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## Editorial Notes.

SEPTEMBER and October are months of great stir in educational matters. Our exchanges during the past few weeks have abounded with accounts of the re-opening of the schools of all grades, the enrolment of new pupils, the distribution of prizes won in last year's contests, etc. Opening addresses and lectures by prominent educationists, and similar manifestations of intellectual activity, have filled much space in the columns of Exchanges. On every hand are indications that the year is to be one of advance all along the lines.

THE establishment of a college for women in affiliation with Trinity University is a new departure which we are glad to chronicle. Moulton Ladies' College, affiliated with McMaster University, is now, we learn, in full operation, with all its available boarding accommodation taken up. These two Universities are in the van of a movement which should have been commenced long since in Ontario. Lady students ambitious of full University courses are no longer shut up to the alternatives of private study, or entrance into mixed classes.

WE omitted in last number to congratulate the Alumni and friends of Queen's University among our readers, on the prosperity of that progressive institution, as indicated by the recent additions to its staff. The appointment of Mr. John MacGillivray to the Chair of Modern Languages, and of Mr. Cappon to the Chair of English Literature, cannot fail to add materially to the strength of the University. Both these gentlemen have very high credentials of fitness for their respective positions, and both take charge of very important departments of modern university work.

WE call attention to the advertisement of Mr. R. Lewis, late Principal of the Dufferin school in this city, in this number. Mr. Lewis is well known as an able teacher of elocution, and the author of valuable treatises on that subject. He informs us that he intends to give readings as well as lectures, and that the readings will be selections of high class literature, and will be accompanied with such criticisms and explanations as will constitute instruction in Literature as well as in Elocution. Mr. Lewis has had wide and successful experience as a teacher of elocution in schools and colleges. His services will, no doubt, be in demand.

"ATTEND, above all things, to the meaning of words," said the Duke of Argyle, in a recent lecture at Oban. The advice is golden for all writers and thinkers, for all students and teachers, for all searchers for truth everywhere. An English contemporary thinks that "we live in an age that peculiarly needs the warning;" that in social life, politics, and science, "people are well-nigh 'eaten up by claptrap,' and by the misuse of words fall into all manner of fallacies." Whether this be true of the present to any greater extent than of other times may be matter for question. But all will agree that such current phrases as "evolution, progress, law and order, the social organism, and so forth," should be rigorously searched as we use them. As the Duke further said, "the more we cross-question the phrases used in science, philosophy, religion, or politics, the better for our advance in knowledge."

THAT was sound and sensible advice which Lieutenant-Governor McLelan gave the Nova Scotia farmers at the opening of the Provincial Exhibition, a week or two since, when he urged that they should bestow as much attention upon the education of the sons whom they intended to take up farming as upon that of those destined for the professions. Why not? It is clearly true, as he said, that often farmers and their wives stint themselves for the purpose of educating sons for the learned professions, to make them doctors, lawyers, or clergymen. He had all honor for those who did this, but claimed that the education of the lad who was to have the farm should have their first care. For the practical purposes of their life-work, as well as for all the higher ends of human life, it is important that the farmers of the future should be men of the highest intelligence and culture. Again we ask, Why not?

THE Lake Mohonk Conference on Indian affairs, at its late annual meeting, adopted a platform which, among other things, recommends that the United States ought at once to establish a comprehensive system of compulsory secular education for all children of school age on the Reservations, giving, of course, the liberty to choose a private or religious school, provided it comes up to the National standard. This is a move in the right direction, which we have often urged as a duty of the Canadian Government. The objection on the ground of expense is well answered by the *Christian Union*, by the statement of a single fact. The United States have for the last ten years spent \$27,000,000 a year

in keeping the Indians in pauperism, and fighting them when they broke out of the Reservations. Less than \$5,000,000 a year will provide schools for all the children of school age. With necessary reduction of figures the same argument holds good for Canada.

