. When should application be made for admission to the Normal School?—A SUBSCRIBER.

[[1 and 2) No; there is no present probability of its being lengthened. (3) No application is received earlier than four months before the commencement of the term.]

1. Is Peterborough, in Peterborough county, a city?
2. Will a paper be set on Agriculture at the Entrance Examination in July? Is the "Public School Agriculture" published yet?

[[1) No. (2) A paper will be set if the book can be got ready in time. In that event due notice will no doubt be given.]

WHAT rapids are referred to in the lesson in Third Reader on "The Rapids"? Also kindly give any information about the author, "Charles Sangster."—A. C. N.

[The Rapids of the St. Lawrence. Charles Sangster was born in Kingston, Ont., in 1822. At an early age served as clerk in the Ordnance Department. Afterwards followed the profession of journalism for some time, but in 1867 re-entered Civil Service at Ottawa. He has published two small poetical works, entitled respectively, *The St. Lawrence and the Saguenay*, and *Hesperus and other Poems*. Some of his poems are of considerable merit. They deal largely with the beauties of Canadian scenery.]

WHAT period of time is allowed for a teacher in case of sickness?—J. G.

[Regulation 157 provides that "in case of sickness, certified by a medical man, every teacher shall be entitled to his salary during such sickness,

\* Bell's Elocutionary Manual. Subject: "Grammatical Grouping of Words."

for a period not exceeding four weeks for the entire year; which period may be increased at the pleasure of the trustees."]

1. NAME the Maritime Provinces of Canada.  
2. What is meant by "Hesperus" in the sonnet by Blanco White, page 302, IV. Reader?—A TEACHER.

[(1) Nova Scotia, New Brunswick, P. E. Island, on the Atlantic, and British Columbia on the Pacific. Strictly speaking Quebec is a maritime province, as it borders on the Gulf of St. Lawrence. The three Provinces first named are those generally referred to as "The Maritime Provinces." (2) The evening star. The name is from a Greek word meaning *western*.]

PLEASE inform me to whom I should apply to get a curriculum of courses of study prescribed for the Law Examination.

[The Secretary of the Law Society, Toronto, or the Registrar of Toronto University, will, no doubt, give you the desired information.]

WILL you kindly publish in the next issue of your JOURNAL directions for a critical reading of both prose and poetic extracts prescribed for examination for Second Class Certificates for July, and oblige.—J.K.

[The following prescription of the subject is still binding at both the Departmental and University Examinations, i.e. at all the examinations—University and Third, Second and First Class :

ENGLISH COMPOSITION AND PROSE LITERATURE.

For Pass, Second Class and Honors, and First Class: the framing of sentences and paragraphs; paraphrasing of prose; expansion and contraction of prose passages; synonyms; correction of errors; the elements and qualities of style; themes based upon the prose literature prescribed; the critical study of the prose literature prescribed, involving the study of the merits and defects of the author's language, sentences and paragraphs. On this subject no special paper will be submitted for Honors, but in the Pass paper there will be for Honors a few questions of a more difficult character than some of those set for Pass.

#### POETICAL LITERATURE.

The object of the papers for both Pass and Honors will be to determine whether the candidate understands and appreciates the author's meaning. This involves the careful study of the form in which the author expresses himself. Paraphrasing, derivation, synonyms, proper names and historical points, figurative language, sentence and paragraph structure and metrical form, will all be considered solely from this point of view. The biography of the writers, and the history of the periods in which they lived, will be dealt with in this connection only in so far as they may have affected the meaning or the form of the texts prescribed. The candidate will also be expected to have memorized the finest passages.]

1. IN September's JOURNAL, page 124, notice is given that for Form I. the study of cryptograms is omitted and Euclid, Book I., propositions 1-26, with deductions, prescribed. Is this correct? Is not the study of Form I., that taken up for Third Class non-Professional Examinations?

2. What is the limit of work in Geography and Grammar for Junior Fourth, Senior Third and Junior Third Classes in Public schools?—B.M.

[The cryptograms are not now in the course for Form I. or for Third Class Certificates. All pupils in Form I. of the High schools or Form V. of the Public schools must take up Euclid, Bk. I. 1-26, but there will be no examination in Euclid at the Primary or Third Class non-Professional Examination. Limit of study for Public schools, in all subjects, are given on pp. 11-17 of Public School Circular (Circular No. 1) which can be had on application to the Education Department.]

UNDER the new regulations (1889) for Third Class Certificates

1st. Will there be a paper set in Book-keeping, in Drawing, in Precise Writing and Indexing? If not, how will the last-mentioned be tested?

2nd. Must the Book-keeping blanks contain some exercises on single entry?

3rd. What are the dates of the Third and Second Class non-Professional Examination, the First Class non-Professional Examinations and the Normal School Examination?—A. B.

[No special paper will be set in Drawing, Book-keeping or Precise Writing and Indexing. Regulations 53 and 118 deal with the Book-keeping, etc. Candidates who are not pupils at a High school, will, themselves, as required by Regulation 118, send in their sets of Book-keeping and Drawing-Books to the Public School Inspector whom they notify of their intention to be examined under Regulation 143. The books must be accompanied by a declaration from the candidate that they contain the candidate's own work only, and that he has completed the Commercial and Drawing Courses prescribed for Form I. in High schools. If sets in double entry are submitted, single entry will be unnecessary. The candidate is safer in submitting double entry. The Third, Second and Pass University Examinations begin July 8th; the First Class on July 15th or 16th, exact date not yet fixed.]

### Correspondence.

#### QUEEN'S COLLEGE PREPARATORY DEPARTMENT.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—I am instructed by the University Council of Queen's College to inform you that the statement that Queen's has recently established a preparatory department in Classics is inaccurate. The statement—no matter by whom made—is wholly foundationless. It is true that first year University work prepares for Senior Matriculation. It is also true that Queen's—like every other University in Canada—has not only matriculated, but unmatriculated students. These, in every subject, are permitted, on paying fees, to enter the classes and get what benefit they can. It is also true that, as in all other Universities, there are tutors in Classics and in other subjects. On account of the present miserable percentage, men make a pass who are deficient, especially in Latin and Greek Grammar and Composition. These men are thoroughly drilled in Queen's, but not as a preparation for the Junior or First Year class. The drill is part of the work of that class, is attended by members of the class, and is obligatory on all but a few of the best men. This drill class would be held, even though none but matriculants were admitted to the University, and it will be necessary to continue it till the percentage required at Junior Matriculation is raised—as Queen's has been advocating it should be raised—to at least fifty per cent. instead of twenty-five. In a word, then, though there are preparatory classical departments in the colleges affiliated with Toronto University, there is no such department connected with Queen's.

Yours, etc.

R. W. SHANNON,  
Registrar.

Queen's College, Kingston,  
A.D. February 7, 1890.

To the Editor of the EDUCATIONAL JOURNAL :

SIR,—In referring in your issue of February 1st to the late report of the trustees of the Kingston Collegiate Institute, you say that you are surprised to learn from the report that "the authorities of Queen's University have established a preparatory department in Classics," by which phrase you evidently understand a department to prepare for Pass Matriculation. Will you allow me briefly to state the facts?

Eight years ago, certain students of Queen's, who were reading Pass Classics, established, of their own motion, a class for the study of Elementary Greek and Latin Composition and Grammar. It was attended by students of all the years, and became stereotyped as a University institution, under the classical title of "The Grind." The instructor was an honor student in Classics, and he was paid by the students themselves. Last year the authorities appointed two undergraduates to conduct the class, and made some small addition to the remuneration they received from fees. This year Mr. G. W. Mitchell, B.A., a graduate of Queen's, was appointed as instructor, and he has

conducted the class with distinguished success. You will see, therefore, that it is at least incorrect to describe the class as an "innovation." Nor is it a "preparatory" department in the sense in which you understand the word. That is to say, it does not prepare students to pass the Entrance Examination. This year it has served simply as an additional hour a day in Greek and Latin for the majority of the students of the first year. No doubt there are always some in the class who have not matriculated; but these are working to pass, not the Junior but the Senior Matriculation, which is, as you know, identical with the work of the first year. And this is the real grievance, if grievance there is. At all events, it is inevitable while there is a Senior Matriculation, and while the Universities allow non-matriculated students to attend at all. But for the great majority of those who attend the class it is simply what I have said: an extra hour's drill a day in the work of the first year. When it is no longer required, the time and energy of the classical tutors will be set free for more advanced work, a consummation of which there is not much prospect, until the standard of Pass Entrance is raised and more time devoted by the Pass Matriculant to Matriculation work.

