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# The Educational Journal.

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

VOL. I.

TORONTO, NOVEMBER 1ST, 1887.

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## The Educational Journal.

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## Editorial Notes.

WILL Inspectors have the kindness to forward us the programmes of conventions to be held in their inspectorates, at as early a date as possible? We desire, in each issue, to give a list of conventions to be held within the following fortnight.

MR. JAMES H. CANFIELD, Secretary of the National Educational Association of the United States, wishes us to announce that, in order to ensure receiving a copy of the *Journal of Proceedings* of the session of the National Educational Association just held at Chicago, members should notify him at once, by postal card, of their present addresses, and of their desire to secure the volume. His address is Lawrence, Kansas.

WE had hoped that the senseless practice of "hazing" in colleges was rapidly falling into disuse, as it has long since, amongst thoughtful students, fallen into disrepute. Some recent cases in American colleges seem to show that it is not dead yet, though it may be that it is but showing its worst features in its expiring throes. The Faculty of Yale have expelled a student for engaging in the recreation in a particularly barbarous fashion, while it is said that a son of the distinguished lawyer Joseph H. Choate has been rendered insane in consequence of brutal treatment received at the hands of a class at Williams college. Such cases will probably hasten the downfall of the ruffianly practice, especially if the perpetrators come within the purview, as they should, of the criminal courts.

A rather interesting point of law and one that might in some cases involve important issues, is raised by a recent action of the Mariposa township council. The question was that of passing a by-law appropriating \$4,000 in aid of the Oakwood High School. The vote of the council stood three nays to two yeas. A section of the Act dealing with such cases provides that if two-thirds of a given council vote against a money grant to a School Board, the by-law has to be submitted to popular vote. As two-thirds of the council had not voted against the by-law it was declared carried. The objectors claim that by an interpreting clause which was passed to define the section of the Act in question, a majority of the council must be in favor of the by-law, in order to make it valid without a popular vote. Lawyers are said to take opposite views in regard to the meaning of the interpreting clause.

A SPIRITED debate, lasting from the afternoon of Tuesday, to about 3 a.m. on Thursday morning, with intermissions for food and sleep, took place at the recent session of the Baptist Convention in Toronto, over the McMaster University question. The "trust" was thankfully and heartily accepted by the representatives on behalf of the denomination. The main discussion was on the alternatives of absolute independence, or possible federation. No one, so far as appeared, favored the idea of entering into federation under the scheme at present existing, but strong differences of opinion were developed as to whether an unconditional declaration in favor of independence should at once be made, or the question be left open for future consideration. The matter was finally left for the decision of another special convention to be called within seven months. Meanwhile a Board of Governors was elected to take over and administer the trust.

PRESIDENT WILSON seems disposed to lament that any increase in the numbers and emoluments of teachers in the university "has been thus far obtained at the costly sacrifice of scholarships and prizes hitherto awarded in the faculties of arts, medicine, and law." He is encouraged, however, by the liberal responses already made to his appeal, to anticipate the replacement of these scholarships and prizes from other sources. This is as it should be. No one can object to having a stream of private liberality turned in this direction. It will indeed still remain an open question whether the funds thus devoted could not be turned to much better advantage in endowing needed chairs of instruction, in subjects now neglected or feebly dealt with. But the right of the givers to give in their own way, and for the objects which commend themselves to their own judgments, is indisputable, while the liberality itself is a matter for congratulation.

How contagious is evil example in high quarters! A few years ago the columns of the newspapers used to teem with denunciations of the ruffianism of the students of some of the great English universities on Convocation days. We have heard little of such abuse of late and may charitably hope the average British student has become wiser. Have the students of University College taken up the cast off role? There is sometimes a perverse tendency on the part of colonists to imitate and perpetuate anything supposed to be English, and, as is the rule with imitators, the weaknesses and follies of the

admired are first and most faithfully copied. We hope those who have written to the daily papers denouncing the rudeness to which visitors were subjected at the late convocation have, in their surprise and excitement, overdrawn the picture. If they have not it is high time a Professor of good manners and social amenities were added to the university staff.

"IT is a great mistake to think that they (younger boys) should *understand* all they learn; for God has ordered that in youth the memory should act vigorously, independent of the understanding—whereas a man cannot usually recollect a thing unless he understands it." So says an educational writer whose name we do not know. The sentence embodies a doctrine which was reduced to practice very generally half a century ago, and is strenuously advocated by some even to-day. No more vicious educational principle was ever laid down. Of what possible educational use can it be to load the memory with a mass of facts not understood or digested? Who ever saw a boy take pleasure in committing to memory that which he could not understand? Nothing is better calculated to create a distaste for learning, and a disgust with school life. It is utterly opposed to the law of development which makes the digestion and assimilation of the food taken indispensable to mental as to physical growth.

WE anticipate good results from the discussion evoked by Mr. Haultain's letter. Some excellent criticisms both of the letter and of the causes of the evils it depicts are being made by various correspondents. Let these be read and weighed with care by all concerned. We see no reason to doubt either that good work is being done, and marked and substantial progress made in our educational methods, or that there is still room for improvement in the directions pointed out by our contributors. One of our greatest dangers in Ontario has been in the disposition sometimes manifested in educational circles, high and low, to over-estimate the efficiency and value of the machine. Self-satisfaction is a deadly foe to progress. To see ourselves as others see us is often the best of all tonics. The time to "rest and be thankful" has not yet come, in any department of social or moral reform. It never will come. It will be a bad day—a day of stagnation and decay—when educators persuade themselves that such a time has arrived.

SOME time since the Presbyterian Synod of New York State appointed a committee to consider and report on the question of religious instruction in the public schools. The committee having failed to agree, a majority and a minority report were submitted. Both reports were referred back to an enlarged committee which included men of all shades of opinion on the subject. Further discussion sufficed to convince the members of this committee that the views

even of the extremists were not irreconcilable, and it was understood that at a meeting of the Synod a week or two since a unanimous report would be submitted, of which the following is the leading clause: "Resolved that, without claiming it to be the province of the State to teach religion, for religion's sake, the Synod should yet confess its belief that, in order to the State's own interest, there should be in every school maintained by the State the inculcation of such principles of dependence upon God and obligation to Him, as are essential to sound learning, safe character, and wholesome citizenship."

THE Speaker of the British House of Commons, in the course of a speech made at a recent prize presentation, quoted the following unflattering description given by Erasmus of the teachers of his day:—"A race of men of all men the most miserable, who grow old at their work, surrounded by herds of boys, deafened by continual uproar, and poisoned by a close, fetid atmosphere, satisfied so long as they can overawe the terrified throng by the terrors of their own look and speech, while they keep them at bay by ferule, birch, and thong, and thus gratify their own malicious natures at pleasure." Contrasting the men thus described with the schoolmaster of the present day, the Speaker said that he did not suppose any class had acquired a greater advance in status and recognition by the public. Including the schoolmaster of the elementary schools, they were men of culture and refinement, of trained habits of education, etc. The Canadian schoolmaster will do well to "look on this picture and on that," and ask himself in which he recognizes most features of his own professional portrait.

A "STUDENT" writing to the *Mail* from Owen Sound, complains bitterly of the amount of "home work" given to pupils in high schools and collegiate institutes. He declares that to his certain knowledge from twenty to twenty-five long problems in arithmetic and algebra are, in some schools, given daily to be worked at home. In some cases the time required to work these runs up to from two to three hours. Besides these, long exercises in bookkeeping, grammar and other subjects are given. He himself has worked some evenings as long as four hours at home work alone, and then has had to read history and geography and study Latin and literature and Euclid and many other subjects; and even then has not been able to get through till long after midnight. The inevitable effect of such a system must be to destroy all genuine delight in study, and to convert that which should be a source of pleasure and ever-fresh enthusiasm, into a "weariness to the flesh." Such a protest from a student is a suggestive commentary on some points in a paper on "Educational Defects," by Mr. Embree, which will appear in next issue.

## Educational Thought.

"WHAT if God should place in your hand a diamond, and tell you to inscribe on it a sentence which should be read at the last day, and shown there as an index of your own thoughts and feelings; what care, what caution would you exercise in the selection! Now this is what God has done. He has placed before you the immortal minds of your children, more imperishable than the diamond, on which you are to inscribe every day and every hour, by your instructions, by your spirit, or by your example, something which will remain and be for or against you at the judgment."—*Payson*.

THE grand secret (worth all the others together, and without which all the others are worth nothing and less), for inculcating and teaching virtues and graces, is that a man honestly, and with more and more silent sincerity, have them himself lodged there in the silent depths of his being. They will not fail to shine through and be not only visible, but undeniable in whatever he is led to say or do; and every hour of the day he will unconsciously and consciously find good means of teaching them. This present, the rest is very certain to follow. The rest is more of detail, depending on speciality of circumstances which a man's own common sense, if he is in earnest toward his aim, will better and better instruct him in.—*Ex*.

THE important thing is not so much that every child should be taught, as that every child should be given the wish to learn. What does it matter if the pupil knows a little more or a little less? A boy who leaves school knowing much, but hating his lessons, will soon have forgotten almost all he ever learnt; while another who had acquired a thirst for knowledge, even if he had learnt little, would soon teach himself more than the first ever knew. Children are by nature eager for information. They are always putting questions. This ought to be encouraged. In fact, we may to a great extent trust to their instincts, and in that case they will do much to educate themselves. Too often, however, the acquirement of knowledge is placed before them in a form so irksome and fatiguing that all desire for information is choked, or even crushed out, so that our schools, in fact, become places for the discouragement of learning, and thus produce a different effect from that at which we aim. In short, children should be trained to observe and think, for in that way there would be opened out to them a source of the purest enjoyment for leisure hours, and the wisest judgment in the work of life.—*Sir John Lubbock*.

IN the recent struggle of contending educators over the question of elective studies, it strikes an observer that due respect has hardly been paid to the discipline of the will. The debate has been carried on almost exclusively with reference to those results of education which are strictly intellectual, man being treated as a receptacle of knowledge. The "fetich" is not altogether, as Mr. Adams suggested, the dead languages, but knowledge itself, a better idol than most, but not so good as the best, and as an idol not good at all. Now, if modern education has any distinguishing principle it is that it is its business to train, enlarge, and invigorate the man in all the parts of him, the integral sum of his faculties. It will be a step forward when it is fairly acknowledged that even with the knowing or understanding faculty the foremost object is to perfect it as an instrument for service, rather than to stimulate or stock it as a recipient of information. But, more than that, there are other powers and capacities stamped with quite as weighty a responsibility as those of apprehension, acquisition, or memory, viz., the moral judgment, conscience, and will. It can hardly be pretended by the most extravagant secularist that hitherto these great forces in a complete manhood have had their share of culture. Where they dwindle or are overshadowed, it is not only the symmetry of a complete individual manhood must suffer; society will be disordered. And the point in the body politic where the disease will be felt first will be that where society finds its safeguard—reverence for right and obedience to law.—*Bishop Huntington, in the Forum*.

*Special Papers.*

## CANADIAN NATIONAL EDUCATION.

EXTRACTS FROM PRESIDENT WILSON'S ADDRESS AT CONVOCATION.