LORD ARMSTRONG, the inventor of the Armstrong gun, joins the loud chorus of English educators and thinkers in declaring that the fault of the British system of primary education is that it endeavors to give instruction in knowledge rather than to train the faculties. "A man's success in life," says Lord Armstrong, "depends incomparably more upon his capacity for useful action than upon his acquirements in knowledge." Therefore he thinks that the Primary Schools should not only teach reading, writing, drawing, and arithmetic, which are all means to an end, but that they should train and develop the hand, the eye, the ear, the memory, and the powers of judging; and that the physical well-being of the child should be as dear to the teacher and as much regarded by the system as the mental. The fact is that the different organs and faculties classified as physical and mental are so related to each other, so interdependent, that no system of education which neglects the one can be fully successful as to the other, nor can there be any systematic training of hand, eye, and ear, without some corresponding mental development. From these facts must be evolved the true basal principle which should govern all industrial training in the schools.

"OBSERVER," in *Toronto Globe*, observes that "women everywhere are born smugglers." A contemporary in another city mends the statement by intimating that "every man, woman and child is a natural, born, smuggler." Now, we are glad to believe that many men, women, and children, are too honorable, and understand too well the duty of a good citizen to the State, to evade the customs, or any other law. The subject is one, however, on which there is great need of moral instruction, and it is no unimportant part of the duty of the good teacher to educate the intelligence and conscience of his pupils in such matters. It is an indubitable fact that very many men and women, who would not defraud a neighbor for a right hand, do not hesitate to defraud the State by smuggling on occasion. The smaller the sum involved, the meaner the act of dishonesty. We are no friend of high tariffs, and believe one of the strongest objections to them is the temptation they put in the way of the weak and uneducated, and the lowering of moral tone which results. But disapproval of a law is no excuse for its underhanded evasion. An occasional talk with the school-children on such matters may be made a valuable means of improving the national character of the coming Canadian.

THE recent expulsion of two students of the Trinity Medical School, of Toronto, for disgraceful rowdiness at a public meeting in connec-

tion with the re-opening of the College, will be approved by all teachers as an act of righteous discipline. The query suggests itself whether these young men might not have been saved the lasting disgrace, were it more clearly understood that no such ungentlemanly conduct would be tolerated in any of our colleges. Too often, we fear, students of the rougher sort get the impression that their violations of good manners, and even of public decency, will be overlooked as mere ebullitions of animal spirits, justified by immemorial college custom. Cornell University has just set a good example in this respect. President Adams, in his annual address to the students, told them that one of the rules of the institution had been changed to read as follows: "Students found guilty of intoxication, gambling, or gross immorality, or of any interference with the personal liberty of any student, will be removed from the University." This rule, he warned his hearers, would be enforced. If the Faculty found evidence that students had violated it, they would be expelled. "I speak," he added, "with precision and emphasis. We are not to be misunderstood this year."

DISCUSSING the question of corporal punishment in schools, an exchange maintains that "the moral degradation which to the adult mind results from corporal punishment has for most children no existence until the idea has been carefully instilled into their minds. They are alive to the physical pain, but beyond that they are seldom likely to go until they have been taught that a blow is a disgrace; and much of the talk about treating a child like an animal is fully nine parts sentimentality. A child is an animal to a great degree, and must be treated as such until age awakens the susceptibilities which distinguish the human from other animals." This is a good example of a specious kind of reasoning which refutes itself. In the first sentence, the idea of moral degradation is said to be the result of education; in the last it is said to be awakened by age. Which is the truth? Both, no doubt. And does not the child in whom this sense of the moral degradation connected with corporal punishment exists, whether by reason of age or of instruction, stand on a higher plane of moral being, than the one who is "an animal to a great degree?" If so, is it the office of the true teacher to minister to the moral degradation, or the moral elevation, of the children under his training? Follow out this thought and see whither it leads.

### *Educational Thought.*

As in statesmanship, or a pastorate, the man determines whether the work done is efficient and beneficial, so in a school the teacher is necessarily the chief factor. If he is lacking in ability, fitness, thoroughness, no code, or examination, or aught else, can make the school successful.—*The Freeman.*

THE college is not designed to make masters in all departments of study. Its object is to train the mind and spirit—the whole man, and so fit the student to enter with success on any special course

of study. Dexterity may be cultivated by repeated movements of the same kind. The nimbleness and toughness that qualify one to deal with varied difficulties and duties must come from varied and regulated practice. Perhaps, after all, society is suffering more from the want of general, than special education. We need common sympathies among educated men; we need these sympathies, especially between members of different professions. We need the habit of broad thinking, and open sympathy, with all learning. We need the interest in cultivated intellectual life that shall be counted as having as real value as success in professional life. We need to cure the conceit that leads men of eminence in one line of study to despise the zeal and be indifferent to the excellence of such as are devoted to other lines. For all this I know of no better means than a course of what is called liberal education. I believe it to be, when the proper elements enter into it in proper proportions, the best method for training students for the greatest usefulness in the general pursuits of life and for the highest success in special study. Let us avoid the error of supposing that we are making a university, simply by multiplying schools and courses. The university will come in its time. When society is ripe for it, it will appear. As the best preparation for that time, let us make the college as efficient as possible. If we are true to it its success will lead inevitably to the higher development of education.