After this explanation, I think that you will reconsider your remarks of Feb. 1st, and that Mr. Fenwick will also reconsider his opinion that the department is intended as a "net to scoop in all the little fish." A College that has just celebrated its semi-centennial, and that has an attendance of nearly two hundred and fifty Arts' students, with a teaching staff of twenty-five professors and lecturers, has no need to create a factitious *raison d'être*.

Yours, etc.,

J. FLETCHER.

Kingston, Feb. 8, 1890.

### Hints and Helps.

#### A DEVICE IN DISCIPLINE.

THE writer recently spent a little time with H. G. Woody, principal of the Kokomo (Ind.) High school. His school-room was crowded, there being five more pupils in attendance than there were seats in the room. Yet the order was perfect. Not a whisper—not a note passed—no side glances—simply an earnest attention to business. There were frequent consultations of dictionaries, encyclopedias, and other reference books, but no communication. Each pupil seemed interested in his own work, and attended strictly to his own business. It was simply a model school.

In this school each pupil keeps his own record of both conduct and study, in a little blank book prepared for the purpose, and makes daily entries. This is not the "self-reporting system," because the pupil's standing is not made up from this record. The pupil does not report to anybody; he simply keeps the record for himself. The principal frequently looks at these little books to see how they are kept, but never criticises the marking. The pupil is not required to show his books to his parents, and yet he is encouraged to keep a report that he will not be ashamed to show. The pupil is given to understand that the record is for his own benefit exclusively, and that it is for his own inspection exclusively, unless he chooses to let others see it.

It seems to the writer that the above named device is an excellent one, for two very manifest reasons:

1. It compels the student to constantly compare his own performances, in both conduct and work, with his own ideal standard of excellence, and this is worth a great deal to any one, whether in school or out of school.

2. It places no inducement before the pupil to make a false report, and this gives it its immense advantage over the "self-reporting system."

Let no teacher flatter himself that this device or any other, however good, will run itself.—*Indiana School Journal*.

FOR every evil under the sun  
There's a remedy, or there's none;  
If there is one, try and find it,  
If there isn't, never mind it. —*Lawater*.

## English Department.

## ENTRANCE LITERATURE.

## LESSON LXX.—A CHRISTMAS CAROL.

PAGE 207. Scrooge's transports were caused by his escape from the horrible visions which had been tormenting him, as he had been going about under the guidance of three phantoms - the ghosts of the Past, the Present and the Future. He had awakened on Christmas morning to find that the future was still in his power, and that it was not yet too late to prevent the prophecy from becoming a dread reality.

*Transports*, (from *trans*, a noun, and *porto*, I carry) —Used figuratively to denote such an excess of joy or grief, as carries one, so to speak, out of himself, or beyond his ordinary state of feeling. Compare, in point of derivation, ecstasy, rapture.

*Lustiest*.—Lusty refers primarily to the physical nature, meaning stout, able of body. The transfer of meaning to the sound of bells, is easy.

*He had even heard*.—Of course the peals were no louder than on any previous Christmas. Scrooge's state of mind made all the difference. The pupils might be asked to give as illustrations cases in which the keenness of perceptions is affected by the mood of the moment.

*Clash, clang, etc.*—The pupils should be practised in reading this imitation of the sound of the bells until they catch clearly the effect of the choice and order of the words. What is the rhetorical term used to denote this imitation of sounds in words?

*No fog, no mist, etc.*—Note the brief, abrupt expressions, and the absence of connecting words. The mind, in a state of high emotion, does not stay to frame its sentences, or put in any words not absolutely needed. Get the pupils to think and explain the philosophy of this fact, and to see how skilful and true to nature is Dickens' illustration here given. This would be an excellent passage for the children to expand, by writing a full description of the day, bringing out the force of each of the epithets employed.

*What's to-day?*—Let the pupil supply the ellipsis. Why does Scrooge ask? Has he any doubts in regard to it? (A passage in the original story, which is omitted in the extract, shows that Scrooge had been through so much since the previous evening that he feared the day must have passed, and was delighted to find that this was not so, the spirits having done it all in one night.)

*Loitered in*.—Scrooge's chamber was in a pile of buildings away up a yard far off the street.

*"I should hope I did."*—Have the pupils read this with the boy's emphasis, and explain what is implied in it. The poulterer's was evidently a place of interest and wonderment.

*"An intelligent boy,"* etc.—Note how Scrooge is in a mood to be delighted with everybody and everything.

*"As big as me."*—Have the pupils parse *me*, and apply the common rule of syntax. Note also the almost universal tendency to use this form, and other arguments in its favor.

298. *"What a delightful boy."*—Scrooge was experiencing a new sensation, in the discovery that cheerful, kindly speech would elicit cheerful, kindly response. He had hitherto shunned and despised all the little courtesies which do so much to make life pleasant.

*"I'll give you a shilling . . . a half-crown."*—How the spirit of generosity grows upon him as he yields to its impulses.

*"I'll send it, etc."*—The pupil should, if possible, have read the whole story; otherwise, the teacher should tell so much of it as to make clear who Bob Cratchit and Tiny Tim were, and Scrooge's connection with them.

*"It was a turkey!"*—The paragraph commencing thus is an excellent one for class purposes. Let the pupils contrast the Scrooge it presents with the Scrooge of whom no beggar ever asked a coin, or boy the time of day, and at whose approach even the blind men's dogs would tug their owners into doorways and up courts. Notice the effect produced by the succession of short sentences, and

repetition of the conjunction in the sentence beginning, "He went to church." The passage is in Dickens' most effective style, and when the pupil fully enters into the spirit of it he can scarcely fail to read it with expression and animation.

209. Why did Scrooge find it so hard to muster courage to knock at his nephew's door? Let the children give their opinions.

*"Nice girl, very."*—Scrooge, for the first time in his life, was enjoying the luxury of feeling kindly towards others, and interesting himself in their welfare. As the result he looked at them with new eyes, and saw good qualities of which he had never dreamed before.

*"Sided his face in."*—Notice how true to the life this and other bits of description are.

*"His niece looked just the same."*—The same as what? They all were accustomed to the geniality and hearty good-will of Christmas-time. To Scrooge it was a revelation, new and almost incredible. We are apt to credit others with the same feelings for us which we cherish for them.

210. *Jiffy*.—This colloquial word is a corruption of "gliff," a word used in the North of England to denote a glimpse or glance. Scrooge's reception of Bob Cratchit shows how his new-born benevolence had all at once made him humorous and facetious.

211. *"Some people laughed."*—People are slow to believe in the genuineness of sudden transformations of character.

*"Malady."* What malady? What would be a less attractive form?

Pronounce *trigger, blithe, nephew, unanimity*. Define *lustiest, jovial, loitered, poulterer, unanimity, momentary, borough*.

Give sentences to distinguish the following pairs of words: *air, ere; might, mite; sent, cent; four, fore; great, grate; there, their; heart, hart; feign, fain; weakly, weekly*.

Express the meaning of the following clauses in other language: "Checked in his transports;" "stirring cold;" "cold piping for the blood to dance to;" "all his might of wonder;" "looked so irresistibly pleased;" "nervous on such points;" "in a jiffy."

Write a note on "Christmas," touching upon the following points: Derivation of the word; origin of the observance; its history in early times; extent of its observance at the present day; how observed in different countries, and by different denominations; can there be any certainty that the 25th December is the correct date?

Give a brief sketch of the life of Charles Dickens. Mention some of the evils and abuses against which his stories were mainly directed. Were the stories in any measure successful in accomplishing their object? Estimate his literary standing amongst novelists.

## PRINCIPLES OF GOOD MANAGEMENT.

1. No school can be well taught if not well managed.
2. Never make anything pertaining to management an *end* in itself.
3. No work is likely to be well done if it is not well planned.
4. A teacher's example weighs more than his words.
5. Make no law, grant or refuse no request, give no reproof, *till you have thought about the matter*.
6. When you have once taken your position, *stick to it*.
7. *If*, however, you see you have made a mistake, confess and rectify your mistake like a man.
8. One who keeps busy about right things has no time for mischief.
9. Be more anxious to prevent wrong-doing than to punish it.
10. Often make a friend of a wayward pupil by getting him to do you a service.
11. Seek always the good of your pupils, let good to yourself be incidental.
12. *Never punish in anger*—Hewitt.

## Examination Papers.

## COUNTY OF DURHAM AND TOWN OF PETERBOROUGH PROMOTION EXAMINATIONS—DECEMBER 18 AND 19, 1889.

## GEOGRAPHY.

## SENIOR II. TO JUNIOR III.

LIMIT OF WORK.—Talks about the earth; local Geography: outline of map of the world. Public School Geography, lessons I. to VI., inclusive.