It cannot be too strongly insisted on that the success of national education is the measure and standard of a people's healthful progress. The nations of the world take rank according to their fidelity to it; and their greatness, alike in ancient and modern times, has been in proportion to the zeal with which they have fostered intellectual culture and made truth their highest aim. Looking to this question of national education as it is affected by university federation, I entertain sanguine hopes of its results. It is only by united action in some form that denominational influence can exercise any legitimate effect on national education. If the co-operation of colleges under the control of various Christian Churches, with one maintained by the State in the interests of all, lends effectual aid in sustaining a high moral and religious tone among the undergraduates, one all-important aim will be accomplished. On the other hand, I look to the conflict of opinion, and diversities in teaching, resulting from healthful rivalry of colleges, acting in concert as affiliated members of one university, for protection from the stereotyped rigidity which has been charged as the danger of all national systems. This is indeed already guarded against in no inconsiderable degree by the departments of the University scheme, which not only encourage different lines of study, but give fair scope to the intellectual specialist, and leave to all students some choice in the determination of their undergraduate course. But there is another evil, the product to a large extent of modern appeal to examinations as the supreme test of all qualifications for office or appointment. It has been questioned if Walpole—one of England's greatest financial Ministers—could have satisfied a modern civil service examiner; as to Wellington, he would certainly have been plucked by the martinets of the Woolwich board. Examinations have their proper place in every collegiate system. I know of no better substitute as a test of actual work done in the lecture room and laboratory; especially when conducted by an experienced teacher. But the extremists have not only effected a divorce between examiner and teacher, but would fain substitute examination for the teacher's work. With such the ideal university of the future is a board of examiners and a file of text books. Under this influence rival programmes outvie each other in the multiplicity of prescribed bookwork; nor can I claim for our own curriculum an absolute exemption from the taint. Every system, whether for school or college, is objectionable, which relies mainly on the perfecting of educational machinery and fails to leave scope for the personal influence of the teacher. Some prescribed course of work is indispensable; but if the instructor is worthy of his trust, what he communicates *con amore*, as having a special interest for himself, will be the most likely to kindle enthusiasm in the student. Routine work is ever apt to lapse into drudgery, unless animated by the enkindling flash of impromptu illustration. Sir John Lubbock justly remarks:—"Our great mistake in education is, as it seems to me, the worship of book learning—the confusion of instruction and education. We strain the memory instead of cultivating the mind." The schoolboy is doubtless as clay in the hands of the potter, but that is no justification of the tendency to fashion a single departmental mould in which all shall be shaped according to the one regulation pattern. This evil is to be deprecated at every stage, but in the work of the university most of all. There is a growing tendency to overload every department with an amount of bookwork which must reduce the teacher to a mere monitorial drudge, and help to give countenance to the popular idea that any man whose name has figured in the honor lists is amply qualified for a professor's chair. At this critical stage in the history of the University, when not only important additions are about to be made to the Faculty of Arts, but the restored Faculties of Law and Medicine have to be recognized, its future for another generation depends on the choice of the men who are to constitute the new

professoriate. We must have teachers with higher claims than the tests of the examination hall supply, if we would escape the risk of stamping a whole generation with the same mediocrity. We want, if possible, for every university chair, men of original power and genius in their own special branches. No one is deserving of so responsible a trust, in which he is to mould and fashion the minds of the most gifted among those who are before long to take the place of our present leaders, who does not himself possess gifts such as no university pretends either to confer or to accredit by its honor lists. Whatever be the university requirements, no man is worthy of one of its chairs who has not much of his own to communicate beyond any prescribed curriculum. The most valuable influence of a teacher is to be looked for in the sympathetic enthusiasm which he enkindles in the minds of his students, broadening and elevating their aspirations, quickening the dry bones of academic routine, and vitalizing them with living fire.

\* \* \* \* \*

The University of Toronto is identified in its inception with historical events of memorable significance. The loyal pioneers of Upper Canada who here reared for themselves homes under the shelter of the British flag, had scarcely effected their first settlement on the northern shores of the great lakes when they gave evidence of their intellectual sympathies and wise foresight by efforts to secure some adequate provision for the education of their sons. No more creditable incident can be recalled in the early history of any country. It illustrates the character of the founders of Upper Canada as men of no ordinary type; differing indeed widely from the Puritan pilgrims of New England, but not unworthy to rank alongside of them as planters of another vigorous offshoot of the British oak. So long as their descendants worthily maintain the inheritance thus bequeathed to them, they will recall with pride the incident which presents its hardy pioneers, while literally hewing out their first clearings in the forest, and displacing the Indian wigwam with the log hut of the farmer, thus anticipating the wants of later generations, and dedicating 500,000 acres of the uncleared wilderness to provide for the educational requirements of the infant State. To them, and not to the Royal donor of its charter, this University owes the gratitude due its founders. Nor have they missed their reward. The roll of its distinguished graduates already includes the names of men who have borne an honorable part as statesmen in critical times, who have taken the highest rank on the Bench and at the Bar; and have creditably filled responsible posts in academic, civic, and commercial life. But we are even now in the gristle, and must be allowed to progress to a well-developed maturity. The acorn that some autumn gale of that elder century dropped in the solitude of the Canadian forest now spreads forth its branches to the winds, a vigorous young oak, and if left untouched by rude hands, may flourish a thousand years hence, a memorial of our historic dawn; like the Conqueror's oak in the Royal chase, associated with the deeds of William of Normandy, or Herne's Oak, the memorial of the later age of England's Maiden Queen and Shakespeare's "Merry Wives of Windsor." But neither oak nor seat of learning can flourish if subjected to constant transplanting or endless unrest. Time is needed ere the healthy sapling realize the motto: "Velut arbor ævo," that voices our University's symbolic crest of the maple tree. We have, indeed, seen in the history of the Cornell and Johns Hopkins universities what can be accomplished by such institutions when started on their career with an adequate endowment. Nor, with its narrower resources, has this University failed to make a name for itself, or to train more than one generation to do it honor. But much has yet to be accomplished before even Harvard or Yale can claim equality with the venerable centres of Europe's academic life, with their alumni, the world's true nobility, by whom the thoughts of generations have been widened and science mastered for the service of mankind. They were the strongholds of intellectual life in ages of darkness and ignorance. We recognize in them the source of Europe's re-awakening, and hail the promise of a still brighter renaissance for ourselves.

Let it not be our shame that "knowledge grows, but wisdom lingers." The sources of all true progress are at our disposal. It rests with those to whom the equipment of this University is entrusted to determine whether we shall bear our part in the seed-time of future centuries, or with niggard parsimony, leave our sons to reap where they have not sown.

## THE RUSSIAN WAY OF DOING IT.

COUNT TOLSTOI, the Russian Minister of the Interior, has struck a characteristic blow against nihilism. He has decided to destroy it by putting an end to the higher education of the poorer classes. The tenor of the circular which he has issued may be judged from the following extracts: "The gymnasia, high schools, and universities will henceforth refuse to receive as pupils or students the children of domestic servants, peasants, tradesmen, petty shopkeepers, farmers, and others of like condition, whose progeny should not be raised from the circle to which they belong, and be thereby led, as long experience has shown, to despise their parents, to become discontented with their lot, and irritated against the inevitable inequalities of the existing social positions."

This document has of course created the most profound sensation. Since the accession of the "Reform Tsar," in 1856, it has been conceded even by the government that the chief need of Russia, social and industrial, was a higher level of popular education. The present circular of Count Tolstoi is a virtual confession that the present political régime is incompatible with popular education, and that the latter must therefore be sacrificed. The fact that both the universities and the commercial schools are supported by taxes the bulk of which are paid by the peasants and tradesmen does not deter the minister from issuing the order. He merely promises that by degrees technical and trade schools will be established to take the place of the schools which are disbanded. Technical education in Russia means, not the broadening of the curriculum, but the narrowing of it so that only the child's physical powers shall be trained. The new order may for a time check popular education, but it will assuredly set the masses to thinking, and breed the very spirit of nihilism which it seeks to destroy.—*Christian Union.*

## ENGLISH SOIL

BY OLIVER WENDELL HOLMES.

The soil of England does not seem to be worn out, to judge by the wonderful verdure and the luxuriance of vegetation. It contains a great museum of geological specimens, and a series of historical strata which are among the most instructive of human records. I do not pretend to much knowledge of geology. The most interesting geological objects in our New England that I can think of are the great boulders and the scratched and smooth surface of the rocks; the fossil footprints in the valley of the Connecticut; the trilobites found at Quincy. But the readers of Hugh Miller remember what a variety of fossils he found in the stratified rocks of his little island, and the museums are full of just such objects. When it comes to underground historical relics, the poverty of New England as compared with the wealth of Old England is very striking. Stratum after stratum carries the explorer through the relics of successive invaders. After passing through the characteristic layers of different races, he comes upon a Roman pavement, and below this the weapons and ornaments of a tribe of ancient Britons. One cannot strike a spade into the earth, in Great Britain, without a fair chance of some surprise in the form of a Saxon coin, or a Celtic implement, or a Roman fibula. Nobody expects any such pleasing surprise in a New England field. One must be content with an Indian arrowhead or two, now and then a pestle and mortar, or a stone pipe. A top dressing of antiquity is all he can look for. The soil is not humanized enough to be interesting; whereas in England so much of it has been trodden by human feet, built on in the form of human habitations, nay, has been itself a part of preceding generations of human beings, that it is in a kind of dumb sympathy with those who tread its turf.—*October Atlantic.*

## Examination Papers.

### ANSWERS TO EXAMINATION QUESTIONS.

MIDSUMMER EXAMINATIONS, 1887.

THIRD CLASS TEACHERS.  
ENGLISH COMPOSITION.

Examiners: { CORNELIUS DONOVAN, M.A.  
M. J. KELLY, M.D., LL.B.

TIME.—TWO HOURS.

NOTE.—80 per cent. to constitute a full paper.

1. Re-write in your own words, prose form, the substance of the following lines:—

The Eternal, to prevent such horrid fray,  
Hung forth in Heaven his golden scales, yet seen  
Betwixt Astrea and the Scorpion's sign,  
Wherein all things created first he weigh'd,  
The pendulous round earth with balanced air  
In counterpoise; now ponders all events,  
Battles and realms: in these he puts two weights,  
The sequel each of parting and of fight:  
The latter quick flew up, and kick'd the beam;  
Which Gabriel spying, thus bespake the fiend:  
"Satan, I know thy strength and thou  
knowest mine;

Neither our own, but given; what folly then  
To boast what arms can do! since thine no more  
Than Heaven permits; nor mine, though  
doubled now

To trample thee as mire: for proof look up,  
And read thy lot in yon celestial sign,  
Where thou art weigh'd, and shown how light,  
how weak,

If thou resist." The fiend look'd up and knew  
His mounted scale aloft; nor more; but fled  
Murm'ring, and with him fled the shades of night.

2. Write a letter inviting Mr. and Mrs. Smith to tea on Tuesday evening.

3. Write sentences illustrating the proper application of the following words: ability, faculty, talent; deed, exploit, achievement.

4. Correct or improve:—

- (a) He is prejudiced in his favor  
(b) The public will heartily endorse the sentiments uttered by the court  
(c) All words which are signs of complex ideas furnish matter of mistake  
(d) Where is the man or the lawyer either who has not read Guy Mannering?  
(e) Two great sins, one of omission and one of commission, have been committed by the states of Europe in modern times

5. Change the position of the phrases or clauses in the following sentence, in three different ways:

When they saw that their masters were likely to gain the day, these men rushed from their place of concealment with such weapons as they could get, that they might have their share in the victory and in the spoil.

6. Write an essay on one of the following subjects:

OLIVER CROMWELL: summary of the principal events of his life; nature and effects of his domestic and foreign policy; his character.

ENGLAND IN THE 18TH CENTURY: Characteristics of the chief men of the time in church and state; social and moral condition of the people; features of the law of the land; indications of the future state of society.

#### BEST ANSWERS.

I. There was a dispute Gabriel and Satan as to which should rule the other. Dispute and quarrelling are against the nature of God, so, to end it, He hung forth a pair of scales from heaven (the same scales in which he had weighed the earth, battles, and realms), and placed in them two small weights, one indicating that Gabriel and Satan should fight their quarrel out, the other that they should part. All waited to see which would outweigh the other—only a moment and the weight "fight" went quickly up to the beam. Gabriel thought this would settle matters quietly, nor was he mistaken: he spoke a few words to Satan something like these—"For all you rebel so persistently against divine authority you know very well that all that is

good in us comes from God. It is folly for us to meet in combat. God rules all, he can give the victory to whom he will. Take the warning that the flying up of yonder weight has given, and let us part. Satan's proud spirit was humbled for once, he saw his own weakness and worthlessness and seeing, fled swiftly into the darkness

II. Oshawa, July 14th, 1887.

Dear Mr. & Mrs. Smith,—

A number of old friends are coming to tea on Thursday (to-morrow) evening, we should so much enjoy it if you would come too. It would make the circle complete. Won't you come?

Of course it will be informal.

I am, yours Sincerely

A. B.

(3) He has the ability to learn very rapidly at school, but he lacks application and perseverance.

That woman has a great faculty for managing, her household affairs go on with clock-like regularity.

The faculty of the Alma College is said to be a very efficient one.

He seems to have a talent for drawing and painting; only those who have a talent for it do it well.

Your deeds have all been evil; can you murmur that you now reap what you sowed?

Little brothers and sisters at home love to hear stories of the exploits of their big brothers at school.

It was a great achievement when Wolfe and his army scaled the heights of Quebec.

(4) (a) He is prepossessed in his favor.

(b) The sentiments uttered by the court will be heartily supported by the people.

(c) All words which may mean more than one thing must be used carefully or mistakes will be made.

(d) Where is the man or the lawyer who has not read Guy Mannering?

(e) The states of Europe in modern times have been guilty of two great sins; in one case they have done that which they should not have done, in the other they have left undone that which they should have done.

(5) These men, when they saw that their masters were likely to win the day, rushed from their place of concealment with such weapons as they could get that they might have their share in the spoil and in the victory.

That they might have their share in the victory and in the spoil, these men, with such weapons as they could get, rushed from their place of concealment when they saw that their masters were likely to win the day.

With such weapons as they could get these men rushed from their place of concealment—when they saw that their masters were likely to win the day—that they might have a share in the victory.

(6) Oliver Cromwell.

A Huntingdonshire farmer, then, after a few years, the greatest general in the world! Once unknown and obscure, now, revered and known throughout the civilized world.