SHOULD not the study of art occupy a larger place in the college course? The true nobility of life depends very much on the exercise of the finer sensibilities of the soul. We may rest assured that the spirit of this busy age will not always reign supreme. There will be a reaction. The poetry of living will again assert itself. Thought will not find its highest exercise in disentombing and comparing the skeletons of former life. The tastes, the instincts, the sentiments of the mind will clothe actual life with grace and beauty and men will feel that to live is to live with the world as part of this present cosmos with all its order and beauty, and to be channels whereby its present life shall manifest itself in its highest forms. Something better than the æstheticism of the ancient Greek should come upon man under the influence of nobler conceptions of the universe and broader views of truth.

PERMIT me to mention one other element that ought to be found in a system of truly liberal education, that is moral education. By this is not meant instruction in the principles of morals. This is valuable, but experience too frequently makes it manifest that it is not moral education. This is the education of the moral nature. We carefully arrange our curriculum in order to promote the most natural development of the intellectual faculties. Is it not just as much a part of education to develop and strengthen the moral faculties and sensibilities? The excellence of life must depend on these attributes. When our methods of education are chosen in utter disregard of this vital fact, we are doing violence to nature. I am convinced that this question of the right education of the moral sensibilities and affections is paramount to others in the educational sphere. Thinking men will see this more and more clearly. Surely, though it may be slowly, it will be accepted that intellectual gifts, however highly they may be cultivated, are but a small part of man's endowments—that something more than knowledge and mental power is needed to constitute a truly noble man—that though one should be able by his chemistry to read Sirius as a book held in his hand, and by his calculus weigh the mountains as in his scales and the hills in his balance, yet if he be destitute of the finer sensibilities of the heart and the graces of life, he is really ignoble, when compared with one who has all the powers of his nature, touched by sacred truth, attuned to celestial harmonies here in this earthly sphere. The time will come, I am persuaded, though we may not live to see it, when something better than the discipline of soul, attempted by devoted servants of the church in the middle ages, with a commendable purpose, but by mistaken methods, shall be accomplished, and men shall see that the realization of the ideal set before us in that Divine Discourse on the Mount is the highest glory of man.—*Rev. A. W. Sawyer D.D., L.L.D.—Address at Acadia College Jubilee*

## Special Papers.

THE QUESTION IN REGARD TO  
MANUAL TRAINING.

ALL arguments against the introduction of manual training in our schools resolve themselves into three. First, there is no time for it; second, the schools were not established for the purpose of teaching the trades; third, it does not promote human development as much as the present curriculum. The first argument is fallacious, for if it is the best thing for our schools, the curriculum should be changed so as to admit it. It is wrong to keep the best from the young, whenever it is possible to give it to them. The second argument is founded upon the supposition that somebody is trying to introduce the learning of the trades into our schools. We know of no one who is advocating such a departure. The question whether manual training promotes human development is just now under discussion. Many eminent teachers who have been experimenting for years declare that it does; others who have not experimented at all, or but little, and under unfavorable circumstances, declare that it does not. There are a few who emphatically say that education by doing is one of the great educational humbugs of this century, for they claim that thinking is not necessarily connected with doing, and it is thinking that educates. Here is the whole question of manual training in a nut shell.—*School Journal.*

## A BEAUTIFUL PICTURE.

JOSEPHINE walked along the sea-walls and came to the willows and dike, and looked into Richard Cable's garden. Thence she heard children's voices. She went to the bridge, crossed the water and entered the garden. She saw a ladder set against the side of the house, a short ladder, for the house was but one story high, and Richard Cable was above the ladder, on the roof, pruning the vine. As he chopped off a young shoot with leaves and tendrils he stooped with it to his little Mary, who sat just below her father's foot on a lower bar; and she stooped and handed the cluster of leaves to Effie, who sat a stage lower; Effie handed it to her twin sister, and Jane to Martha and she to Lettice, and she to Susie, and at the bottom sat Mrs. Cable with the baby, and insisted on the tiny hands receiving the cool, beautiful leaves from the little sister. The pretty children were thus on steps of the ladder one above the other, with the evening sun on their golden heads and white aprons and their smiling faces and dancing blue eyes.