(Answer in complete sentences where possible.)

1. (a) What is a hill? A continent? An ocean?  
(b) What is the difference between the water of a river and the water of an ocean?
2. (a) What shape does the earth appear to be to a person on its surface?  
(b) What shape would it appear to be to a person removed a long way from it?
3. (a) What continents are washed by the Indian Ocean?  
(b) Name three arms of the Atlantic and three of the Pacific Ocean?
4. When standing in your school-room and looking towards the west, which ocean lies away to your right, and which one to your left?
5. Name and give the position of each:
  - (a) Two islands and two gulfs in the New World.
  - (b) Two rivers and two capes in the Old World.
6. Name:
  - (a) Two minerals found in mines and give one use of each.
  - (b) Two animals raised for food, and tell what the flesh of each is called.
  - (c) Two animals from which we obtain clothing, and tell what kind of clothing we get from each.
7. (a) Name the township in which you live, and the one which lies immediately to the west of it.  
(b) Draw an outline map of your school yard, and write north, south, east and west correctly on its boundaries.

## SENIOR III. TO JUNIOR IV.

LIMIT OF WORK for the III. classes. Juniors—maps of North and South America. Public School Geography, lessons VII.—XVIII. and XXXIV.—XXXVI. inclusive. Seniors, maps of the Dominion and Ontario particularly—a general knowledge of the other Provinces and the United States—giving special attention to the chief commercial centres, physical features, climate, productions, customs and employments of the people.

(Answer in complete sentences where possible.)

1. Define: Zone, Horizon, Delta, Latitude.
2. What and where are Brazil, Australia, Caribbean, Honduras, Hayti, Anticosti?
3. Make a drawing of the globe, marking on it the meridians and the circles which bound the zones, and write on it the names of the zones.
4. (a) What countries of S. America does the equator cross?  
(b) Name and locate two large lakes in N. America; two large bays; two large cataracts.
5. In what direction do the following rivers flow, and into what waters do they empty: Ottawa, Missouri, Fraser, French.
6. Name the inland counties of Ontario, west of Toronto, with their county towns.
7. Draw a map, showing the boundary between Canada and the United States, marking on it the Provinces on the north, and the States touching the boundary on the south.

## JUNIOR IV. TO SENIOR IV.

LIMIT OF WORK.—Maps of United States, Europe and the British Islands and Possessions. Public School Geography to page 134.

(Answer in complete sentences where possible.)

1. Name the Provinces of the Dominion in order, beginning at the east, with their Capitals.

2. Write full notes on a trip up the Ottawa to Lake Temiscaming.
3. Where are the following cities situated, and for what are they severally remarkable: Genoa, Amsterdam, Belfast, Liverpool, Quebec, New York.
4. Compare, or contrast, as fully as you can, the climate of Europe with the climate of North America. Give reasons for any differences where you can.
5. Give a short description of Germany and its people.
6. Name and explain, as fully as you can, the causes of the seasons.
7. Name the Islands known as the British West Indies.
8. Write notes on "Canada's Resources," as found in her forests, streams and mines, giving the location where possible.

ARITHMETIC.

SENIOR II. TO JUNIOR III.

LIMIT OF WORK for the II. classes: Analysis of numbers to 100. Numeration and Notation—Juniors to 500, Seniors to 1,000,900. Roman Notation—Juniors to 150, Seniors to 2,000. *Correct* and *rapid* work in the four simple rules. Problems.

(Full work required. No value for answers only.)

1. Write the following numbers in ordinary figures, and find their sum:
  - One hundred and nineteen.
  - Ten thousand and seventy.
  - DXCIX.
  - MDCXLVI.
2. Divide 783456 by 129.
3. What number must be added to 84671, that the sum may be 95816.
4. Find the value of  $9132 \times 8 + 867 \times 23 - 278264 \div 8$ .
5. Find the difference between 846 multiplied by 87 and  $184824 \div 24$ .
6. A man bought 36 horses at \$137 each, and sold them at \$151 each; how much did he gain on the whole?
7. A person bought a horse for \$84, harness for \$28.75, buggy for \$106, and then sold all for \$251.50; how much did he gain?
8. By what number must 75456 be divided to give 144 as quotient?
9. If butter is worth 15 cents a pound, and apples \$1.25 a barrel, how many barrels of apples must be sold to pay for 75 pounds of butter?
10. A boy had 19 dollars in the morning, but through the day he paid out four dollars and twenty cents for a coat, one dollar and twelve cents for a hat, sixty-seven cents for a ball, and thirty-two cents for a knife; how much had he left?

SENIOR III. TO JUNIOR IV.

LIMIT OF WORK for the III. classes:—Juniors, Reduction, and sections on Values, Bills and Accounts, and Simple Sharing. Seniors, to page 113 of the Public School Arithmetic.

(Full work required. No value for answers only.)

1. (a) Write out neatly the table for avoirdupois weight.
- (b) In 130647 ounces of tea, how many pounds are there?
2. Find the price of 9856000 pounds of coal at \$6.50 per ton.
3. (a) Divide 804571 by 56, using factors.
- (b) How many inches in 3 miles 17 yards?
4. A person earns \$1.20 a day, and spends as much in 10 days as he earns in 7 days; how many days will it take him to spend \$10.92?
5. A person steps 3 times in 2 seconds, and his steps are  $2\frac{1}{2}$  feet long; how many yards will he go in 9 days, walking 6 hours each day?
6. The quotient is 58, the dividend 241876, and the remainder 3960; find the divisor.

7. If 24 horses cost \$1,872, how much less than this sum would 19 horses cost?
8. A farmer bought 28 sheep at \$3.50 each, but 4 of them died; at what price must he sell each of the living sheep, so as to gain \$10 on the transaction?
9. A person bought 84 lbs. of sugar at 7 cents a lb., 24 lbs. of tea at 72 cents a lb., 4 pair of boots at \$3.12½ a pair, 72 lemons at 30 cents a dozen, and 18 lbs. of lard at 9½ cents a lb.
  - (a) Make out a bill of the above articles.
  - (b) How much would be left of a hundred dollar bill after paying the above account?

JUNIOR IV. TO SENIOR IV.

LIMIT OF WORK.—Public School Arithmetic to page 161.

(Full work required. No value for answers only.)

1. How many paper bags, each to contain 11 lbs. 4 ozs. of sugar, can be filled from a ton of sugar?
2. A room is 24 feet long, 20 feet wide, and 14 feet 6 inches high—
  - (a) How many square feet are there in its walls?
  - (b) What will it cost to carpet its floor at 45 cents per square yard?
3. Find the the railway fare for 730 miles, at the rate of \$1.60 for 56 miles.
4. (a) The dividend is 74198, the quotient is 36, and the remainder is 1910; what is the divisor?
- (b) Find, within one cent, the wages for  $8\frac{1}{3}$  days at  $\$2\frac{2}{3}$  per day.
5. The owner of three-fourths of a mine sold nine-tenths of his share for \$40,500:
  - (a) What was the whole mine worth at same rate?
  - (b) What should the owner of three-fifths of the mine get for five-ninths of his share?
6. After spending  $\frac{1}{4}$  of my money, and then  $\frac{1}{3}$  of the remainder, and paying \$150 for a horse, I have still \$300 left; how much had I at first?
7. A man put 183 gallons 2 quarts of water into two vessels, putting 23 gallons more into the one than into the other; how much did he put into each can?
8. What is the least number, which divided by 12, by 15, or by 20, leaves in each case the remainder 7?
9. A farmer bought a farm of 228 acres for \$15,276; he sold 136 acres of it at \$92 per acre, and the remainder for what it cost; find his gain.
10. A garden is 12 rods square. How many trees may be set on it, whose distance from each other shall be one rod; no tree be within half a rod of the fence?

UNIVERSITY OF TORONTO—ANNUAL EXAMINATIONS, 1889.

JUNIOR MATRICULATION.

PHYSICS.

PASS AND HONORS.

Examiner—THOMAS MULVEY, B.A.

KINEMATICS AND DYNAMICS.

[Pass candidates will answer not less than four and not more than six of the first ten questions.]

1. Define velocity, acceleration, momentum, mass, weight, work and energy.
2. A body is moving with a uniform acceleration in a straight line, determine the space traversed in a given time.
3. A body has been falling freely for five seconds, find how far it will fall in the next second.
4. Describe an experiment for determining the acceleration of gravity.
5. State and explain Newton's second law of motion.
6. State and explain the Principle of the Parallelogram of Forces.