Oliver Cromwell living his quiet meditative country life was unconsciously preparing himself for the part he played so well in the world's battle.

Every time of danger, tumult and strife, has brought before the world a spirit whose greatness has raised people's envy then their admiration. The man seems always to suit the time. When Cromwell undertook to train those raw young countrymen, who would have prophesied that he would one day rule justly in the stead of him whose tyrannies he went to break? People do not care to leap over a chasm, but they will walk round it, so those of Cromwell's day were won slowly but surely to know his greatness. Not all of them however, what man can hope to have the approbation of all? Cromwell's victories were by might of the sword. After Dunbar and Worcester he and his Ironsides reigned supreme. They were greatly feared, so much so that in Ireland even to this day "the curse of Cromwell on you" is only used in moments of deepest passion. The life of this great General was full of cares and troubles, there was too much upon his shoulders for one man to accom-

plish. Many misunderstood him and attributed his religious zeal to deceitful purposes. Carlyle has vindicated him so well that few indeed think that way now. With such a constitution—such an iron frame—Cromwell should have attained to a great age, but he became literally worn out and died at an age at which some men do their best work. Cromwell's works do follow him, but not so much as we might reasonably expect. His labors were so thoroughly hidden by Charles II. that we, in seeing them again, hardly remember we owe them to him.

Cromwell was in private life a loving faithful father and tender husband; he was extreme in matters of religion, but that we easily forgive, he erred on the right side.

God hung in the sky a pair of Golden scales, between Virgo and Scorpion. He weighed in them all that he had created, viz. the earth, the air, all events, &c. After these were weighed, he next weighed the result of a conflict between the Angel, Gabriel, and Satan. This was the real object for which they were placed in the sky.

He places the sequel of parting in one pan while that of conflict is put in the other. The effect on the beam is to show the lightness of fighting and the value of parting peacefully. The combatants saw and recognized the meaning of the weight. The angel Gabriel acknowledged his might as derived from God and pointed out to Satan the uselessness of further action, which Satan, as well, was able to perceive. Having been warned as to his fate in this contest the fiend, Satan, fled and with him darkness fled.

Monday, P.M.

Mr. & Mrs. Brown wish the company of Mr. and Mrs. Smith to tea, Tuesday evening (tomorrow) at six.

3. You will impair your *faculties* by too close attention to your studies.

A man's *ability* is measured by the work which he is capable of doing.

Talent has no reference to natural parts.

Many of my boys are sons of families that have a good deal of natural talent for drawing.

The foul *deed* was committed some time last night.

The perfection of the steam-engine by Watt was a great *achievement*.

Captain Webb in swimming the Niagara performed a most daring *exploit*.

4. (a) He is influence on his own behalf.

(b) The public will heartily approve of the actions of the court.

(c) All the words which are signs of complex ideas furnish the material } for making mistakes.  
means }

(d) Where is the man who has not read "Guy Mannering."

(e) The sin of omission and of commission is being committed by the European States.

When Oliver Cromwell first saw the light of day in 1599 his parents little dreamed that the child would figure prominently in history, would be the ruler of England. Oliver's early life was of a very peaceful kind. Having enlisted in the army at an advanced age he took rapid strides by way of promotion from office to office. His iron will was best shown when civil war convulsed England from 1642 to 1645. He chose the side of freedom of personal rights and fear of God, sentiments of his every day life. After his election to Parliament his career became very marked. He rapidly became head of a strong party called the independents, and in no less degree did he win the respect of the army. His name is inseparably associated with the battles of Naseby, Marston Moor and Edgehill. He was very determined in his way and instigated the plot by which Charles I. was beheaded, his followers being the chief judges of that unhappy monarch. In 1653 he was raised to the dignity of Protector of England. However, he was not destined long to rule. His early actions and long trial in warfare broke the strong constitution of an iron will and on the 3rd of September 1658 Oliver died at Hampton Court, brought to an untimely grave by the loss of many of his children for whom none could do more. His



domestic life is sad in the extreme while his name was respected by all Continental powers who were glad to reckon his friendship as a gain. His short rule was marked by rapid strides made by England in commerce and by properly administered laws.

He has been accused of hypocrisy but this charge is unfounded. His conversation was always religious and even when the life was slowly ebbing his lips were speaking the praises of his God. His religious aim as far as possible was to make Puritanism the established religion of which he was the great champion.

5. With such weapons as they could get these men rushed from their place of concealment that they might have their share in the victory and in the spoil when they saw that their masters were likely to gain the day.

That they might have their share in the victory and in the spoil, these men rushed from their place of concealment with such weapons as they could get, when they saw that their masters were likely to gain the day.

When they saw that their masters were likely to gain the day, that they might have their share in the victory and in the spoil, these men rushed from their places of concealment with such weapons as they could get.

Mathematics.

All communications intended for this column should be sent before the 20th of each month to C. Clarkson, B.A., Seaforth, Ont.

SECOND CLASS TEACHERS.

ALGEBRA.

Examiners: W. H. BALLARD, M.A.  
C. DONOVAN, M.A.

TIME—TWO HOURS.

NOTE.—75 per cent of the value of this paper counts 100 marks—the maximum.

1. A person walks at the rate of a feet in b seconds; how many miles will he walk in c hours? How many minutes will it take him to walk d yards?

2. If  $\frac{a}{b} = \frac{c}{d}$ , shew (1) that  $\frac{ma + nc}{ma - nc} = \frac{mb + nd}{mb - nd}$ ;

(2) that  $\frac{a^3}{b^3} = \frac{3a^2c - 3ac^2 + c^3}{3b^2d - 3bd^2 + d^3}$ .

3. If x, y, z, are three consecutive integers, then  $(x+y+z)^3 - 3(x^3+y^3+z^3) = 18xyz$ .

4. Find the numerical value of  $2x^4 - 510x^3 - 513x^2 + 256x - 1024$  when  $x = 256$ .

5. Simplify

$$\frac{y+z}{(y-zx)(z^2-xy)} + \frac{z+x}{(z^2-xy)(x^2-yz)} + \frac{x+y}{(x^2-yz)(y^2-zx)} = 0.$$

6. If m and n are the values of x which satisfy the equation  $ax^2 + bx + c = 0$ , shew that  $a(m+n) + b = 0$ , and that  $am = n$ .

7. Shew that  $a - c$  is a factor of  $a^4(b - c) + b^4(c - a) + c^4(a - b)$ . State clearly why we may infer that  $c - b$  and  $b - a$  are also factors of it. Find the remaining factor.

8. Solve the equations:

$$\begin{cases} 5x + 3y = 7z - 22, \\ 4x - z = 7y - 13, \\ 12z - 14x - 9y = 1. \end{cases}$$

$$(2) x^2 - 5x + 18 = 6\sqrt{x^2 - 5x - 10}.$$

$$(3) x^4 + x^2y^2 + y^4 = 12, \\ x^2 - xy + y^2 = 3.$$

9. Two vessels, A and B, are stationed at P and Q respectively, P being 27 miles due north from Q. If A starts northward and B southward at the same time they will, at the end of 4 hours, be 148 miles apart; but if both vessels start northward at the same time, B will overtake A at the end of 36 hours. Find each vessel's rate of sailing in miles per hour.

10. There are two numbers whose difference is 5, but when each is added to the square of the other the results differ by 45; find the numbers.

11. The product of two numbers is 143, and the sum of their square is 290; find the numbers.

12. A person who has been in the habit of receiving a certain number of tons of coal for \$78, finds that the price has been raised 50 cents a ton, in consequence of which he receives for his money one ton less than before. Find the former price per ton.

SECOND CLASS ALGEBRA—1887.

SOLUTIONS.

1. (a) a feet in b seconds = 3,600 a feet in b hours =  $\frac{15}{22}$  a miles in b hours =  $\frac{15a}{22b}$  miles in 1 hour =  $\frac{15ac}{22b}$  miles in c hours.

(b) a feet in b seconds = a yards in 3b seconds = 1 yard in  $\frac{3b}{a}$  seconds = d yards in  $\frac{3bd}{a}$  seconds =  $\frac{bd}{20a}$  min.

2. [NOTE—The constructive solution of such questions is more strictly accurate than the common method of putting  $\frac{a}{b} = x$ , for this assumes that a and b are com-

mensurable, which is not always the case; e.g., if a be the diameter of a circle and b the circumference, no

whole number, x, can be found so that  $\frac{a}{b} = x$ ; if a is the side and b the diagonal of a square, the same thing is true]

(1)  $\frac{a}{b} = \frac{c}{d} \therefore \frac{ma}{mb} = \frac{nc}{nd}$ ;

$\therefore \frac{ma}{mb} \times \frac{mb}{nc} = \frac{nc}{nd} \times \frac{mb}{nc}$ ; i.e.  $\frac{ma}{nc} = \frac{mb}{nd}$

Then  $\frac{ma}{nc} + 1 = \frac{mb}{nd} + 1$ ;  $\therefore \frac{ma + nc}{nc} = \frac{mb + nd}{nd}$  (A)

Also  $\frac{ma}{nc} - 1 = \frac{mb}{nd} - 1$ ;  $\therefore \frac{ma - nc}{nc} = \frac{mb - nd}{nd}$  (B)

A ÷ B gives  $\frac{ma + nc}{ma - nc} = \frac{mb + nd}{mb - nd}$ , Q.E.D.

(2)  $\frac{a}{b} = \frac{c}{d} \therefore \frac{a}{b} \times \frac{b}{c} = \frac{c}{d} \times \frac{b}{c}$ ; or  $\frac{a}{c} = \frac{b}{d}$  (X)

$\therefore \frac{a}{c} - 1 = \frac{b}{d} - 1$ ; or  $\frac{a - c}{c} = \frac{b - d}{d}$

$\therefore$  as in X,  $\frac{a - c}{b - d} = \frac{c}{d} = \frac{a}{b}$  (Y)

Again  $\frac{a}{b} = \frac{c}{d} \therefore \frac{a}{b} \times \frac{a}{b} = \frac{c}{d} \times \frac{a}{b}$ ; or  $\frac{a^2}{b^2} = \frac{ac}{bd}$

$\therefore \frac{a^3}{b^3} = \frac{3ac}{3bd}$  (Z)

Multiply Y by Z:  $\frac{a^3}{b^3} = \frac{3ac}{3bd} \cdot \frac{a - c}{b - d}$  which =  $\frac{c^3}{d^3}$  and

By a process similar to Y =  $\frac{3ac(a - c) + c^3}{3bd(b - d) + d^3}$

=  $\frac{3a^2c - 3ac^2 + c^3}{3b^2d - 3bd^2 + d^3}$ .

3. We are to prove that (sum)<sup>3</sup> - 3 (sum of cubes) = 18 (product)

Let a - 1, a, and a + 1, be the three consecutive integers.

$\therefore$  (sum)<sup>3</sup> =  $27a^3$ ; 3(sum of cubes) =  $9a^3 + 18a$

$\therefore$  (sum)<sup>3</sup> - 3(sum of cubes) =  $18a^3 - 18a = 18a(a^2 - 1) = 18(a - 1)(a)(a + 1) = 18$ (product).

4.  $\frac{2 - 510 - 513 + 256}{256} \mid \frac{-1024}{+ 512 + 512 - 256} \mid + 0$

$\frac{2 + 2 - 1 + 0}{-1024} \mid -1024$

$\therefore$  value = - 1024.

5. The numerator of the sum will be  $(y + z)(x^2 - yz) + (z + x)(y^2 - zx) + (x + y)(z^2 - xy) = y(x^2 - yz + z^2 - xy) + z(x^2 - yz + y^2 - zx) + x(y^2 - zx + z^2 - xy) = 0$

$\therefore$  the whole sum = 0.

6. Since m and n are the roots of  $ax^2 + bx + c = 0$

$m + n = -\frac{b}{a}$ ;  $\therefore a(m + n) + b = 0$ ,

Also  $mn = \frac{c}{a}$ ;  $\therefore amn = c$ .