Presently Cable called for some string and the baby was made to hold it to Susie who received and raised her arms over her head, when Lettice bowed and took the string and passed it in like manner above her head to Martha, who in similar style delivered the string to Jane, and so to Effie, and Effie to Mary, and Mary to her father. Josephine stood where she had crossed, looking at the picture of peaceful happiness. Soon she drew back thinking she was unobserved and sat thinking and contrasting her life with that of these children. She was startled to hear a step behind her. She looked round, Richard Cable was there. "As you did not come to us, I have come to you." "O, Mr. Cable! I did not like to interrupt you whilst you were pruning your vine."

"I was giving my pets a lesson he said." "A lesson! Of what sort?" "A double lesson—to take their several seats and sit there content; and to form a part of the great chain of life, each assisting and assisted by the other." "What! Delivering a moral picture to the infants?"

"No," he answered, "I said nothing to them; they take in these ideas naturally. Did you see how they were all of them, dear mites! on the ladder, and me at top, passing things up and down. It is not necessary for one to give a lecture on it. They would not understand it now if I did; but afterwards, when each takes her place in the social scale, she'll may be remember how she sat on the ladder, and will pass good things down to those below, and will also hand up what is due to those above. It is a picture of life, miss."

"You are a moralist, Mr. Cable." "I don't know that but I have time to think."

"In Autumn when the grapes are ripe, I shall be on the trellis again and all the children on the ladder. Then I shall pass down the bunches and they will go down untasted, I need not give a word of teaching about it, they learn of themselves that the strong and older, and those high up, must stoop to help the weak and the young and the lowly."

## HOW TO MAKE DULL BOYS READ.

THE sluggish circulation of books in our rural districts should be quickened in all ways, and especially through cheap editions of great authors. It appears to me one of the hopeful signs of the times that scientific primers are now being widely put into circulation. Of course there is no royal road to knowledge, but it is better that elementary instruction prepared in primers by experts, should be sunk into the minds of the population than, that the common people should go back even to the reverence which they had early in New England days for scholars speaking *ex cathedra*. We are a nation of smatterers, but hope to be something better in time. The fear of superficial learning through the distribution of science in an elementary form is not unnatural on the part of some; yet it should be remembered that these primers are usually written by experts, and that the names of several of the foremost men in science have been placed upon the title-pages of elementary works for the people. Let a boy have these and he will be incited by them to the study of greater works, which ought to be classics even in libraries intended for young people.

Make a dull boy feel that the dime novel is vulgar. I remember that, in *Telemachus*, Ulysses tried to convince a man who had become one of a herd of swine that it was shameful to be a pig; but he did not succeed. The flooding of the land with dime novels and with infamous periodicals of the cheaper and coarser kind acts like Circe's enchantment on wide circles of youth. No doubt it is a frequent incitement to crime, and, on the whole, is one of the most monstrous of the undisguised evils in the modern days of cheap printing. Let a boy learn that some publications are not fit to be handled with the tongs. Let parents exclude from the family mansion the frogs and vipers that swarm forth from the oozy marshes of the Satanic press. Let the dull boy make the acquaintance of Cooper, Scott, Defoe, and *Pilgrim's Progress*—a book by no means out-grown. Personally I must confess great indebtedness to the *Rollo* books, the *Jonas* books, and the *Young Christian*, by the late revered father of the editor of the *Christian Union*. Richter, in his *Titian*, represents one of his characters at the age of twenty-five as making a collection of all the books he had read while young, including the volumes he had studied at school as well as the fiction which had interested him in early days. Let a dull boy be incited by his parents, his school teachers, his Sunday-school instructors, and especially by his pastor, to dip deeply into the classics for youth. After the best works of historical fiction become fascinating to him, history will interest and biography will attract him. When a boy has once acquired a keen interest in biographical and historical reading, he cannot thereafter be wholly vulgar in his taste for literature.