7. What is the component of a force in a given direction?
  8. A body weighing 10 lbs. rests on a smooth plane inclined at an angle  $30^\circ$  to the horizon. Find the force acting (1) in a horizontal, (2) in a vertical direction, (3) along the plane that will sustain it.
  9. Define the Centre of Gravity of a body.
  10. Three men carry a heavy table, one at one end and one at each of the corners of the opposite end. Find the weight supported by each.
- [Candidates for Honors will answer the first, second, fourth, fifth and sixth questions above, together with the following:]

11. Define the "measure of a force."
  12. Find the two forces which, when acting at an angle of  $60^\circ$ , have a resultant  $\sqrt{37}$ , and when acting at right angles have a resultant 5.
  13. A body is projected horizontally from the top of a cliff and another is dropped vertically downwards. Explain why they reach the horizontal ground at the same instant.
- [Additional for candidates for Scholarships:]
14. Three forces act on a body; state fully the conditions of equilibrium.
  15. Describe the common balance.
 

A body when weighed in one pan of a false balance has an apparent weight of 100 gms., when transferred to the other pan has an apparent weight of 105 gms. Find its true weight and the ratio of the arms of the balance.

HYDROSTATICS.

[Pass candidates will answer not less than three and not more than five of the first eight questions.]

1. What is the pressure at a point? How is it measured?
 

Explain the statement that the pressure at a point is the same in every direction.
2. Describe a practical method of determining a pressure at a point.
3. Prove that the free surface of a liquid at rest is a horizontal plane.
4. Find the pressure on the circular base of a vessel 35 c.m. in diameter at a depth of 245. c.m. Specific gravity of liquid  $13\frac{5}{67}$ .
5. State and explain the law of the transmissibility of fluid pressure. Give an example.
6. Explain why a balloon inflated with gas ascends.
7. Describe and explain the barometer, the common pump and Nicholson's Hydrometer.
8. Explain why a common pump must be of less than a certain length.

[Candidates for Honors will answer the first, second, fifth and seventh questions above, together with the following:]

9. Define the centre of pressure.
 

Find the pressure at the four corners required to keep in position a vertical flood-gate 30 c.m. by 18 c.m., the depth below the surface of the water of the highest edge of the gate being 54 c.m.
10. Determine the conditions of equilibrium of a floating body.
11. State and explain Boyle's Law.
12. A block of wood floats in a vessel of water under the receiver of an air pump; as the air is withdrawn from the receiver describe the effect on the block of wood.
 

[Addition for candidates for Scholarships.]
13. When the pressure of the atmosphere is  $770^{mm}$  the mercury stands at  $735^{mm}$  in a faulty barometer of uniform bore, and when the pressure is  $755^{mm}$  it stands at  $730^{mm}$ . Find the length of the tube which the air would occupy at the normal pressure.
14. A cylinder of wood of diameter 70 m.m., length 125 m.m., specific gravity .6478, stands on the plane horizontal base of a cylindrical vessel of diameter 105 m.m.; water is poured in to the height of 250 m.m. Find the pressure on the part of the base of the vessel in contact with the wood.
 

If the wood be disturbed and floats, find the change of the pressure.



## BUSINESS NOTICES

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

THE holiday season is, in many cases, the season for removals and accepting new positions. We trust that no teacher who now gets the JOURNAL, and who changes his location, will forget the formality of notifying us, so that the necessary change may be made in the address. This should be attended to in any case, even if the visits of the paper are no longer desired. Otherwise, under our present rule of not cutting off a teacher's name unless he wishes it, the paper will continue to go to his old address at his risk. A post card is sufficient for all purposes of notification; and this courtesy may save both the subscriber and the publishers much unpleasantness at a later period. It is rather a severe punishment, when our sole offence is that of trusting a subscriber, to be told that the party left the locality months ago, and knows nothing about the paper. A notification in all cases of removal is suggested under every form of business rule. We hope that every teacher who removes may feel that he needs his paper as much in his new location as he did in the old.

## TEACHERS' CONVENTIONS.

East Lambton, at Watford, Feb. 20 and 21,  
Wentworth, at Hamilton, Feb. 20 and 21.  
West Lambton, at Petrolia, Feb. 27 and 28.  
East Grey, at —, March 6 and 7.  
Waterloo, at Galt, March 6 and 7.

Will Secretaries of Associations, or Public School Inspectors, have the kindness to forward us programmes of their meetings, for announcement as above. Also, will Secretaries please send an epitome of the more important business transacted, for publication in the JOURNAL.

*Editorial.*

TORONTO, FEBRUARY 15, 1890.

## THE EDUCATIONAL VALUE OF THE STUDY OF ENGLISH.

MR. A. STEVENSON, English Master in Upper Canada College, has been writing some letters to the Toronto *Mail* in support of the proposition that the study of English Literature, properly conducted, is a means of the highest liberal culture, and that classical studies are frequently unreasonably conservative in tendency and narrow and illiberal in results. The question, though not new, is still of living interest, and worthy of fuller discussion than it has yet received in Canada.

In order to emphasize the true educational value of the English literature, it is by no means necessary to disparage or minimize that of ancient Greece and Rome. Whatever illiberality, narrowness and injurious conservatism may be found associated with devotion to the study of the ancient classics—and we do not deny that there may be a good deal—is, we fancy, due not so much to anything in the nature or necessary tendency of that class of studies, as to the exclusiveness with which they are pursued by enthusiastic specialists. Compared with the wide field of liberal studies now opened out before the student, the ancient classics shrink into narrow and constantly narrowing proportions, and no one can devote his attention with

any degree of exclusiveness to them without, in the process, shutting his mind out from the invigorating and broadening influences which a wider exploration could not fail to bring. This is, we assume, the fact to which Mr. Stevenson wishes to direct attention. If we are not mistaken, the same tendency to narrowness and illiberality may be observed in those who devote their attention almost exclusively to Mathematics, or Natural Science, or Metaphysics, or, in fact, to almost any one branch of study. If English literature alone may be excepted, it is because it becomes cosmopolitan by virtue of the wide range of subjects which constitute its subject-matter, since, under the head of English literature, in the less technical sense of the term, may be included treatises by masters of English style covering almost the whole realm of liberal studies.

The close relationship existing between the Greek and Latin languages and the whole range of modern science, philosophy and literature, suggests abundant material for a vigorous defence of Classics as a branch of liberal culture. We may just allude, in passing, to the great benefit accruing from their study in the matter of English style. The harmonious and sonorous periods of the Latin, and the terse, logical precision of the Greek, are qualities which he who turns over the pages of his Virgil and Cicero, his Homer and Plato and Demosthenes by day and by night, insensibly absorbs and unconsciously reproduces to a greater or less degree in his own writings. By far the larger number of the great English masters of prose and verse show in almost every line the effects of their classical culture.

We did not, however, take up our pen to defend the ancient classics, but to endorse, as we do most heartily, the main points of Mr. Stevenson's contention. The scholar who can bring with him to an extended and thorough course of reading in English, the influences of an extended and thorough course of reading in Classics, has an advantage for which nothing else can altogether compensate. But that is for the exceptional and favored few. Life is too short, modern life too busy for it, in the case of most of us. Very many of us, nearly all who can manage to take the whole or a part of a University course, can get the benefit of a few years' study of Latin and Greek. They will find that of great value. We are not of the number of those who declaim so vigorously against what they call smatterings. We believe that even a smattering of Latin and Greek, if it be but enough to give one a clear conception of the structure of those unique languages, and a taste of their literature in its simpler forms, is of very great advantage to the student of English.

Nevertheless we agree most heartily with Mr. Stevenson that English Literature, pure and simple, may be made a means of the highest literary culture, even for those who know nothing of any of the so-called "dead" languages. The true end of liberal culture is, we

suppose, the development of thinking power. The man or the woman who knows how to think clearly, closely and acutely has the essence of culture. He who can understand and enjoy—and, as a rule, to understand is to enjoy—his—Burke, or Macaulay, or Arnold, his Milton, Wordsworth or Tennyson, has attained the essential part of education. And, if we may parody a current and somewhat abused educational maxim, the way to learn to think is by thinking, and all genuine intelligent reading is thinking. The student in school or out, who has got on far enough to begin to find a genuine pleasure in reading something worth reading, is on the high road which leads to all that is valuable in what is called culture. We know no limit that can be set to the advancement which may be made in the direction of the best and highest culture which is not possible for the young man or young woman who has really learned to read good English. Colleges and professors may greatly facilitate progress, but they are no longer indispensable to the highest attainments.