7. If a - c is one factor, the whole product will = 0 when a - c = 0, i.e., when a = c. Conversely, if the whole product = 0 when a = c, then a - c must be a factor. Put a = c in the given quantity, and the result is 0,  $\therefore c - a$  is a factor. To find the remaining factor, observe that the expression has cyclic symmetry as regards a, b, c,  $\therefore$  if a - c is one factor, b - c, and c - a must be the other factors,  $\therefore (a - b)(b - c)(c - a)$  must be a factor. But the expression is of 5 dimensions, hence we have to search for another factor of 2 dimensions, for there could not be two single factors of one dimension without there being also three, since a, b, c, are symmetrically involved. Hence put  $a^4(b - c) + b^4(c - a) + c^4(a - b) = (a - b)(b - c)(c - a) \{ P(a^2 + b^2 + c^2) + Q(ab + bc + ca) \}$

Now put c = 0, and simplify; hence  $a^4b - b^4a = (a - b)(-ab) \{ P(a^2 + b^2) + Q(ab) \}$ ; or  $(a^2 + b^2) - ab = (-1) \{ P(a^2 + b^2) + Q(ab) \}$  =  $-P(a^2 + b^2) - Q(ab)$ . From this it is plain that  $I = -P$ , and  $-I = -Q$ ;  $\therefore$  the other factor is  $-(a^2 + b^2 + c^2) + (ab + bc + ca)$

8. (1)  $\begin{matrix} A & 5x + 3y - 7z + 22 = 0 \\ B & 4x - 7y - z + 13 = 0 \\ C & -14x - 9y + 12z - 1 = 0 \end{matrix}$

$2A + B + C = -10 - 3 + 56 = 0 \dots (D)$   
 $4A - 5B = 47 - 23 + 23 = 0 \dots (E)$

$3E - 23D = 371 + 53 \times 23 = 0$

$\therefore y = -\frac{53 \times 23}{371} = -\frac{23}{7} = -3\frac{3}{7}$

And from D  $z = \frac{622 + 21 = 29\frac{3}{7}}$   
And from B  $x = -\frac{67 + 42 = -1\frac{3}{7}}$

(2)  $(x^2 - 5x + 10) - 6\sqrt{(x^2 - 5x + 10)} + 8 = 0$ ; or  $y^2 - 6y + 8 = 0$ , where  $y = \sqrt{(x^2 - 5x + 10)}$   
i.e.,  $(y - 4)(y - 2) = 0$ ;  $\therefore y = 4$  or  $2$   
 $\therefore x^2 - 5x + 10 = 16$ ; or  $x^2 - 5x + 10 = 4$   
or  $x^2 - 5x - 6 = 0$ ; or  $x^2 - 5x + 6 = 0$   
i.e.  $(x - 6)(x + 1) = 0$ ; or  $(x - 2)(x - 3) = 0$ , and the roots are 6, -1, 2, and 3.

(3)  $\begin{matrix} A & x^4 + x^2y^2 + y^4 = 12 \\ B & x^2 - xy + y^2 = 3 \end{matrix}$

$A \div B = \frac{x^2 + xy + y^2 = 4 \dots (C)}$

$C - B = 2xy = 1$ ;  $\therefore xy = \frac{1}{2}$

And from B  $(x - y)^2 = \frac{3}{2}$ ;  $\therefore x - y = \pm \frac{1}{2}\sqrt{10} \dots (D)$

And from C  $(x + y)^2 = \frac{9}{2}$ ;  $\therefore x + y = \pm \frac{3}{2}\sqrt{2} \dots (E)$

$\therefore x = \frac{1}{2}(\pm \frac{1}{2}\sqrt{10} \pm \frac{3}{2}\sqrt{2})$ , four values.

$y = \frac{1}{2}(\pm \frac{1}{2}\sqrt{10} \pm \frac{3}{2}\sqrt{2})$ , four values.

9. Let x = A's rate, y = B's,  $\therefore 4(y + x) = 148 - 27 = 121 \dots (K)$

Also  $36y = 36x + 27$ ; i.e.  $4(y - x) = 3 \dots (R)$

$\therefore 8y = 124$ ;  $y = 15\frac{1}{2}$  miles,  $\therefore x = 14\frac{3}{4}$  miles.

10. Let x and x + 5 be the numbers.

$\therefore (x + 5)^2 + x^2 = x^2 + (x + 5) + 45$

$\therefore x = 2\frac{1}{2}$  and  $x + 5 = 7\frac{1}{2}$ .

11. Let x + y and x - y be the numbers.

$\therefore x^2 - y^2 = 143$ ; and  $2(x^2 + y^2) = 290$

or  $x^2 + y^2 = 145$ ;  $\therefore x = \pm 12$ ;  $y = \pm 11$ , and  $x + y = \pm 13$ ,  $x - y = \pm 11$ .

12. Let x = 1st price,  $\therefore x + \frac{1}{2} = 2$ nd price.

$\therefore \frac{78}{x} = \frac{78}{x + \frac{1}{2}} + 1$ ;

$\therefore 2x^2 + x - 78 = 0$ ; or  $(2x + 13)(x - 6) = 0$

$\therefore x = -6\frac{1}{2}$  or 6. The negative root evidently does not apply to the problem as it stands. If the word "raised" were changed to "lowered," and "less" were changed to "more," the negative root would apply. See McLellan's Elements, p. 65, for a discussion on the meaning of the negative sign, which this problem serves to illustrate.

THE annual meeting of the Perth Teachers' Association, held in Stratford, on October 16th, was considered the most successful one ever held in the county. Two hundred and sixty teachers were present. The exercises, including addresses on educational subjects by Messrs. Rothwell, and Kilpatrick, of Fullarton, and one by Mr. T. O'Hogan, M.A., of Mitchell, on Elocution, were listened to with much interest. Dr. McLellan's address on "English Literature," on Friday night, delighted a crowded audience. Before the close of the convention Rev. P. Wright addressed the teachers on the necessity of teaching temperance in the Public and High Schools. He reviewed the newly authorized text-book on this subject, and earnestly requested the giving it an important place in the exercises. School Inspector Alexander gave an eloquent address to the same effect, after which a resolution was carried, endorsing the action of the Minister of Education in authorizing a text-book for teaching temperance in the schools of the province. A resolution was also unanimously carried, condemning the recently authorized text-book on history.

## Notes on Entrance Literature.

## THE CHANGELING.

BY MONA.

(Page 205.)

THE name at once strikes the reader as being peculiar, and draws the pupil's attention. At one time it was supposed the fairies had something to do with the stupid and ugly children. It was considered impossible that our forefathers were the parents of such children. So they said these children belonged to fairies and were left in exchange for the intelligent.

This is probably the superstition to which the poet refers. But certain it is, that the idea is altogether transformed in the poem. The child referred to was beautiful and lovely, but the changeling far more so.

The lesson naturally divides itself into four subjects.

- I. The Daughter, including stanzas 1, 2, 3 and 7.
- II. The Daughter's Death, as described in stanza 4.
- III. The Changeling, including stanzas 5 and 7.
- IV. Nature's Wonders, as described in stanza 6.

The lesson may be reproduced from the preceding, or each part may be enlarged and thus made to form a composition by itself. Each stanza may be given a separate heading, but remember these may be reunited to form four parts, or all combined to form one; "the Changeling."

Note the vein of tenderness, sometimes touching almost on sadness, which runs through this poem; and yet the poet seems to be very happy in the enjoyment of the beautiful presence his imagination clothes with the charms of "The Changeling," who has taken the place of his child.

## STANZA I.

The Heavenly Master is likened to a father sitting and calling his children to gather around his knee. Here is one who seems wayward and indisposed to come, and his little daughter is given him, to draw him nearer to his father. The metaphor is an old one, over 1800 years old, yet it is used with beautiful simplicity and effect by the poet.

L. 5.—"Force of Nature." This is the power of parental love, the natural affection felt for a child by its parent.

L. 6.—"Dim wise divine." There should be a comma after "wise"—"dim" is here used in the sense of slight and "wise" with the meaning "way" or "degree." "Divine" means to discover, to estimate.

L. 7.—The patience is likened to a lake or ocean without bottom, into which the poet gazes, trying to fathom or estimate its depth.

L. 8.—See also ll. 3 and 4. This has reference to the same, waywardness being implied.

## STANZA II.

L. 3.—See l. 2, stanza I. She was sent from heaven, and brought some gleams of the light to gladden the home and hearts of those she came amongst.

L. 5.—Notice the description of the hair. Try to picture the appearance and keep it in the memory. The passage well expresses the loveliness parents see in their own.

L. 7.—The poet here shows his careful observation. The ripples throw shadows. How many have noticed them?

L. 8.—The brook is yellow from the "sun-gilt ripples." The sun gilds the ripples and this is shadowed on the bed.

## STANZA III.

The subject is clearly "The Smile."

L. 2.—What a lover is the parent as he bends over the cradle of his little child. Here we see another quality of Mr. Lowell's style. The smile is described as only those who love can describe it. No one but he who has seen a smile kept for him alone can picture it in imagination as it really is.

L. 4.—"Wholly over." Does this refer only to the face? Compare next line.

L. 7.—He had loved her mother. The little girl reminded him of her. How happy had been

those pleasant days! Now, (see l. 8, stanza 4,) he was left alone. The mother had been taken before the daughter.

## STANZA IV.

The death is here described not with a heart-broken murmur of despair, but with a loving trust that she had gone to a far better place.

L. 2.—The time seemed very short. Time does seem short when we are loving and being loved.

When does time seem long? See page 201.

Ll. 3 and 4.—The angels or messengers flitting from place to place called here, and took his little daughter.

L. 5.—"Zingari." This is the Italian name for gypsies in that country. They had wandered around and found this child ready to be an angel also.

L. 6.—This line has particular reference to the net used to catch birds, the next, to the bird after it has been caged.

This is a fine metaphor, and the teacher should see that pupils fully understand the points of resemblance between the child, as the poet conceives it, and a bird. Note also how the life here on earth is likened to a cage, and the angels to the Zingari.

## STANZA V.

The changeling is here described. How much lovelier this imagination is than the reality! How often this is the case. When those we love are far away, we recall all their good qualities, but veil their imperfections.

L. 3.—The "bud" was beautiful, but the "blossom" was more so.

L. 4.—She had smiled "till it had dimpled her wholly over," but this smile was more beautiful still.

L. 5.—The parent's eye would seek, first thing in the morning, the baby's couch, and naturally enough would miss the morning smile. Then the imagination would be called into action, and her place be filled with a vision of her purified and spiritualized image.

L. 7.—Violets grow on the ground, so near that they are often trodden upon, unnoticed. And yet all the wonders of nature minister to their growth.

L. 8.—"Alone." Baby and its mother gone. Alone at home. The loved ones gone before, leaving him, only, behind.

"Awful" means full of awe, or that which inspires reverential dread. These things drew him nearer to the Heavenly Father's knee."

## STANZA VII.

L. 8.—The wonders of nature are wonderful indeed. And it is still more wonderful, that they should be so, for such a little insignificant thing as a violet.

L. 7.—"Earth whirrs." This has reference to the earth going round the sun, causing the seasons, thus giving growing time, flowering time, seed time, and rest time.

L. 6.—The earth turning round on its axis causes day and night, working and sleeping time. Rain and dew refresh the earth.

L. 5.—"Winds wander." Explain the cause of winds. Also what good they do.

L. 2.—"Whole year, long." When measured by daily and hourly events or changes, a year seems a long time.

L. 3.—Nature is faithful. If there were but one violet, it would perform its work to prosper even that one tender flower.

Compare "Consider the lilies of the field, they toil not neither do they spin . . . (Matt. 6: 29, 30).

## STANZA VIII.

The last is a comparison between the real child and the changeling. Notice the many loving offices performed by the parent; singing it to rest, carrying it around in his arms. There is her cradle. There is her chair. And see! the glorious light seems to color the hair of the angel child, the changeling, he sees in her place.

A moral is contained in that word "gone," and stanza I, l. 4, which in connection with the rest of the lesson may be used to make a lasting impression.

In conclusion, let the teacher get the pupils to compare a bird and the child. Which does the poet admire more, her smile or her hair? It will be found there are twelve references to the latter and thirteen to the former.

## School-Room Methods.

## THIS PICTURE AND THAT.

HERE are two pictures of real schools. Which is yours to be like?

*Picture No. 1.* "Excused!" There they go, helter-skelter, scrambling over the seats and one another in a rush for the lunch-pails. "Drop that! that's my basket!" "Hurry up, and get out of the way." "Eat fast, Jack, we want to finish that game this noon." The bread-and-butter and meat disappear rapidly, their course interrupted perhaps to throw a crust at George, who is chasing Sam around the room. Loud laughter and louder talking fill the room with confusion. "I'm done, hurry up, boys," and Pete jams his lid into his dinner-pail, with a toss pitches it into the corner, and with a wedge of cake in his hand and an apple in every pocket goes out to finish that game. Tom, Dick, and Harry, each with some part of his unfinished lunch in his hand, follow, and the uproar of play begins. The floor and desks are left covered with crumbs and disorder reigns.

*Picture No. 2.* "Position! Turn! Rise! Pass!" At the quietly spoken signals those who go home for dinner pass out. "Position! Turn! Rise! Pass! Seats!" A selected one from each family has quietly brought the dinner basket. Napkins appear. The lunches are spread out over the desks and a gentle buzz of conversation fills the air. The teacher sits at his own desk, a model for his pupils. Good manners in eating are taught incidentally by every motion. As each group finishes, the dishes are carefully replaced in the baskets, the crumbs brushed from the desks, and each sits waiting for the rest to finish. The last one stows away the final bite of apple; the teacher rises, and the school quietly pass out, depositing their baskets in an orderly row. Does not all this teach that "ninth branch" which the law mentions? —*Indiana School Journal.*

## INTERRUPTIONS.

Tr.—"Read the first paragraph, Mary."