As to the bright boy in the country, little need be said, for he will take care of himself. He will have the best books, or a few of them at least, and they will be his chief treasures. My impression is that such a boy ought not to think the city necessary for a thorough acquaintance with the masters of literature. There are only about one thousand really first-class books in the English language—certainly not over a thousand that deserve reading three times through. Of the greatest books there are not over a hundred in the mother-tongue in which any man is born. If teacher and parent will help the boys to select these, and make up a library for them out of the volumes that deserve to be absorbed, the taste of a bright boy will very soon guide itself. He cannot go amiss in the list of books which time has proved. My opinion is that the taste of youth should be formed by literature of standard reputation far more than by ephemeral novelties, however brilliant. We should early become thoroughly familiar with the hundred best books in our language, for these will be with us through life, and be the chief solace of our declin-

ing years. I can put into a book-case five feet square the volumes, which, in my opinion, contain the chief weight of English literature. We are to weigh books, not measure them, and I would do this even for youth.—*Joseph Cook, in the Educational Courant.*

## CONCERNING THE STUDY OF HISTORY.

THE study of history is generally the *bête-noir* of the school-boy and school-girl. We believe this is the fault, not of the pupil, but of the teacher and the text-book, and of the insane idea, prevalent both in and out of the school-room, that success in study is measured, not by the quality of knowledge acquired, but by the quantity of ground covered. Accordingly, the history of a country, sometimes a history of the whole world, is put into a single volume, and a pupil is expected to master it in a term, or at most in a year. He crams himself with an array of dates, names and events; while the realities which these symbolize he knows nothing about. He can tell you the date of the Magna Charta, but whether it was a document or an animal he hardly knows; and as to its relations to English history, what it grew out of, and what grew out of it, he knows nothing. He can, perhaps, give, without halting or hesitating, the line of the kings and queens of England; but what kind of a creature was King John, what kind of royalty was represented in even Henry the Eighth or Charles the First, he has little or no idea. As to history as the development of a national life, and the mental and moral evolution of society, and the successive processes by which it has emerged from barbarism and entered into civilization—of this he has not the faintest conception. Geography is studied in much the same way. When we were in the West, in a prairie country, where the highest known hill was the bluff along the river, a child in the public school who was studying about the Rocky Mountains, or the Andes, or the Alps, innocently asked her teacher whether a mountain was as high as the Congregational church steeple, that being the highest thing within her observation. It would seem to be self-evident that a child should learn what a mountain is before she should endeavor to learn where the mountains are and what their names; so she should learn the significance of the facts, and the character of the great historical personages, before she undertakes to learn the dates of these events, the birth and death of those personages, and the way in which they followed one another upon the stage. The fundamental principle in all science is that the specific precedes the generic. General principles and truths are deduced from specific illustrations. In order to know, we learn events first and laws afterward. But in our common methods of education we reverse this process, stuff our children's memories with laws that they cannot understand, and then expect them to proceed to the illustrations and events which from those laws have been deduced. We ought to reverse the process. We are beginning to put language first and grammar afterward, as the vernacular is always taught in the home. This is the natural method; so we ought to teach, in arithmetic, problems first, rules afterward; in science, experiments first, generalizations afterward; in geography, physical facts first, political divisions afterward; in history, geography first, history afterward.

Mr. Carlyle has stated that universal history is, at bottom, but the history of great men. "They certainly make and designate the epoch of national life," says Samuel Smiles. Let us, then, teach our children, first, who the great men are, and what great things they did, then weave these great events into a continuous history, and the story of the lives of these great men into the story of the life of humanity. No child can be expected to be interested in, because no child can be expected to comprehend, the history of the beginning of the English constitution, but any child may be interested in the romantic history of Alfred the Great. No child can be expected to comprehend feudalism, but any child may read with interest the life of William the Conqueror, and so learn what feudalism is before he has become conscious that he is studying it. The history of the Reformation can be nothing but a bewildering maze of dates, names, and hard words to a child, but the story of Luther,

or William of Orange, of Henry the Eighth, or Queen Elizabeth, and Mary, Queen of Scots, may be made as interesting as a story-book to a boy or girl of moderate intellectual ambition. When thus the pupil has become interested in men, and then in the deeds they wrought, he will be ready to go on and study the significance of those deeds, and their connection with one another, and finally the way in which, by means of them, the nation and race have made their progress toward a larger and a better life.—*Christian Union.*

## English.

All communications intended for this column should be sent to W. E. Huston, M.A., care of THE EDUCATIONAL JOURNAL, Toronto, not later than the 5th of each month.