On the practical side—if we take the word "practical" in its wider sense as meaning whatever helps to make life more fruitful to one's self and to others—there can be no comparison between the ancient Classics, or indeed any other branch of study, not even excluding Science—and English literature. Long years of critical study are necessary to the enjoyment of the Latin or Greek as literature. Few have time, fewer inclination, to carry their study of those languages up to that point. Even for those who do so the range of subjects included in the literature is limited, the modern world, with all its ever-fresh discoveries and interests being, of course, shut out. On the other hand, those who have learned to read English literature, have gained access to streams ever flowing from inexhaustible fountains. The pathway of the busiest life is henceforth bordered by these springs, inviting the traveler at every moment of rest or leisure to drink and be refreshed. Thus the proper study of English literature affords a most delightful recreation and a most effective counteractive against temptation to gross and vicious indulgences. It raises its votaries to a higher plane, and admits them to sources of pleasure far above the reach of the uninitiated. Best of all, it puts all these advantages within the reach of all as no other study can do.

## TRIBUTE TO THE LATE MR. J. G. HOWARD.

THE death of the late Mr. John G. Howard, of Colborne Lodge, High Park, Toronto, has caused wide-spread regret among the numerous friends of the deceased in the city and elsewhere. Mr. Howard was one of the old residents, having taken an active part in the suppression of the Rebellion in 1836. He was an architect, and acquired both means and reputation in the practice of his profession. He was the donor to the City of Toronto of the valuable estate known as High Park. Colborne Lodge, with the

valuable surrounding forty-five or fifty acres of property, is now added to the former munificent gift, by bequest.

Mr. Howard was, for some years, a master in Upper Canada College.

At a meeting of the Principal and masters of the College, held February 5, 1890, the following resolution, proposed by Mr. Wedd, and seconded by Mr. Martland, was unanimously adopted:—

The Principal and Masters of Upper Canada College desire to pay a prompt tribute to the memory of the late Mr. John G. Howard, formerly a master in the Institution.

Early in the Spring of 1833, shortly after his arrival in this city, Mr. Howard was appointed, by His Excellency Sir John Colborne, the founder of the College, to be Geometrical Drawing Master and Instructor in Perspective, Planning and Surveying.

For very many years afterwards, the distinguished architect was also a most successful teacher of the above subjects; and his genial and kindly disposition, his painstaking and conscientious discharge of his duties in the College, gained for him the affectionate respect of every one of the long roll of pupils who had the privilege of attending his classes.

The munificent donor of "High Park" to the city of his adoption, proved likewise most generous to an institution which he also dearly loved—which he had so faithfully served during so many long years, and whose successive Principals and Masters ever held him in the highest estimation. His gifts to the College consisted of several valuable volumes, a fine oil painting of himself, and, lately, of all his mathematical and surveying instruments.

Under these circumstances, the Principal and Masters have felt it incumbent on them to take their part in the universal expression of regret which his recent demise has called forth.

#### METHODS OF TEACHING.

DR. CARLYLE in his recent address at the opening of the Session at the Normal School, contrasted the Canadian schools of fifty years ago with those of to-day, greatly to the advantage of the latter. The comparison was no doubt as just as it was interesting. It is by taking such landmarks that we can best estimate the great progress that has been made all along the line in our educational system.

We are not in the least disposed to ultra-conservatism in educational views and methods. And yet we sometimes think there may be need to be on our guard against the idea that every change must be for the better and that every novelty is necessarily worthy of adoption. No one has more need to exercise constantly a sound judgment and discretion than the teacher. In our humble opinion a good deal of what is now given in certain classes of educational journals, and passes current among certain classes of teachers as improved methods, is triviality, trash or something worse. For example, the principle of "development" in teaching is doubtless a valuable one, when rightly understood and applied, but many things that are given as samples of development methods, are, to our thinking, unpardonably puerile. The child of average intelligence is capable of more thinking than many of our mentors seem to imagine.

A writer in the *North Carolina Teacher* has of late been treating some of these absurdities of the school-room with unsparing sarcasm. We propose to give in a subsequent issue of the JOURNAL a specimen or two of his criticisms and illustrations. For the present we have space only to say this word, by way of putting our younger and less experienced teachers on their guard against a tendency which is becoming harmful, we think, to true education. A very common fault of teachers is to overrate the knowledge and intelligence of children and to shoot over their heads. It is, in these days, almost as easy and perhaps quite as mischievous to underrate their capacities and provide them with pap when they really need and are capable of assimilating a much more substantial and nourishing diet.

#### Literary Notes.

MESSRS. HOUGHTON, MIFFLIN & Co. will issue this month as an extra number of the Riverside Literature Series, the Riverside Manual for Teachers, containing suggestions and illustrative Lessons leading up to Primary Reading. By I. F. Hall, Superintendent of Schools at Leominster, Mass.; paper, 15 cents.

THE frontispiece in the February *Kindergarten* shows the venerable countenance of Elizabeth Peabody, full of strength and love. A sketch of the life-work of this noble woman, the mother of the Kindergarten movement in America, gives unusual interest to this always valuable magazine. The Table of Contents includes two stories of nature, several theoretical articles of keen insight and the usual Science Lessons and Occupation Lessons which so greatly enhance the practical worth of this "parent's and teacher's helper."

THE frontispiece of the February *Century* is the enlargement of a small full-length photograph of Ralph Waldo Emerson, taken about 1859. This number contains the final instalment of the Lincoln biography. Two extremely timely papers are on what Milton calls "The Realm of Congo." The first describes a trip made by the United States Commissioner, Tisdell, in 1884, and the second gives an idea of the Congo River of to-day. The latter is written by E. J. Glave, one of Stanley's former officers, who is mentioned several times in Stanley's last book. Professor Fisher, in the third paper of his series on "The Nature and Method of Revelation," describes the differentiating of Christianity from Judaism, and devotes a good deal of space to the work of the Apostle Paul. There is the usual variety of articles, poetry, fiction, "Open Letters" and editorials.

IN the February *Atlantic* Mrs. Deland's interesting serial, "Sidney," is continued. Dr. Holmes contributes the third of his papers, "Over the Tea-Cups," and describes the people at his tea-table, and tells the curious dream which Number Five relates to her companions. The Behring Sea Question is discussed by Charles B. Elliott; and Mr. K. Kaneko, the head of the Japanese commission which has been visiting various countries to compare their legislative assemblies, in order to establish a Japanese parliament, has a paper on "An Outline of the Japanese Constitution." The article which will arouse the most discussion is by Gen. Francis Walker, about Mr. Bellamy and the new Nationalist Party. After various articles on

political, historical and other subjects, a review of Mr. Lowell on Izaak Walton, a notice of Browning, and poems by Mr. Woodberry and others, close the magazine as befits the high standard which it sets itself. Houghton, Mifflin & Co., Boston.

IN the February *St. Nicholas*, Prof. Charles G. D. Roberts, of New Brunswick, tells a historical story of the "United Empire Loyalists," called "A Bluenose Vendetta," an interesting episode of minor history. In "Two Ways of Having a Good Time," Frances E. Willard draws an instructive parallel and suggests a shrewd lesson by showing that "it is better to make a little go a great way than a great deal go a little way" in the amusement of young or old. Prof. Frederick D. Chester has another sort of lesson. In "Every day Bacteria," he gives a clear and popular account of the troublesome little forms of life that are responsible for so many of the ills that flesh is heir to. "An Armadillo Hunt," by Walter B. Barrows, is a story of South American adventure, amusing and well introduced by Kemble's funny pictures which precede it. In verse the number is exceptionally rich. There are poems by Edith M. Thomas, Mrs. Piatt, Miss Ewell, Laura E. Richards and many others.

THE February *Arena* has for its opening paper a poetical composition by the well-known poet, novelist and critic, Edgar Fawcett, entitled "In the Year Ten Thousand." It is an imaginary conversation between two citizens of the great city of Manattia, once New York. Richard Hodgson, LL.D., who has been Secretary of the American Society of Psychical Research since its organization, contributes an able paper on Psychical Research, dealing with "Ghosts of the Living and the Dead." N. P. Gilman, the editor of the *Literary World*, and author of one of the ablest works on "Profit Sharing," follows Mr. Hodgson with a thoughtful contribution on "Industrial Partnership," which presents another view of the wage question. James T. Bixby, Ph.D., D.D., writes on "Robert Browning's Message to the Nineteenth Century." The scholarly and accomplished Shakesperian actress, Helena Modjeska, contributes a charming paper, giving reminiscences of *debut*s in Bochnia, her native home, and Warsaw. Other articles are by General Fisk, Dr. Hammond, Thos. B. Preston and W. H. H. Murray.