M.—"If I were a voice,—a persuasive voice,— That could—"

J.—"Please may I get a drink?"

Tr.—"Not now. Go on, Mary."

M.—"That could travel the wide world through, I would fly on—"

P.—"May I sit with Jennie to get my spelling lesson?"

Tr.—"Yes."

M.—"I would fly on the beams of the morning light,

And speak to men with a gentle might, And tell them—"

L.—"I can't pronounce this word."

Tr.—"Spell it."

L.—"E-x-i-g-e-n-c-y."

Tr.—"Exigency. Go on, Mary."

M.—"And tell them to be true.

I'd fly, I'd fly o'er—"

R.—"Where's the geography lesson?"

Tr.—"Finish Indiana. Go on."

And Mary finally gets through. Shall you permit this continual interrupting, or will you teach your pupils to respect the rights of others? For, certainly, to deprive the class reciting of their full time and your undivided attention is an infringement of their rights. Further, it is bad manners to break in and interrupt another when he is talking. Why not have it understood that all questions must be asked between classes; that all leaving seats and passing around the room must be done between classes? —*Indiana School Journal.*

SCHLEGEL, the German philosopher, classifies the educational forces of society as follows: The family, the school, the guild, the church, the state, and remarks that the school neglects as few of its duties as any one of the other four. There is not so much scolding in the school as in the average family; not so much jealousy and strife as in the guild; not so much pretence and sham as in the church; no such corrupting influences as in the political school of the state. Of all the national institutions in our land the *common school* is the purest, and comes the nearest to filling its legitimate mission.

*Hints and Helps.*

## SCHOOL DISCIPLINE.

BY JOHN R. DENNIS.

I TAUGHT school first in a small red building at a four corners; it was "the school house in Deacon Smith's District," as the minister described it in giving out the appointments for prayer meetings. The building lacked every element of beauty, of course—most school houses do. The trustees charged me to "be careful of the property, or else the boys would tear the whole consarn down." To prevent this everything was made strong: the desks and seats were of thick planks; the desks were fastened to the floor by putting a block four inches square on each side of the upright part. These blocks seriously interfered with marching and walking in the aisles; every day some pupil stumbled. But the trustees seemed to fear that even these blocks would not prevent the boys from tearing up the desks; so I stayed in the building every noon in order "to protect the property."

My next school was in a nearly new building; I left each noon to go to my boarding house. My departure was the signal for pandemonium to set in, and I often thought of Scott's lines:

"At once there rose so wild a yell."

In due course of time the superintendent made his appearance; his examination was brief, but he was satisfied I was doing thorough work. In addressing the pupils he said: "I am well pleased with all but one thing: you don't take good care of the desks; they are badly scratched and marked up. This new house will soon be like the rest. Boys, I wish you could see what boys Miss R. has, and how they keep their desks."

I was more interested than the boys were. From the superintendent I learned that Miss R. kept a school six miles up the river, and I determined to visit her school on the following Friday. The day found me on the spot, and I was surprised by what I saw.

The building stood back seventy-five or eighty feet from the neat fence in front. There was a gate and a wide walk covered with flat stones. At each corner of the building was a sort of low tower; in one the boys entered; in the other the girls. The teacher's desk I found between the doors: at that desk was a woman of pleasant aspect, probably thirty-five years of age. She rose as I came in and, smiling pleasantly, offered me a chair. I began a critical survey of things, and my first feeling was, "Well, Miss R. has civilized beings for her pupils; that is the secret of her success." Then I fell to wondering why her pupils were of better stock than mine; I could see no reason for it, and reluctantly came to the conclusion that the difference was caused by the teacher.

I could see that the pupils were managing themselves; that they respected and loved their teacher; that they cared for their books, clothes, and school property. When recess time came I put the inquiry, "How have you done all this?" for the building was not only neat, it was adorned. The platform was carpeted, the walls were hung with pictures, the blackboards were covered with neat work, the windows had curtains, and all was in nice repair. She smiled:

"Why, it seems natural enough to me."

"But do not the pupils cut and scratch the desks? And how did you manage to get the bell for the boys' tower? And how such a neat walk?"

"I talk with the boys and girls about these things, and they talk with their parents, you know."

"But suppose you leave the room at noon, will they not run on top of the desks?"

"Why, the rest would—I don't know what they would do to such a pupil."

Just then a pupil stepped to the bell rope and pulled it three times; waiting a few moments he pulled the bell once, and in marched the pupils.

Again, I watched them. They were not self-conscious, not forward, not vain; they were quiet, polite, studious, natural. The lessons went forward with promptness, both the teacher and pupils seemed to be imbued with the same spirit—and here I discovered the secret of Miss R.'s success; she was constantly inviting the best qualities of her

pupils; she acted a comrade to them; she met them in the spirit of the Great Teacher.

Well I fell to pondering on the problem: "Could I accomplish a work like this?" I went home full of plans; I could scarcely wait for Monday morning. On arriving at the school, I got the boys (who stayed out until the last moment) to come in. I told them my wishes about a plank walk to the edge of the road. To my surprise, the roughest boy I had agreed to bring some planks. I took courage, and when the school was assembled a committee was appointed, and during the week the coveted walk was laid.

This gave me courage to go to my pupils and enlist them to work on the problems that puzzled me. I asked them to tell me how the disturbance at noon could be abated. A committee on order took that in hand, and (with suggestions and advice from me, of course) that was successfully battled with.

One after another of the barbarisms I found in existence was attacked by us all *en masse* and exterminated. My school soon began to have a name; I felt I had something to be proud of. But after all, I could never equal Miss R.'s school. She was an artist; she achieved great results—not in scholarship, perhaps, but in rounded development. From her I learned that great lesson, that if a teacher would succeed he must get the co-operation of his pupils.—*Teacher's Institute.*

## ADVANTAGES OF CLASSIFICATION IN UNGRADED SCHOOLS.

ANY school can be classified at once if it cannot be successfully graded. Following are some of the advantages of a good system of classification, as enumerated by H. C. Hollingsworth, in the *Centreville (Iowa) Citizen* :—

*It saves time.* By having a school properly classified the teacher is able to concentrate his power. A greater number of pupils may be instructed in a given time. It gives the teacher an opportunity to watch the growth of individual characteristics. It affords time for suggestions and criticisms that often become helpful to pupils.

*It lessens the number of classes.* Many teachers in the country schools are almost overwhelmed with classes. Only a few moments can be spent in each recitation. It requires a constant rush and hurry to carry out the programme of each day. With the teacher's energy thus scattered he becomes little better than a machine, calling and dismissing classes.

*It systematizes the work.* System is essential to success. More work can be accomplished and better results obtained where pupils are properly classified. The teacher has more time for preparation and study in the line of his work.

*It encourages pupils to do better work.* The teacher can offer many proper incentives to more thorough effort. A healthy rivalry will usually spring up between members of the same grade or class. A desire for promotion and a good record to be left with the school will aid in fostering a love for the work. Classification implies the necessity for a *course of study*. The outlines of the course should be printed; also, definite instructions for classifying the school; the number of grades indicated, and the studies for each. Along with the course of study there should be kept a complete record of the school, so that any teacher could organize the school in a very short time, placing each pupil in his proper class."

## A PRACTICAL THING.

A TEACHER in Ohio writes us that she had occasion not long since to visit a primary school, where most of the pupils could spell in two or three syllables. The teacher began at once, as some often do, to apologize for the disorder in her room, and to mention her trouble in interesting her pupils. She was young and inexperienced, and the visitor thought it her duty to give a specimen of her experience in waking up an interest, and training the faculty of observation. Being invited to speak a little, a thing she was not much qualified to do, she began by asking, "How many in this room can spell?" Nearly every hand was up. She then began giving common words, feeling her way at every step, rising higher in point of difficulty, in-

tending to stop on some suitable word. The word "grocery" soon occurred. Here she paused, and asked, "what's a grocery?" The answer was, "A place where things to eat are kept." Next, tell what they are. One boy exhausted his stock of knowledge, another added to it, and so on the excitement ran until the wakening up became very interesting. After a short pause, one little fellow says, "Hominy." "Ah, yes! What's hominy?" "Corn pounded in a mortar." "And what's a mortar? Not what plasterers use?" "It's a hollowed out thing. You can see one at the drug store." "Yes, I know now. But what do they pound the corn for?" "To take the hulls off." Thus she could have gone on indefinitely but the exercise is only to break the monotony, and cultivate habits of observation and memory. As she was leaving the village, she saw squads of children inspecting grocery stores, and each one endeavoring to find something the others had not seen.

The lady teacher practiced her pupils in this way, and never more complained of her pupils being dull.

They learned to look at things, and spell their names.

## STORY-TELLING AND SIGHT-READING.

EVERY teacher of young children should know how to tell stories, partly for the sake of interesting and instructing the children, and partly for the sake of furnishing material for language lessons. A well-told story serves as a model for the pupils, which they will unconsciously imitate. More direct help to a correct and easy expression may be given if, when the story is told, the pupils are asked to reproduce the principal points of it in their own words. Let the story be such as will interest the children, and teach a useful lesson without bringing out the moral too plainly.

If the teacher has not the art of telling stories, he may read from a book such stories as the children have not seen. Better than this, however, is reading at sight by the children. If they know that such reading will be followed by a reproduction of the thought expressed, their interest in and attention to what is read will be increased, and a greater number of ideas will be gained. In the lower grades the subject-matter may be brought out by skilful questioning. When this is done the children should be encouraged to give the story in a connected form, and always in their own language. Unless care is taken, they will seek to remember words only, and give the language of the book. In the higher grades, with little or no questioning the pupils should be able to give the substance of the article read, first orally and then in writing. The written work should be carefully examined, corrected, and rewritten. One of the most common faults is the making of short and disconnected sentences—a fault which is allowable with beginners, but which should be corrected as soon as possible. Let the sentences be made so as to read smoothly and pleasantly, without many breaks and without the use of too many connectives.

CALKINS.

## LANGUAGE TABLES.

THE bell has rung.	Has the bell rung?
The bell rang.	Did the bell ring?
The bell had rung.	Had the bell rung?
He chose the boy.	Was the boy chosen?
He was chosen.	Was he chosen?
He has been chosen.	Has he been chosen?
You were chosen.	Were you chosen?

Whom did you choose?

Put the above on a chart or on the board in full view of your school, and several times each day call for a careful repetition of them. This plan is in use in several Michigan schools, and it is a very successful method of training to correct use of these common expressions.

The above, which we clip from an exchange, contains the germ of a method which may be worked out indefinitely. Every teacher should make from observation, or with the aid of pupils, a list of the most common and glaring outrages on good English common in the school, and work the correct expressions corresponding into a series of exercises for constant drill at odd moments, or on suitable occasions.



TORONTO, NOVEMBER 1ST, 1887.

*Editorial.*

## THE LATE DR. NELLES.

THE recent death of Dr. Nelles, President of Victoria University, has removed a conspicuous figure from the ranks, already too thin, of those who have rendered distinguished service to the cause of higher education in Ontario. Dr. Nelles was a native Canadian, born near Brantford, in 1823. He attended for a time the Lewiston Academy, New York, where he had as one of his tutors J. G. Saxe, the poet. He was afterwards a student of the Genesee Wesleyan Seminary, and was one of the first two matriculates of Victoria University, though he took his degree from the Wesleyan University at Middleton, Conn. After three or four years of ministerial labor, he was appointed to the Presidency of Victoria in 1850. From that time to the day of his death Dr. Nelles gave himself with great assiduity, ability, and success to the service of the University. The fruits of his labors, and those of his well-chosen staff of colleagues are to be seen in an endowment of about \$150,000 raised mainly by his personal efforts; in the fine Science building known as "Faraday Hall," erected by the citizens of Cobourg at his suggestion, and under his direction; and better still in the large and influential body of graduates to be found all over Canada doing excellent work in our educational institutions, in various other learned professions, and in all departments of active life. The high character and useful lives of these men are the highest tribute and the best monument to his long labor of love.

Dr. Nelles was a man of high mental endowments and of fine culture. His intellectual range was broad, and he is said, by those who knew him best, to have shunned a too common error of those engaged in a special department of educational work, by keeping himself abreast of the advancing knowledge and the best thought of the age. In private and social life he was genial and witty, pleasant as a companion, faithful and tender as a friend. His death not only deprives the Methodist Church of one of its most prominent leaders, but Canada of one of its most distinguished educationists.