### NOTICE.

It is intended to insert in the English column, between now and Christmas, helpful notes on those literary extracts required for the December Entrance Examination that have not yet been dealt with in the JOURNAL. They will appear in ample time for use in classes preparing for the examination. In addition to these explanatory notes a series of Review or Test Questions on each selection prescribed—whether previously annotated or not in the JOURNAL—will appear. These it is believed will be helpful to teachers desirous of ascertaining to what extent their pupils have mastered their work. Similar papers will occasionally be given in English Grammar, and Composition not only for Entrance but also for Third and Second Class candidates. Teachers will confer a favor on the fraternity by sending to the editor of the column any papers they have set for their classes. Such papers will appear with the teacher's name unless it is requested that they be inserted anonymously.

### THIRD CLASS LITERATURE.

#### THE COMBAT AT THE DIAMOND OF THE DESERT.

I. WHAT principle (*time, cause, or position*) is evident as the basis of connection of the paragraphs of the extract.

II. (a) Group the conversational portions of the extracts into paragraphs.

(b) Give very brief subject-titles to each paragraph of the extract.

(c) What is the object of paragraph four? Should it be united to paragraph three?

(d) Point out the most suitable place for the subdivision of the paragraph on page 186; of that on page 188.

III. Describe in your own words as vividly as possible (a) the scene just before the combat, (b) that just after the death of the Grand Master.

IV. Explain the references in "The Diamond of the Desert," (page 179); "The Archduke"; "Georgian Guards," (180). "Larger number of Saracens than Richard had seen on the preceding evening," (181). The "Lord of Gilsland's conjecture of the night before," (181); "The sponsors of both champions," (182); "More deeply concerned in the event of the combat," (182); "The Hermit of Engaddi," (182); "Hermit, prophet, madman," (183); "The strange discovery by the instinct of a dog," (184); "Our sins are too much in common," (185); "*spruch-sprecher*," *widder-sins*, (186); "In reference to his title," (188); "Azrael's seal is on the wretch's brow," (189); "The deep and regular shout," (190); "Thou hast shown that the Ethiopian, etc.," (190); "Of a chief of Curdestan," (191); "Poultry dressed in pilans," (194); "The dwarf Nectabanus," (195); "To the solitary Ilderim," "He stirred up the Maronites," (197).

[NOTE.—No teacher can teach the extract really well who has not read "The Talisman" in full, and it would be well for each member of the class to read it also.

V. Explain what is meant by *lists, a barrier, sponsors, muezzins, timbrels, seraglio, Grand Master of the Temple, stanchions, armorers, visors, caracoles, gorget, omens, esquires, gauntlet, truncheon, corselet, secret, clarion, trumpet and cymbal, diapason, leech, pavilion, casque, ragouts, automata, horoscope, talisman, paynimrie, Allah.*

VI. Point out in the extract what you consider examples of incorrect or faulty use of English.

VII. Without reference to the Reader, state by whom and in what spirit the following words were spoken:—"The talisman, the powerful remedy, royal brother." "Coward and fool! recall thy senses." "Do you not know me knaves?" "O procrastination, thou art a soul murderer." "If not for Jerusalem, then, yet for the love of honor." "Fear nothing, noble Austria."

### THE STUDY OF ENGLISH AT THE PROVINCIAL UNIVERSITY.

THE announcement that the Toronto City Council has decided that one of the two new chairs to be maintained by the City at the Provincial University shall be devoted to the teaching of English Literature, while extremely satisfactory, recalls public attention to the comparative neglect by the University of the claims of English as a branch of study.

That a University, able to set apart three professors, as many lecturers, and as many fellows for the teaching of Science; one professor—if not two—two lecturers, and two fellows for the teaching of Mathematics, and a professor, two lecturers, and two fellows for the teaching of Classics, has not as yet been able to give the undivided energies of one man to so extensive and important a department as English is not only a matter of surprise and regret, but also a glaring injustice.