THE 136 pages of *The North American Review* for February are filled with an ample variety of timely and readable matter. The great discussion on Free Trade and Protection, begun by Mr. Gladstone and Mr. Blaine in the January number, which has attracted such marked attention, is continued by the Hon. Roger Q. Mills, who replies to Mr. Blaine's defence of the policy of protection. Sir William Thomson writes on "Electric Lighting and Public Safety." "British Capital and American Industries," is treated in a breezy style by Erastus Wiman, Esq., who pronounces the English investments in America a good thing for both countries. Gail Hamilton contributes a characteristic article on "The Pope and Italy." E. L. Godkin, editor of the *New York Evening Post*, writes of "Newspapers Here and Abroad," "The Doctrine of State Rights" is from the pen of the late Jefferson Davis. "The American Bishop of To-day," is the subject of a vigorous article by the Rev. Julius H. Ward. More than the customary space is given to Notes and Comments in this number.

KNOWLEDGE may fade from memory, but power, right impulse and noble inspiration are abiding.—*Dr. E. E. White.*

## Special Papers.

### THE DEVELOPMENT OF CHARACTER BY ORDINARY SCHOOL EXERCISES.

(Concluded from page 295.)

a child doing his best work. It is a beautiful sight. All his energies concentrated on one purpose. His eye sparkles, his face is aglow, his brain seems to bulge out in places, as the faculties are exercised. His soul seems to grow as you watch him. And so it does, it is only when we do our very best that we really grow.

Associated with industry, perseverance, and painstaking, is *punctuality*, a habit which schools may do much to cultivate, but which, in many cases, is woefully neglected. A boy who is habitually late at school will be late at the office, late at church, late in meeting engagements, late in meeting his notes, and a failure all through life. How much time is wasted because somebody is late. How many of the opportunities of life are lost through the habit of tardiness. Make your pupils feel that it is their *business* to be punctual. Make it disgraceful to be tardy. Create a spirit against it.

With these good business habits that I have touched upon, life may still be a failure without *love of truth and honesty*. *Truthfulness*. There is a great deal of lying and deceit in this age. Why is it? Children are naturally very frank, trustful and trustworthy. How do they become untruthful, deceitful men and women? Did you ever consider what kind of children are most apt to become deceitful? Is it not the cowardly child or the timid, nervous, physically sensitive child? I think so, and I think the *fear of punishment* is the direct cause of lying and deceit among children. Here is a little boy five years old; this is his first week at school. He has always had full confidence in father and mother, but he does not know his teacher very well. He regards with some awe the stern man who keeps so many boys and girls so quiet and orderly. Thoughtlessly he speaks to a seat-mate. The teacher turns sharply about and says: "Talking, Willie?" The one strong impulse is to avoid punishment, and before the voice of conscience can be heard the lie is told. He escapes the dreaded punishment, but the moral sense is dulled, and it is easier to tell a lie the next day, still easier the next, and so it goes on, day by day, week by week, year by year, until what should have been a rock of truthfulness has become a crumbling mass of deceit. What is the remedy? Remove the cause, *fear of punishment*, and you will do much to correct the evil.

*Honesty*—One great source of dishonest practice in schools is the habit of copying. There is a time when it is quite innocent, when the child gets help from his seat-mate's slate as he would get it from the blackboard. Soon, however, it is not innocent, it saves the trouble of independent effort, it becomes a habit, the child forgets the pleasure of doing for himself, his self-reliance rapidly disappears. All his work in school or at home must be compared with that of another. Then at examinations he sees no great harm in using notes or a text book, or in copying from his neighbor's paper. He writes his own excuse for absence, he invents excuses to get spending money, he deceives his mother; his home life becomes a living lie like his school life. Leaving school, he obtains through the influence of his friends, a position of trust, and for a time the new responsibility does him good. But pay day does not come often enough, and he appropriates a little of his employer's money, paying it back at the end of the month. After awhile this re-payment is deferred and the books are made to lie also. After months, or perhaps years, suspicion is aroused, there is an investigation, an arrest, and the judge says, "Five years in prison!" His friends and the press says, "*What a fall!*" Was it a fall? I hold that no man ever *falls* morally. If that young convict has not lost his memory he can look back and see every step down the hill. His body had been going about on the high plane of respectability, but his character, his soul had been going down, down among the criminals. The trial showed the judge where it was and the body went down to join it again. The fall was in reputation, not in character.

How could this have been prevented? By guard-

ing the early years. Not by removing all temptation, but rather by helping at the right moment, by leading to the exercise of self-reliance, and the actual practice of the principle of honesty. Trust your pupils, but make it easy for them to do the right, trust them, but be very watchful to detect a false step, that it may be corrected. Above all, beyond all, inspire them with most perfect confidence in yourself. I know teachers who are obliged to play private detective every time a window-pane is broken. I know others to whom pupils report all such accidents voluntarily. The difference is not in the pupils, but in the degree of confidence, the sympathy between teacher and class.

Kindness, mercy, charity, sympathy, all those qualities that tend to mutual helpfulness, that helpfulness which is more than half of a Christian life—kindness is all I have time to refer to, and that only briefly. School life, in work and play, abounds in opportunities for its exercise. To reach all it should be a spirit radiating from the teacher and permeating the whole class. Selfish pupils must be led, not driven, to do the unselfish thing again and again, until they know the joy of it, and until their selfishness becomes dwarfed through want of exercise. The mean boy must be led to acts of generosity day by day, until enlargement of the heart becomes chronic. In all the spirit of kindness should prevail. This can be, for I have seen it, and I know of no more elevating influence.

In conclusion, if you forget all else, remember this: Every thought and action of your pupils leaves its impress on their characters. How they write a line of dictation, how they put down the solution of a problem, how they sit at their seats, how they stand, how they march to and from their classes, the spirit in which they work or play—nothing is lost upon their character. Character, character, the eternal part of man, the part capable of infinite development in this life and the next. Character, for which the Great Teacher gave His life in loving sacrifice, and for which we as true teachers must give our lives in loving, faithful service.

## Primary Department.

### CORPORAL PUNISHMENT.

ARNOLD ALCOTT.

"LICKIN' and larnin' go together." This was a very popular belief, only some twenty-five years ago, but we know we can get at the *man* in a boy a better way than that.

However, at the outset, we will say that there are some natures which are, perhaps, more successfully appealed to in this way than in any other.

Since the moral nature is known to be of a higher grade than the physical, it follows that that punishment which appeals to the moral nature is the *ultimatum* to be desired.

In a conversation that was overheard once about a teacher, one of her boys said, "It makes a fellow feel bad when she talks like that." Well, if we can make our boys feel *sorry*, and also, if we can make them feel that they want to *try* to be *better*, by getting at their hearts and quick sympathies, is not that our aim, in the little democracy known as the school?

We like to think of school as being made by the children, who should be in hearty co-operation with their teacher, who shows the younger members of the fraternity how to keep in the path of noble manhood and true womanhood. When by our strong personality and earnestness we are able to so attract our scholars to that which is good, then are we sowing seeds which will ripen into an abundant harvest, who can tell how far-reaching may be the results?

Now, we do not belong to that class in the community that would not use the rod. Oh, no. The old saying, "Spare the rod and spoil the child," has truth in it to-day.

There are some lymphatic, phlegmatic temperaments which can, perhaps, be reached best through the medium of physical pain; while, again, there are others of a highly nervous organization, so delicately strung that to inflict bodily pain would be cruel. We do not want to crush the spirit or the will, but merely to guide it

in the right direction. We find that quiet little talks with the latter named class of pupils work wonders.

Those teachers who use the most corporal punishment do not secure the best results. They worry not only themselves but also their classes. No one form of punishment must be adhered to, or used too frequently, else the effect will be deteriorating. External punishments, such as keeping in, whipping and so on, should be used as little as possible.

We should try to change the motives which are tending in the wrong direction into those which will bring out all that is pure, upright and beautiful in the young character-sapling, so that the tree will be an oak of sturdy and sterling manliness. What we want to reach is the heart, and also the mind. If we succeed in placing them on the right track, then we have begun to do our duty.

Let your class know that you dislike whipping very much. However, if duty says to you, *clearly* and *decidedly*, that, for the child's own welfare, he should receive corporal punishment, don't flinch. Do everything well. *Very well*.

We should have our pupils wonderfully under control, and yet leave in them all the bubbling energies of youth. There is something morally wrong with the strong, hearty boy who does not enjoy a good joke.

## SYMPATHY.

ARNOLD ALCOTT.

WHAT is that mysterious power which binds heart to heart, which draws out and fructifies with its gentle, warm sunshine the timidity, shyness and reserve of many natures?