## BIBLICAL INSTRUCTION IN ENGLISH SCHOOLS.

WE are not disposed to attach very great importance to samples of crudities and absurdities in answers to examination questions. These are indeed startling enough sometimes, especially when placed before us in the glaring black and white of the printed page. But no one who has had to do with the instruction of children from all kinds of homes and surroundings, and in the unwieldy classes of the common schools, can be much surprised at any originality some of them may exhibit on examination day. Hence we have not hitherto noticed the paragraphs that have been "going the rounds," as illustrations of the results of Bible teaching in the schools

under the direction of the London (Eng.) School Board. The examples which have attracted so much attention are culled from a "Report" lately presented on an examination of the children in the Board Schools. The Act of Parliament permits, but does not compel Biblical instruction in these schools, but under the stimulus of a system of prizes offered by individuals and by the Religious Tract Society for proficiency in Bible knowledge, it appears that practically all the children, not only of Christian parents, but of "Jews, Turks, infidels, and heretics," attend the classes in religious instruction and were examined in Bible knowledge on the day in question, January 21st.

We do not propose to discuss at present the propriety or usefulness of such a mode of religious instruction, nor yet to draw any broad inferences as to its success or failure in this particular case. The premises before us are too narrow to warrant any large conclusions. One observation, and one only we may make by the way, viz., that the cloudiness, the utter absence of thought or intelligence shewn in many of the answers, points strongly to the conclusion that much of the teaching is of the most perfunctory kind, a result that may be anticipated where the subject is not a part of the "code," and is one foreign to the knowledge, habits of thought, and sympathies of many of the teachers.

We refer to the matter mainly to make one point for the comfort of Canadian teachers. The comfort comes in from the principle that, "Misery loves company." Let Mr. Haultain, and others who may be disgusted with the results of Canadian Departmental Examinations, and confident that they do these things better in England, ponder over the following specimens from the "Report" above referred to, remembering that the competitors for prizes from whose answers these specimens are taken, were not the rank and file, but *selected pupils*:

Question.—"What lessons may we learn from the story of the death of John the Baptist?" Some of the lessons deduced were these: "We should not give parties;" "We should not dance;" "When we give parties we should do everything to please our visitors;" "Men should never marry widows;" "If we try hard we shall always get what we want."

Subject, "The Call of Samuel":

"Samuel was a very good man, and he had a son, and his name was Joseph; and Joseph was a very good boy, like his father Samuel; and Samuel loved the Lord Jesus Christ, and Samuel was a very good man; about the life of Samuel is in Genesis."

Subject, "The Descent of the Holy Ghost on the Day of Pentecost":

"The Holy Ghost was taken up into heaven when the clouds were opened. And God took him up; but the people wondered how he could have been taken up. But he was taken up by the Spirit of God;" "The disciples heard a mighty Russian wind!" "Tons of fire rested on the heads of the disciples;" "They spake with cloven tongues, etc."

Expositions of the phrase, "Not with eyeservice, as men-pleasers":

"Not with thy servants as men pleaseth"; "Not as thy service"; "Not with I serface";

"Not with high service, as men please us"; "Servants ought not to marry?"; "If you see a poor beggar in the street, give him a copper."

Can any examination elicit more wonderful results from Canadian schools?

## CANADIAN NATIONAL EDUCATION.

WE have pleasure in laying before our readers in another column, and under the above caption, some extracts from Dr. Wilson's eloquent address at the recent convocation of the University of Toronto. With full appreciation of the educational value of many of the views presented, as well as of their admirable literary form, we do not find ourselves always able to agree with the conclusions reached, or to feel the logical force of the arguments adduced. One or two points have been referred to in notes in another place. We may, we trust without discourtesy, point out a dilemma in which Dr. Wilson's reasonings in the passages quoted under the above heading, have landed us. Referring to the proposed scheme of college federation, Dr. Wilson "looks to the conflict of opinion and diversities in teaching, resulting from healthful rivalry of colleges acting in concert as affiliated members of one university, for protection from the stereotyped rigidity which has been charged as the danger of all national systems." And yet he goes on directly to point out, with justness and force, the evil tendency of the undue prominence given by modern systems to the examination, as a test of proficiency. "Every system," he tells us, whether for school or college, is objectionable, which rests mainly on the perfecting of educational machinery, and "fails to leave scope for the personal influence of the teacher." In an earlier part of his address he observed that "The university is a mere abstraction apart from its teachers; and it rests now mainly with the Minister of Education whether the new chairs shall be filled with mere monitorial drudges, or with men of high gifts and attainments, who will make their influence felt on the rising generation, and permanently elevate the intellectual standard of the whole Dominion."

With the sentiment of the latter remarks we must all heartily concur. The question is whether they do not carry with them the condemnation of the very system of federation President Wilson seems disposed to praise. Must not the examination be, of necessity, the very corner stone of any system of college federation? Is it not inevitable if the degrees are to be conferred by one central university, while the teaching is done by a number of confederated colleges, that the work of all the students of all the colleges in a given subject must be arranged according to one plan, taught on one system and brought to one test, that of a common examination? What more effective method could be devised for filling the chairs of all the colleges with mere "tutorial drudges," seeing that all the work done in the various colleges must be passed upon by one board of examiners? What educator "of high gifts and attainments," will consent to accept a position in which he cannot possibly either outline his own course of procedure, or carry out his own ideas and methods in the class-room? Will not the spectre of the coming examination under such a system haunt the sanctum of every student, peer out from the pages of every text-book, and perch upon the shoulders of every professor? We cannot rid ourselves of the conviction that, while commending, so far as he could, the plan of college federation, Dr. Wilson, in the views he enunciates in regard to the methods and aims of university education, placed, unwittingly or otherwise, the inherent defects of that system in a very strong light.

*Contributors' Department.*

## THOSE EXAMINATIONS.

DURING the past few years it has fallen to the writer's lot to read and value more than six thousand papers written by candidates for teachers' certificates in Ontario. Extending over seven different years, such a task led me to form certain opinions regarding the general style and quality of the work submitted to my inspection. Experience and observation also taught me to reject certain fallacious, though very plausible conclusions at which some of my co-examiners were in the habit of arriving from a superficial study of the facts that came under their notice.

Perhaps the most specious and delusive of these fallacies is contained in the statement that the examiner's work gives him one of the best possible opportunities of

## TESTING THE GENERAL EFFICIENCY OF THE TEACHERS IN OUR SCHOOLS.

Almost every inexperienced examiner receives this false impression at the beginning of his duties, and it can be corrected only by a little more experience and a little more reflection. The absurd answers, prolixity, vagueness, and absolute nonsense through which he has laboriously to wade, reveal to the examiner the ignorance and the confusion of thought that are painfully apparent at every pass examination in the world. These numerous failures are almost certain to impress him far more deeply and permanently than the few papers of high excellence. The recollection of preposterous answers is almost sure to fill a larger area in his memory than that of the precise, clear-cut, model answers which are always in hopeless minority.

It is, however, from the *best* and not from the *worst* results exhibited at an examination that any fair inference can be drawn regarding the power and efficiency of the teaching the candidates have received. It is from the high-water mark alone that we can estimate what may have been the depth of the stream which we can now measure only indirectly and by inference. If a single pupil in a given class answers the papers in clear, accurate, lucid style, that one student redeems the character of the teaching given to the whole class, and sends us in search of other causes for the numerous failures.

The stage of mental development and illumination to which the pupil has attained are undoubtedly indicated, with rough accuracy, by a written examination. But of the teacher's skill and efficiency the examiner can know very little unless he has at the same time an intimate knowledge of certain well defined and clearly proved conditions not revealed to him by anything that comes under his eye in the examination room.

Let us consider a few of these conditions, and observe how very much they tend to modify the judgment to be delivered about the quality of the teaching and the power and efficiency of the teacher. There is first

## THE AGE OF THE CANDIDATE.

How can the examiner know this from the paper in his hand? Yet, upon the age of the student depends largely his mental maturity, the raw material upon which the teacher has to exercise his art. This element must enter into our judgment before we can intelligently award to the teacher either praise or blame. A boy of fifteen may give a vague answer quite beside the mark. But he is probably struggling with an abstract subject somewhat beyond his years, and attempting an answer to a question demanding adult judgment and experience. The very same answer from a young man three or four

years older might possibly imply weakness and ignorance on the part of the teacher. But, even in that case, there are other conditions to be known before a sweeping censure can righteously be passed upon the teaching that has been done. If we are not careful in this respect we may be ignorantly condemning an industrious farmer because he has not already subsoiled and underdrained a farm that was only the other day a wild uncultivated prairie. The actual facts (for which teachers are not responsible) are these: the average third-class candidate is about sixteen years old, and has spent about twenty-five months in a high school; the average second-class candidate is a little over seventeen, and has been thirty months in the same school. I purposely overstate the figures.

Consider now

## THE LENGTH OF TIME SPENT IN PREPARATION.

How can the examiner judge from the paper before him whether the teacher was allowed five months or thirty-five months to put the finishing touches on his work? Yet this must be definitely known before we can pronounce the teacher indolent and incompetent, unless, indeed, we mean to prove our kinship to that old Egyptian, who said, "Ye are idle, ye are idle; go, therefore, and work."

The truth is, that an enormous amount of skilful teaching is necessary to prepare raw recruits for the "twenty-eight distinct and separate papers" set at the second-class examination, and it does not become a supercilious young examiner to take up his parable against the teachers of this Province because they have not performed impossibilities. The teacher may have accomplished wonders in guiding his pupil rapidly and surely towards development and culture in the short time at his disposal; but the examiner can never become cognizant of that fact by merely perusing the crude answers of the still immature pupil. In the few months at his command the student may have made prodigious strides from his starting point towards "sweetness and light," and may be still found far short of the examiner's standard of proficiency in the round score of subjects in each of which he must "deliver the tale of bricks."

These thoughts bring us to

## THE WIDE RANGE OF SUBJECTS

and the minute subdivision of time and attention necessarily implied. *Non multum sed multa* very nearly expresses the inference to be drawn from a casual glance at the list of "distinct and separate papers." Look at it for a moment.—Reading (oral); Reading (principles); Dictation; Grammar; Composition; Literature (poetry); Literature (prose); History; Geography; Arithmetic (written); Arithmetic (mental); Algebra; Geometry; Chemistry; Drawing; Book-keeping; Writing; Latin (authors); Latin (grammar); French (authors); French (grammar); German (authors); German (grammar) Precipitation; Writing and Indexing; Physics; Botany. It should never be forgotten that the receptivity of the average mind is limited in its grasp, and that its power to hold a multitude of "distinct and separate" things is very soon exhausted. All educators will allow that it is far easier for a young student to attain a high proficiency in a dozen branches of study than it is to acquire a mere pass proficiency in two dozen. The power of discrimination required is greater, greater also is the general strain on mind and body, on time and attention. The difficulty and bewilderment increase not in proportion to the number, but to the square or the cube of the number of subjects undertaken beyond a certain

small limit, perhaps ten or twelve. Thus the very multiplication of studies, easy enough one by one, creates a formidable test, and is the cause of very much of the vagueness, confusion of thought, etc., that strike every examiner, and now and then produce a doleful lamentation over the weakness and poverty of the teaching in our schools.

I will at present refer to only one other explanation of the numerous failures at these examinations, viz.,

## THE CHARACTER OF THE QUESTIONS SET.

If a hasty glance at the papers gives an impression that surface rather than depth is aimed at, a closer scrutiny will soon correct that erroneous impression. The questions on all these papers are framed primarily to make cramming and mere memorizing well nigh impossible. This is a laudable object but it has its attendant disadvantages. In his anxiety to prevent mere copying from memory and to exact genuine work, the examiner is often led to set questions in some unusual or enigmatical form, so that the candidate misses the real point of the question and consequently makes a leap in the dark with vagueness as the result. Examples of such questions could be culled from every set of papers given during the past ten years. Again, the examiner usually sets a number of questions or exercises more difficult than any of the kind to be found in the authorized text books, even though he may keep his question within the assigned limits, as every paper on grammar, or arithmetic, or algebra proves. But not unfrequently the examiners carelessly set questions to which the authorized texts supply no hint of the answers. As simple illustrations, we may take the question set this year, "What is a gnomon?" a thing not mentioned in Smith's Geometry, one of the authorized text-books; or take a question of last year in which the percentage composition and the vapor density were given, and the symbolic formula of the compound required. Now there is no such problem in any authorized chemistry, and what is more I do not believe the answer can be found in any inorganic chemistry in the English language. These are samples of vagaries that confuse students and destroy their confidence, when they may have mastered everything taught in the prescribed books. Now the person who reads the papers can know little of the student's difficulty from this cause, unless he should happen to make a careful inspection of the several text-books prescribed on any particular subject. He will probably set down to the candidate's ignorance what properly belongs to the examiner's carelessness in setting questions beyond the assigned limit, or he will bewail the inefficiency of our teachers and read them a solemn homily pitched in the minor key of sadness.

The teaching in our schools to-day is better than ever it was before; the examinations are more searching than they were in the past; our students spend a longer time in preparation than formerly, there is advancement all along the lines. These are my firm convictions, after twenty-five years' experience, and therefore I congratulate my fellow workers on the progress we are making and bid them be hopeful of the future before us. If any educational Jeremiah utters lamentations over our failures, and preaches sackcloth and ashes over "the working of the educational machinery of Ontario," we shall respectfully invite him to sojourn at Jericho till his beard casts a shadow.

B. A.

THE report of the Directors of the Ontario Ladies' College shows that the last year was the most successful in the history of the institution.

## Educational Meetings.

### WEST VICTORIA TEACHERS' ASSOCIATION.

THE semi-annual meeting of the teachers of West Victoria was held in the school-house at Coboconk, on Friday, October 6th, 1887.

The convention was opened in the usual form by the president, Mr. Reazin. Inspector Knight, of East Victoria, was present in behalf of the teachers of Somerville and gave valuable assistance throughout.

In the absence of Mr. Powles, Mr. Reazin took the subject, "Mental Arithmetic." He gave some excellent hints to the teachers as to how they should present this subject to their classes. An interesting discussion followed, after which Mr. Morris gave a short lecture on "Writing." He gave some points that are essential to success in teaching writing.

Mr. Birchard read a well-arranged paper on "Essay Writing," in which he gave many good ideas of interest to teachers. A lively discussion followed.

Mr. Knight introduced the discussion on the "New Public School Text Books," and was followed by Mr. Reazin and others. Mr. Knight took the subject "Local Geography." He illustrated his lecture by a map of the township of Somerville, on which he marked the concessions and side roads and explained the manner of numbering lots.

The convention adjourned.

At 1:30 p.m. the convention re-assembled. Mr. Reazin gave a very interesting and instructive lecture on "Geology." He gave facts to show how it may be known what minerals (if any) can be found in certain localities. He also gave the causes of volcanoes and earthquakes. Mr. Weir took the subject, "Factoring in Algebra." He illustrated his method by working out examples of elementary factoring. He was followed by Mr. Gilchrist, who read a paper on "Composition in Junior Classes."

The question drawer was then opened and Messrs. Knight and Reazin answered the questions. A motion was passed that the next convention be held in Woodville. Convention adjourned to meet at the call of the president.

H. REAZIN, President. L. GILCHRIST, Secretary.

### ONTARIO TEACHERS' INSTITUTE.

(Condensed from *Whitby Chronicle*.)

THE above institute met in Oshawa according to programme. Although the attendance was not so large as on former occasions, yet it was considerably above the average. The inclemency of the weather no doubt deterred many from attending the first day who would otherwise have been present, but the *Chronicle* finds it difficult to frame a satisfactory excuse for the absentees of Tuesday, that live within driving distance. It fears the number of teachers present will not tally with the number of schools closed, but adds that it is a matter for the Department to look into, and not for it.

The programme was almost entirely in the hands of Dr. McLellan, director of institutes, and, save the two hours taken up by the president's address, and by the discussion of the subjects of entrance literature and elementary drawing, introduced respectively by Mr. Small and Mr. Henderson, he may be said to have occupied the time of the convention. The Doctor never appeared to better advantage than on Tuesday morning when he addressed the teachers on the subject of English literature. The address was the production of a master mind. The music hall was filled on Tuesday evening by the teachers and their friends, and a more intelligent audience, says the *Chronicle*, never assembled within its walls. The Doctor spoke on the influence of education on National Life and was often applauded to the echo. The High School Glee Club and the calisthenic class from Albert street school contributed much to the evening's entertainment. Doctor McLellan presented diplomas to the successful candidates at the recent examinations. Chairman Jones, of the Board of Education, in moving a vote of thanks to the Doctor, paid a high compliment to the intelligence of the Ontario teachers and gave them a hearty

welcome to the town of Oshawa. The convention was brought to a close on Tuesday afternoon by the president, Mr. L. C. Smith, B.A., delivering a thoughtful address on the subject of Education. His remarks on Industrial Education and on Religious Instruction in Schools, were heartily applauded. The discussion on the Public School History was deferred to the next annual meeting, and a committee, consisting of Messrs. Brown, Henderson and Eddy, was appointed to prepare a report on its suitability as a text book. Much general business was transacted. Amongst the resolutions passed was the following:—Mr. Embree moved, seconded by Mr. Inspector McBrien, that in the opinion of this institute of the teachers of the county of Ontario, no person who is not actually engaged in teaching or inspecting, or who has not been so engaged within three years, should be a member of the County Board of Examiners, and that a copy of this resolution be sent to the Minister of Education and to each of the secretaries of the County Associations. Carried unanimously.

The election of officers resulted as follows: Mr. A. G. Henderson, president; Mr. Robt. Walks, vice-president; Mr. John Spence, secretary; Messrs. Cressweller, Brown, McBride, McGee and Miss Bowerman, directors; Messrs. Henry and Eddy, auditors.

Whitby was selected as the next place of meeting.

Several little girls from Albert street and Mary street schools sang kindergarten songs during the sessions, and received rounds of applause, and a hearty vote of thanks for their efforts.

### SOUTH ESSEX TEACHERS' CONVENTION.

FROM the Amhurstburgh *Echo's* very full report of this Convention, we select the following practical and useful paragraphs:

A. S. Scott gave a number of devices for keeping the small pupils busy. He used a variety of addition and subtraction problems, the writing of portions of the reading lessons, making lists of words having a certain number of letters or syllables from these lessons, forming as many small words as possible from the letters of a given large word, and writing the names of the different objects seen in a given picture or writing a statement about each object. He also mentioned some drawing exercises which would be serviceable for employment for these small pupils while at their seats.

F. Malott, gold medalist, Toronto Normal School, read an excellent essay on "The Cultivation of Memory," giving as the most important means of strengthening the memory, the following, (1) Attention, (2) Order, (3) Repetition. Another means, viz: Association, was mentioned in the discussion which followed.

Miss Beatty's essay on the "Teaching of Reading," was well written and contained many good hints for the teachers. She said reading should be done (1) intelligently, (2) intelligibly, (3) with expression.

Mr. Smith gave some "Ways and Means of Securing Accuracy." He made use of the following headings in his essay: (1) inaccuracy exists, (2) causes lie with the primary teacher generally, and are (3) lack of concentration, (4) idle carelessness, (5) want of proper supervision of pupils' work, (6) want of knowledge of the subject. These are the chief causes of much of the inaccuracy in pupils' work.

Professor Ford, of Detroit, gave the following as means of securing a better use of language: (1) use of the pencil; (2) talks; (3) copying words from R. B.; (4) writing of sentences with given words; (5) dictation exercises; (6) initial capitals and closing points; (7) writing what is seen in a picture or in an object in hand; (8) punctuation extended; (9) description and narrative; (10) statement about the actions and deeds of pupils themselves; (11) industrial processes; (12) description of a building; (13) letter writing; (14) word analysis; (15) reproduction of stories; (16) abstract of reading lessons; (17) original work.

In the evening there was a large audience assembled in the Methodist church to listen to Prof. Ford's lecture on "Scientific Temperance Teaching." By means of an excellent chart, owned by the Essex Centre Public School Board, he showed the effects of alcohol on the stomach, intestines, and liver. A few glasses of liquor cause the stom-

ach to be streaked with swollen veins, a confirmed habit of using liquors ulcerates the stomach and the intestines, which, after a time, become one black decaying mass. The liver becomes dark and shrivelled, finally assuming what is known as hob-nailed surface. The cerebellum or lower and back portion of the brain becomes shrivelled and unfit to perform its functions. Alcohol has such an affinity for water that it dries up everything to which it may be applied. If a piece of meat be immersed in alcohol, it will first become hard, then brittle and finally it will become so destroyed that it can be crumbled between the finger and the thumb. It is a great mistake to suppose that alcohol assists digestion or that it is food. Its use even in small quantities is only and always injurious. In very rare instances, its use may, like that of any other poison, be of value. It is strange that men of good ordinary sense will use that which makes them act as fools, and which destroys both body and soul. The lecture was replete with scientific facts and moral upbuilding, and was evidently appreciated by the entire audience.

Mr. Alexander mentioned a number of ways in which time is wasted in school. (1) By lack of home preparation; (2) by teaching too much at one time; (3) by assigning too long lessons; (4) by talking too much; (5) by teaching without attention or with partial attention; (6) by trying to illustrate what the pupils, owing to their age, are not able to understand; (7) by punishing during school hours; (8) by watching disorderly pupils; (9) by marking each recitation; (10) by repeating answers; by not reviewing frequently enough.

On the subject of "Writing," Mr. Pearse said: Let the teacher choose none but the simplest forms for the letters in the words given the little pupils to copy. Give a good deal of practice; it will enable them to pass many hours happily, instead of spending them in the torture of "sitting still." (1st) Select the simplest forms for the letters, and teach but one form for each. (2nd) Put no false forms before the little pupil, and remove in the quietest and quickest way such false forms as he may make. (3rd) Proceed slowly and insist on very careful work; fully recognize and encourage all efforts and give reasonable success its full meed of praise.

Inspector Maxwell summarized the teaching of the convention as follows:—(a) Principles derived from the nature of mind, (1) the primary object of teaching is to afford culture; (2) exercise is the great law of culture; (3) the teacher should aim to give careful culture to the perceptive powers of the child; (4) the teacher should aim to furnish the memory with facts and words; (5) the memory should be trained to operate by the laws of association and suggestion, i.e., by similars, contrasts, cause and effect, and contiguity in time and place; (6) the power of forming ideal creations should be carefully cultivated; (7) the mind should be led gradually from the concrete to the abstract; (8) the mind should be led gradually from particular ideas to general ideas; (9) a child should be taught to reason, first inductively and then deductively; (10) a child should be gradually led to attain clear conceptions of intuitive ideas and truths. (b) Principles derived from the nature of knowledge: (1) the second object of teaching is to impart knowledge; things should be taught before words; (2) ideas should be taught before truths; (3) particular ideas should be taught before general ones; (4) facts or particular truths should be taught before principles or general truths; (5) in the physical sciences causes should be taught before laws; (6) causes and laws should be taught before generalizations; (7) the elements of inductive sciences should precede the deductive sciences; (8) the formal study of the deductive sciences should precede that of the inductive sciences; (9) the metaphysical sciences should be the last in a course of study. (c) Principles derived from the nature of instructions: (1) primary and advanced studies should proceed from the known to the unknown; (2) primary instruction should be given in the concrete; (3) advanced instruction should be given in the abstract; (4) all instruction should be both analytic and sympathetic; (5) primary instruction should be inductive; (6) advanced instruction should be deductive; (7) primary instruction should proceed from the practical to the theoretical; (8) advanced instruction should proceed from the theoretical to the practical.

## Correspondence.

## THE MUSIC SYSTEMS.

To the Editor EDUCATIONAL JOURNAL.

SIR,—In your issue of 1st inst. I notice a letter from Mr. S. H. Preston in which he complains that your article on the formation of the Ontario Teachers' Normal Music Association was calculated to convey a misleading impression. He says further, "As director of the Summer School I can assure you that nearly all in attendance had taught vocal music in schools previous to the meeting, that the majority were teachers of many years' experience, that a larger number had studied and taught the Tonic-sol-fa system, and that all present at that meeting endorsed the Holt system. Total number 120."

Now, he carefully states the facts that nearly all the pupils of that class had taught vocal music in schools, and that a large number—the majority in fact—had studied and taught the Tonic-sol-fa system, but in saying that "all present at that meeting endorsed the Holt system" he neglects to say whether the "all" of that occasion embraced the alleged sol-faists. Those pupils of his who had studied and taught Tonic-sol-fa are probably a figment of Mr. Preston's brain. Sol-fa men are not found studying the Holt system, or any other system involving the staff; they have no use for it. Mr. Preston may have deceived himself on that head—probably he has—but the statement brings a smile to the face of a sol-faist. He cannot believe it, being outside of his experience. Yours, etc.,

T. D. NIVEN.

## THE NEW ARITHMETIC.

To the Editor of the EDUCATIONAL JOURNAL

SIR,—Permit me through the columns of the JOURNAL to call the attention of my fellow-teachers to a few unintelligible and contradictory definitions in the new public school arithmetic.

The following definition of multiplication on page 22 is supposed to be clear enough for a second class pupil:—

"Multiplication is the operation by which we find a number which is equal to a given number whose unit is itself a number."

The following, on pages 28 and 29, is still worse. Even a child will notice the contradiction in the italicised portions:—

"Division is the operation by which we find the number which, taken as co-factor with one of two given numbers, would yield the other given number as product."

"That one of the given numbers which is equal to the product of the divisor and the quotient is called the Dividend."

"To prove the correctness of an answer in division, multiply the divisor and quotient together, and to the product add the remainder, if there be any, the result should be equal to the dividend."