Methinks I hear the answer echoing through the ages, from Pestalozzi, from Froebel, from Dr. Arnold, and from many an humble teacher since, and all say with one accord, "It is Sympathy."

Sympathy, what a wise-guiding counsellor, what a true friend! We think that Goldsmith's description of the village preacher might well apply to it, when he said,

"He watched and wept, he prayed and felt for all."

We see sympathy embodied in that noble, self-sacrificing, loving woman, administering with cheerful, modest mien to the needs of the poor, wounded soldiers of the noble "Six Hundred," and listening with pitying eye and helpful hand to tales about the loved ones, to whom they wished to be remembered once more—Florence Nightingale!

"Her name shall never be forgot  
When emperors are known no more  
And kings remembered not."

How soon the little child knows, "instinctive taught, the friend, the foe." By intuition, it unconsciously but surely can tell when the eye speaks to it of kindness, when the lips echo the loving responses of a being who feels and thinks with it.

One may say of Sympathy that she has a strong, sweet, weak face. "Its strength is softened by its sweetness, and its weakness is strengthened by the same."

How may we help develop this charmingly beautiful attribute in the lives of our pupils?

1st. By example. There is an indefinable, mighty something in us, which works silently but unceasingly, and it exerts, if its source be found in a true Christian life, an exhilarating and hallowing influence.

2nd. By utilizing the occurrences in the school life. For instance: Our reading lesson is about a little bird that has had its wing broken. Now, would not a single remark, such as "Poor little birdie," from the teacher, at the end of the lesson, have a strong effect?

3rd. By forgetfulness of self, and remembrance of the youthful mind, when teaching. How well we remember the way in which we received our first ideas on new subjects! With what persistence the recollection of the manner in which these first thoughts were presented clings to us! With the clear light which experience, civilization and thought shed on our work, we should endeavor to take the places of our pupils, and thus see what are the difficulties in the way. Let us help our little climbers over these surmountable barriers *incidentally*.

Let me illustrate: Suppose I want to teach little ones that an ocean is salt water, while a lake is fresh water. Of course, true teaching is not telling. What am I to do? May I not tell a story, in which I may weave the special points to be developed? I begin somewhat as follows: "There was once a party of Indians sitting around a camp-fire, smoking. The oldest Indian, Wabino, had a beautiful daughter, Nanita. He loved her very dearly, and he felt sad, for she was very ill. Whilst talking with the others around the fire, he told them that he had heard that if he could but obtain some of the salt water from the great ocean, she might be cured. Well, two of his friends started off next morning for the great body of salt water, the ocean. One of them, not knowing that lake water is fresh, in his eagerness to return quickly to Wabino, brought back some of the fresh water from Lake Ontario. But Nanita was not any better. However, the other Indian was wiser. He knew that ocean water was salt. So he went on until he came to the great ocean. He got some of the water and returned with it to Nanita, who, after drinking a little of it, was gradually made well again."

This story takes a longer time, of course, than the mere telling of a definition. But experience proves it to be time well spent; and we may rest satisfied that our scholars know the difference, and that they will remember the lesson. The foregoing is a very simple illustration of sympathetic, incidental teaching, which may be given as a rest between other lessons.

### School-Room Methods.

#### SILENT READING.

BY ANNIE ISABEL WILLIS.

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

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

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

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

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

Consider the advantages of this plan:

1. It teaches self-control and a regard for the rights of others. Pupils who use the books, must take and return them quietly.
2. It keeps a whole class out of mischief. There

will, in time, be no one who does not find time for "silent reading."

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

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

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

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

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

#### TEACHING FRACTIONS.

CIRCLES of pasteboard will be found to be the most convenient means of teaching fractions. The idea of a fraction should be first taught by presenting the circles cut into halves, fourths, eighths, thirds, and sixths. The expression may follow, first oral, and then written. Three-fourths will be seen to be three of the four equal parts into which the circle is divided, and is expressed by placing one figure above another, and a line between them. The lower figure will be seen to express the size of the parts, and the upper figure to express the number of parts taken. Considerable practice of this kind, with the fractional circles and expressions, may be followed by giving the terms *denominator* and *numerator*, and having them defined by the pupils. The same objects may be used in teaching reduction of mixed numbers to improper fractions, of improper fractions to mixed numbers, and of fractions of one denomination to those of another. Care should be taken to occasion the idea before the expression is given. Thus the reduction of  $5\frac{1}{4}$  to fourths,  $4\frac{3}{8}$  to eighths,  $3\frac{5}{12}$  to sixths; of  $\frac{7}{8}$ ,  $\frac{8}{9}$ , to whole or mixed numbers; of  $\frac{2}{3}$ ,  $\frac{4}{5}$ ,  $\frac{8}{12}$ , to lower terms, should be known by means of objects before the operation is expressed in writing. When these facts have been presented many times to the pupils, they may be expressed in figures, and the pupils may be led to see the process by which the answers are obtained. For example, in the statement  $5\frac{3}{4} = 2\frac{3}{4}$ , the pupils should be led to see, after the fact has been taught by objects, that the answer could be obtained by the following course of reasoning. In 1 there are 4 fourths, in 5 there are 5 times 4 fourths, or 20 fourths; add 3 fourths, and the answer is  $2\frac{3}{4}$ . If it is thought advisable, the rule could be deduced in the same way.

In teaching addition, subtraction, multiplication, and division of fractions, the same method should be pursued. First use the objects, and afterwards express the operations by performing them in figures on the board. Practise much in this way with small numbers before the book is used, and from the problems performed lead the pupils to deduce their own explanation or rule.

To illustrate the method of teaching fractions the following examples are given, one for teaching addition, and one for division. It will be understood that reduction of fractions has been taught before these subjects are reached.

Look at these circles and fractions as I hold them before you. How much is  $\frac{1}{2}$  of a circle and  $\frac{1}{2}$  of a circle?  $\frac{1}{4} + \frac{1}{4}$ ?  $\frac{1}{4} + \frac{1}{4}$ ?  $\frac{1}{4} + \frac{1}{4}$ ?  $\frac{1}{4} + \frac{1}{4}$ ?  $\frac{1}{4} + \frac{1}{4}$ ?  $\frac{1}{4} + \frac{1}{4}$ ?  $\frac{1}{4} + \frac{1}{4}$ ?  $\frac{1}{4} + \frac{1}{4}$ ?  $\frac{1}{4} + \frac{1}{4}$ ?  $\frac{1}{4} + \frac{1}{4}$ ?  $\frac{1}{4} + \frac{1}{4}$ ?  $\frac{1}{4} + \frac{1}{4}$ ? Let us now express in figures the answers you give me:  $\frac{1}{2} + \frac{1}{2} = 1$ ;  $\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$ ;  $\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$ ; etc.

Do you see how we added the halves and fourths? How did we add the fourths and eighths? Give an example adding halves and fourths, fourths and eighths. Your lesson to-morrow will be these fifty problems on the board (or chart).

The problems given for study are of course similar to those which they have had with the circles in the class.

The first part of the following exercise is designed to show how to teach the division of a fraction by a whole number. The second part illustrates a method of teaching the division of a whole number by a fraction. The directions and questions should be many more than are here given, and each exercise may be enough for two recitations.

Divide this circle into two equal parts; how much in each part? Divide this half circle into two

equal parts; how much in each part? Divide these two circles into four equal parts; how much in each part? Divide these two circles into eight equal parts; how much in each part? Divide this half circle into four equal parts; how much in each part? Divide one-fourth of a circle into two equal parts; how much in each part? Divide three-fourths into two equal parts; how much in each part? Let us now see what you have done (writing on the board):

$$1 \div 2 = \frac{1}{2}; \frac{1}{2} \div 2 = \frac{1}{4}; 2 \div 4 = \frac{1}{2}; 2 \div 8 = \frac{1}{4}; \frac{1}{2} \div 4 = \frac{1}{8}; \frac{1}{4} \div 2 = \frac{1}{8}; \frac{3}{4} \div 2 = \frac{3}{8}.$$

Who will divide any of these fractions into equal parts and place the result on the board?

Practise in this way with halves, fourths and eighths, and then with thirds and sixths. When a large number of problems and answers is placed upon the board, lead the pupils to see and express for themselves the fact that we may divide by a whole number by dividing the numerator or multiplying the denominator. When they have done this, give out a large number of simple problems for them to perform before the book is taken.

To divide an integer by a fraction.

Call these circles pies. I have eight pies, and give them to the persons in the room; each person receives four pies; how many persons in the room? Put down on your slate each operation as you find it. I have eight pies, and give to each person in the room two pies; how many persons in the room? I have one pie, and give to each person at the table one-half a pie; how many persons at the table? I have one pie, and give to each person at the table one-fourth of a pie; how many persons at the table? I have two pies, and give to each person at the table one-half a pie; how many persons at the table? etc.

Now let us see what you have on your slate. Yes—

$$8 \div 4 = 2; 8 \div 2 = 4; 1 \div \frac{1}{2} = 2; 1 \div \frac{1}{4} = 4; 2 \div \frac{1}{2} = 4; 2 \div \frac{1}{4} = 8; 2 \div \frac{1}{3} = 6; 2 \div \frac{1}{8} = 12.$$

Keep these upon your slates, and do as many more as you can before to-morrow.

Now call the circles cents. I have four cents (holding up four circles); if apples are one cent apiece, how many apples can I buy? how many at  $\frac{1}{2}$  cent apiece? how many at  $\frac{1}{4}$  of a cent apiece? If the apples were three times as much apiece, how many could I get; more or less? what part as much? If these apples were  $\frac{3}{4}$  of a cent apiece, how many apples could I get? Now let us take eight cents. Who will give us the same kind of a problem? What are the expressions on your slate? Let us put them on the board:

$$4 \div 1 = 4; 4 \div \frac{1}{2} = 8; 4 \div \frac{1}{4} = 16; 4 \div \frac{3}{4} = \frac{16}{3} = 5\frac{1}{3}; 8 \div \frac{1}{2} = 16; 8 \div \frac{3}{4} = \frac{32}{3} = 10\frac{2}{3}; 8 \div \frac{1}{4} = 32; 8 \div \frac{1}{8} = 64.$$

From this work both the explanation and rule may be deduced by the pupils.—*Prince's Methods of Teaching*.

### For Friday Afternoon.

#### STORIES FOR REPRODUCTION.

[WHEN reading these stories to the pupils care should be taken to speak very distinctly. Read them but once. Notice if children bring out the moral truth to be found in the story.]

##### PLEASANT JACK.

Everybody felt doleful. The fire smoked, the dining-room was chilly, and papa looked cross. Very soon Jack came in with the rolls for breakfast, rosy and smiling. "Here's the paper, sir," said he to his father, with such a cheerful tone that his father's brow relaxed, and he said, "Ah, Jack, thank you," quite pleasantly. His mother looked up at him smiling, and he just touched her cheek gently as he passed. "The top of the morning to you, Pollywog," he said to his little sister, and delivered the rolls to Bridget with a "Here they are, Bridget. Aren't you sorry you didn't go yourself this beautiful day?" He gave the fire a poke and opened a damper. The smoke ceased and presently the coals began to glow, and five minutes after Jack came in, we had gathered around the table, and were eating our oat-meal as cheerfully as possible. I wonder how many Jacks there are in the world?—*South-Western Journal of Education*.

**'PLL TRY" AND "I WILL."**

"I'll Try" is a soldier;  
 "I Will" is a king;  
 Be sure they are near  
 When the school-bells ring.  
 When the school-days are over,  
 And boys are men,  
 "I'll Try" and "I Will"  
 Are good friends then.

**LOVELINESS.**

ONCE I knew a little girl,  
 Very plain;  
 You might try her hair to curl,  
 All in vain;  
 On her cheek no tint of rose  
 Paled and blushed, or sought repose;  
 She was plain.

But the thoughts that through her brain  
 Came and went,  
 As a recompense for pain,  
 Angels sent;  
 So full many a beauteous thing,  
 In her young soul blossoming,  
 Gave content.

Every thought was full of grace,  
 Pure and true;  
 And in time the homely face  
 Lovelier grew;  
 With a heavenly radiance bright,  
 From the soul's reflected light  
 Shining through.

So I tell you, little child,  
 Plain or poor,  
 If your thoughts are undefiled,  
 You are sure  
 Of the loveliness of worth—  
 And this beauty not of earth  
 Will endure.

—Selected.

THE fairest action of our human life  
 Is scoring to revenge an injury;  
 And 'tis a firmer conquest, truly said,  
 To win the heart, than overthrow the head.  
 —Elizabeth Carew.

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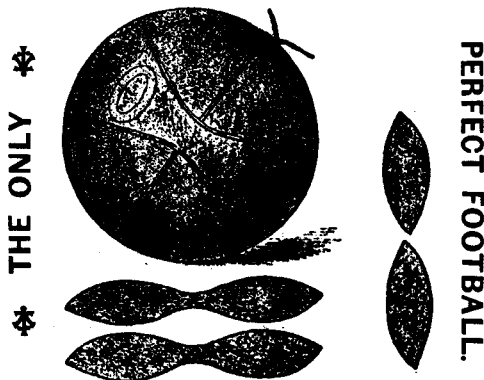
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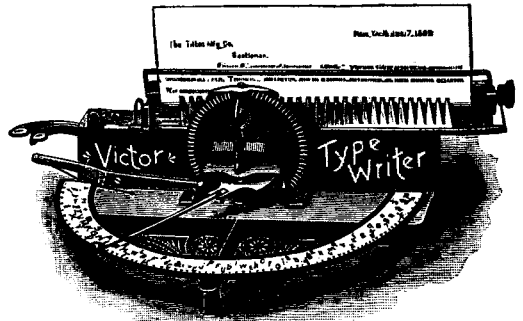


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3. To Mary in Heaven . . . . .	97-98
4. Flow Gently, Sweet Afton . . . . .	98
5. The Bell of Atri . . . . .	111-114
6. Ring Out, Wild Bells . . . . .	121-122
7. Lead, Kindly Light . . . . .	145
8. The Heroes of the Long Sault . . . . .	155-161
9. Lochinvar . . . . .	169-170
10. A Christmas Carol . . . . .	207-211
11. The Heritage . . . . .	212-213
12. Song of the River . . . . .	221
13. The Ocean . . . . .	247-249
14. The Song of the Shirt . . . . .	262-265
15. The Demon of the Deep . . . . .	266-271
16. Edinburgh after Flodden . . . . .	277-281
17. Canada and the United States . . . . .	289-201
18. The Forsaken Merman . . . . .	298-302

At each examination candidates should be able to quote any part of the selections especially prescribed for memorization, as well as passages of special beauty from the prescribed literature selections for July, 1890. They will be expected to have memorized all of the following selections:—

1. The Short Extracts. List given on	PAGES.	8
2. I'll Find a Way or Make It . . . . .		22
3. The Bells of Shandon . . . . .	51-52	
4. To Mary in Heaven . . . . .	97-98	
5. Ring Out, Wild Bells . . . . .	121-122	
6. Lady Clare . . . . .	128-130	
7. Lead, Kindly Light . . . . .	145	
8. Before Sedan . . . . .	199	
9. The Three Fishers . . . . .	220	
10. Riding Together . . . . .	231-232	
11. Edinburgh after Flodden . . . . .	277-281	
12. The Forsaken Merman . . . . .	297-302	

**TIME-TABLE OF THE EXAMINATION FOR 1890.**

**FIRST DAY.**

9.00 A.M. to 11.00 A.M. . . . .	Grammar.
11.15 A.M. to 12.30 P.M. . . . .	Geography.
2.00 P.M. to 3.30 P.M. . . . .	History.

**SECOND DAY,**

9.00 A.M. to 11.00 A.M. . . . .	Arithmetic.
11.05 A.M. to 11.15 P.M. . . . .	Drawing.
1.15 P.M. to 3.15 P.M. . . . .	Composition.
3.25 P.M. to 4.00 P.M. . . . .	Dictation.

**THIRD DAY.**

9.00 A.M. to 11.00 A.M. . . . .	Literature.
11.10 A.M. to 11.40 A.M. . . . .	Writing.
1.30 P.M. to 3.00 P.M. . . . .	Temperance and Hygiene or Agriculture.

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

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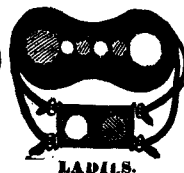
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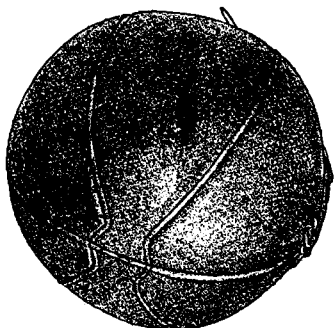
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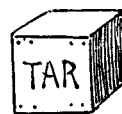
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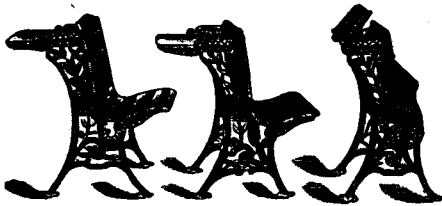
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