On page 133 multiplication of fractions is thus mystified:—

"Multiplication is the operation by which we find in terms of a proposed unit the value of a number whose unit is itself a number expressed in terms of the proposed unit."

I am glad however to notice some redeeming features. I hope the majority will approve of the following innovation:—

"This sign  $\times$  written before any number denotes that the number is a multiplier. Thus  $3 \times 2$  is read "three multiplied by two."—page 22.

W. M.

## A LEARNER'S EXPERIENCE.

To the Editor EDUCATIONAL JOURNAL.

DEAR SIR:—In publishing Mr. Haultain's letter to the *Week*, on the examination papers, you have, I am sure, done those of your readers who had not had an opportunity of reading it, a great kindness.

If any of the woful work revealed by the examination papers might be the outcome of cramming, is it at all doubtful that cramming is the cause of at least part of it?

I attended, a few years ago, for more than a year, one of the best high schools in our province. Many of the candidates—a high percentage—

passed the various non-professional and university examinations, and the inspectors of high schools always gave an excellent report of the school. Yet during the whole time I attended the school, I never heard a lesson taught—as Fitch, or Payne, or Parker, defines that word. Tasks were set daily, and the pupils did what they could to masticate and digest the mental food provided. One thing is certain, if the food was not always digestible, the supply was bountiful. At least a third of the pupils studying statics had no clear idea of the subject weeks after they had begun it, and almost as much might be said regarding their knowledge of chemistry. One of the most studious pupils in the school was one day asked by the principal why James V., of Scotland, made a second visit to Scotland, and the reply was given in the best English he had at command, "To get a woman." Many of the most common errors in English were made daily by those who, in the summer, wrote at the non-professional, second, or third-class examination. One aim of the teachers in the high schools seems certainly to be to have a large number of candidates successful each summer. There is no evil in this in itself, but it is a strong inducement for teachers to send up for examination many who can only be prepared by unstinted cram. As a high school teacher remarked at a recent convention, "It pays to cram," for the school that fails to pass a large number of candidates soon loses rank. A high school teacher lately said to me he did not like children too young to attend high school because they had "to shove them into the work." A collegiate institute of high rank in advertising the autumn reopening, called attention to the fact that last summer three candidates from that institute passed the first-class non-professional examination, twenty-two the second-class and eighteen the third-class, and that nine university matriculants took sixteen honors.

Mr. Haultain, if I understand him, believes that many are becoming teachers who have no natural fitness for the work. Teachers are largely to blame for inducing many to enter the profession who, but for them, would never think of so doing. Almost every village and town where there is no high school, has a fifth class preparing for the non-professional third class examination, and pupils are urged to "try the examination." I know a rural school from which last summer two boys passed the above named examination. Very creditable to the teacher, and to the boys, but both are now attending a model school. If lawyers and doctors as constantly urged young people to fit themselves for law or medicine what would be thought of their wisdom?—but lawyers and doctors know better than to so crowd their own professions. Two evils seem to be at least, in part, answerable for the poor results—it is too easy to become a (nominal) teacher, and teachers are over-anxious to crowd pupils through the examinations.

A LEARNER.

## Book Reviews, Notices, Etc.

## BOOK NOTICES.

*The Canadian Accountant.* Published by Robinson & Johnson, of the Ontario Business College, Belleville.

We have received from the publishers a copy of the 7th edition of this useful work. It is especially complete in the practical departments of book-keeping and accountant work. It is also full of useful information for every business man. No office should be thought complete without one. Teachers of book-keeping and related subjects will find in it much that will be of service in helping them to make their teaching thorough and practical.

*Songs of History.* By Hezekiah Butterworth. Boston: New England Publishing Co. Cloth, gilt, 183 pp., Price \$1.00.

There are in this attractive volume upwards of fifty ballads and poems, upon themes and in a style to command the attention and admiration of children. Some of the subjects are: Lincoln's Last Dream, Whitman's Ride for Oregon, The Bird that Sang to Columbus, The Fire Dance, The Thanksgiving in Boston Harbor, Flag at Taunton Green,

Chocorua, Chickamauga, Labor Day, Arbor Day, Mississippi Day, The Old Schoolroom, Song of the New England Hayfield, The Schoolhouse Stands by the Flag.

*The Concise Imperial Dictionary of the English Language.* Literary, Scientific, Etymological and Pronouncing. By Charles Annandale, M.A., LL.D., Editor of the Imperial Dictionary, etc. Toronto: J. E. Bryant & Co. London, Glasgow, Edinburgh and Dublin: Blackie & Son.

In giving to the Canadian public an excellent edition of this work, Messrs. Bryant & Co. have rendered a great service to teachers, students, and all other classes of readers. This book is something better even than an abridgment of the *Imperial Dictionary*, known to every English scholar as a standard dictionary of the very highest class, and encyclopædic in the character and fulness of its three large volumes. To the many who may not have means to purchase or time to consult the larger work, the *Concise Dictionary* will prove a most excellent substitute. In preparing it, the learned editor tells us, much of the matter of the *Imperial Dictionary* had to be condensed, re-written, or re-arranged, and some new matter has been incorporated. From whatever point of view regarded, *The Concise Imperial Dictionary* is admirable. Its definitions are clear and unambiguous; its methods of indicating pronunciation are simple and easily understood; its etymologies are sufficiently full for all ordinary purposes, and have been prepared and arranged with great care and ample scholarship, and its appendices, containing lists of Greek, Latin, Scriptural, Geographical and Biographical names will be found very serviceable to the ordinary reader. Best of all, the work is thoroughly up to date in all its departments, containing a large number of scientific and other words of recent origin, which have become incorporated in the language and are frequently met with, but which may be sought for in vain in the older dictionaries. Paper, binding, and press work are all first-class. The work is one which every teacher and every student should have, if possible, at his elbow.

## OUR EXCHANGES.

*The Forum* is now one of the brightest and most vigorous of the magazines. Amongst other notable articles the October number contains a very suggestive one on "Aristocracy and Humanity," by Prof. Davidson, and another on "What is the Object of Life?" by Prof. Lesley.

ST. NICHOLAS for October is the last but not least excellent number of the current volume. A charming story by Miss Alcott, with which it opens, lends strength to the hope that there are "more to come" in the new year of *St. Nicholas*. The present story is entitled "An Ivy Spray." It is a kirmess story, and it tells in a strong, helpful style how a brave girl danced her way to happiness. Frank R. Stockton, Geo. Adam Badeau, Geo. J. Mansin, Nora Perry, and Mary Mapes Dodge, are among the other contributors.

THE numbers of Littell's *Living Age* for the weeks ending Sept 24th and Oct. 1st contain *The Island of Serk*, a Sermon in Stones, *Blackwood*; Ancient and Modern Painted Glass, *National Review*; Eberhardt, *Blackwood*; Greater Greece and its Education, *Fortnightly*; Minerals at the American Exhibition, *Nature*; The Society of Dogs, *Spectator*; The Folk-Lore of Ceylon Birds, *Nature*; Mgr. Duponloup, *Church Quarterly*; The Chartreuse of St. Hugh in Sussex, *Month*; A Visit in a Dutch Country House, *English Illustrated Magazine*; In Vermland, *Cornhill*; Amiel, *Macmillan*; with instalments of "Richard Cable" and "Major and Minor," poetry and miscellany.

MRS. CRAIG, the author of "John Halifax, Gentleman," died in England a week or two since. She was not only a successful novelist of the older school, but a writer of books of travel and of papers on a variety of topics. She was also author of a book of poems. Her novels are widely reaped and are of a high, though not of the highest order of literary merit, and she has left no line which "dying she could wish to blot."



*Educational Notes and News.*

REV. D. Currie, B.D., Alex. Stuart, G. M. Harrison and James A. Young have been appointed by the citizens of Glencoe to take the necessary action for the erection of a High School in that village.

MEAFORD, Thornbury and Durham having been pushing their claims for the establishment of a High School, the Markdale *Standard* now comes forward to say that Markdale is *the* place for such a school.

THE Ontario Teachers' Normal Music Association will hold a general meeting in the theatre of the Normal School, on Saturday, November 12th, at 10 a. m. The meeting is called to compare notes as to the success or otherwise obtained by its members in their classes; to sustain the interest of the members in teaching vocal music in the schools; to discuss the propriety of changing the songs in the "Public School Music Reader" for others less juvenile and more patriotic; to arrange or organizing branches of the association in each inspectorate in the Province, and to enrol new members. The annual fee is fifty cents.

At the suggestion of Principal Millar of St. Thomas Collegiate Institute the School Board has adopted the following code of rules to govern the administration of corporal punishment. (1) Punishment shall not be inflicted immediately after the offence has been committed, but only after sufficient time has been taken for deliberation and for consultation, if thought necessary, with the head teacher of the school. (2) Unless under very exceptional circumstances and with the approval of the head teacher, corporal punishment shall not be used during the ordinary hours of school work nor in the presence of the class. It is, however, recommended that some other person be present than those concerned. (3) Any teacher inflicting corporal punishment may use a leather strap, but shall not use any other instrument that would cause injury, and striking any pupil on the head should be carefully avoided. (4) Every teacher punishing a pupil shall keep a record of the same, and of the circumstances of the offence committed, for purposes of reference if required. (5) Whenever a pupil does not give prompt and respectful obedience to a teacher, or is guilty of any of the offences referred to in Regulation 30 of the Educational Department, it is recommended that the matter be brought to the notice of the head teacher, who shall deal with the case as the circumstances require.

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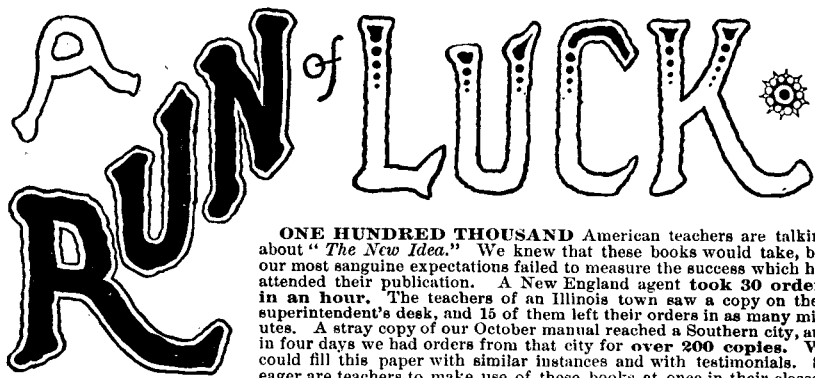
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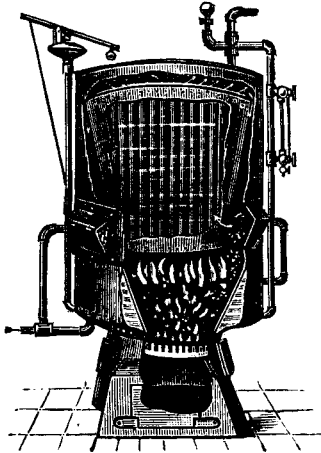
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**SPECIMEN TESTIMONIAL:**

ST. MARY'S, ONT., MAY 28TH, 1887.

*Frank Wheeler,*

DEAR SIR,—I am instructed by the Collegiate Institute Board of Trustees to inform you that the Steam Heating Apparatus put in our Institute Building by you last December has proved highly satisfactory, both as regards the effective way in which the building is heated, and the manner in which the work was executed by you.

The teachers and students no longer complain of cold rooms, or an unequal distribution of heat, but enjoy the comfort of well-warmed and more equally heated apartments.

Yours very truly,

(Signed) A. CARMAN,

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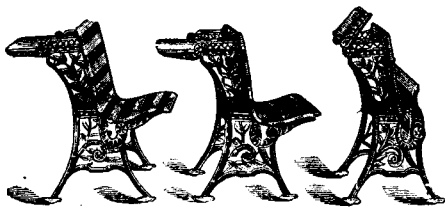
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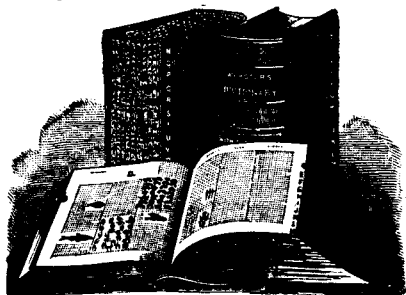
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2. Latin—Anthon's smaller Latin Dictionary. Harper's (Lewis & Scott's) Latin Dictionary.
3. Greek—Liddell & Scott's larger and smaller Greek Dictionaries.
4. French—Cassell's French and English, and English and French Dictionaries. Spiers and Surene's French and English, and English and French Dictionaries.
5. German—Blackley and Friedlander's German and English, and English and German Dictionaries. Fittgel's German Dictionary.
6. Antiquities and Mythology—Anthon's and Smith's.