We wish to speak considerably. We are loyal to the University. She has done good work and will continue to do so; but in respect to the important work of English training, she has neglected to perform her proper duties. We know that none of the departments has any too much teaching power; the work in Classics, Mathematics, Science and Modern Languages, if well done, would probably require all the available powers of twice the number of teachers now given to it. There is no limit to specialization. But this surely only proves the necessity of using the greatest care in deciding the relative amounts of teaching power to be applied to the various departments. Because there could be found work in Sciences for as many men as the whole faculty of the University College comprises, would be no reason for devoting the energies of the entire staff to this department. It is obvious that in any well-organized seat of higher education a fixed system of "proportion of studies" must be maintained whether the institution be standing still or increasing in resources.

It is on this principle of proportion that the University's method of dealing with English is specially regrettable. Time was—not very long since, in fact within five years—when one professor was expected to take complete control of History, Ethnology and English Language and Literature. An improvement was nominally made when a "lecturer in English" was appointed, but the nature of the improvement was evident when it was announced that English in this case included Italian and Comparative Philology!! A real improvement was made quite recently—within eighteen months—when English was elevated to the position of a special department; though so far the head of the department has been considered worthy only of the name and pay of lecturer, and has been required in addition to his purely departmental work to attend to the teaching of Comparative Philology—a subject itself as broad as any conceivable, and capable and worthy of extensive subdivision. For one man to attempt so much work is well-nigh absurd, and yet the other departments have all along been continually strengthened by subdivision consequent upon the employment of additional teaching power. Had it seemed well to appoint a fellow or two, to assist the overburdened lecturer in English, relief would have been given to some extent, and much better work would have, without much expense, been accomplished.

It may be said that the University has done her duty as well as she could under financial circumstances admittedly of difficulty, and that she has struggled on with the intention of sometime giving English its proper place. But why then have we seen defeated every attempt made to advance the status of the subject by increasing the relative amount of marks allowed to it when grouped with other subjects for the award of Scholarships in

general proficiency? The number of marks allotted to English has made little or no relative advance even though—under the influence of the Education Department, arising through the approximation of teachers' examinations with those of the University—the number of papers set in the subject has largely increased in the pass examination, and though new work has been added to the honor examination.

We confess we are disappointed at the tardiness of the University to recognize the great importance—or better, necessity—of English studies. We hope that the selection by the city authorities of English Literature as the work of their professor and the action of the High School section of the recent convention of the Provincial Teachers' Association in petitioning that the course of study in English at the University be revised, will bring about a decided change of feeling on the part of the University Senate.

The truth is that the time has come for the recognition of English as a distinct department of honor study, and, as such, giving the undergraduates the same privileges, in the way of options, as does any other department. With such a department capable of subdivision and development on the lines of the Historical, the Literary, and the Practical portions of the subject, our University would be in accord with modern ideas. It might even be her good fortune, in the near future, to be able to found and support a chair of Journalism. For there is no limiting the popularity and support that will be hers if she devotes a part of her energies to the development of the Department of English on its practical side. Not a few of our wealthy men—now standing aloof—would take an active interest in the maintenance of a work so much in accord with their sympathies.

At present we must wait in expectancy and hope for a change, which should, we think, be made on the following lines:

First. Popularize the study by the introduction of recent literature, and of inductive methods of teaching.

Second. Insist that every graduate, pass or honor, take a thorough course in English that will fit him to discharge creditably the everyday duties of business and social intercourse.

Third. Create a new department to be called English, distinct and separate from all the other work, in the same way as are Classics and Mathematics.

Fourth. Let Anglo-Saxon be at once placed upon the curriculum of studies for the benefit of those wishing to pay special attention to the history of the English language, and let this subject receive the entire attention of a capable teacher.

Fifth. Let the subject of English Literature be the sole work of one man, and let the chair be filled by one in active sympathy with American and Canadian literature. Let the person selected be not a mere lecturer, but a teacher in the highest sense of the word.

### TEST QUESTIONS AND EXAMINATIONS.

#### ENTRANCE GRAMMAR.

1. As o'er the verdant waste I guide my steed,  
Among the high, rank grass that sweeps his sides,  
The hollow *beating* of his footstep seems  
A sacrilegious *sound*. I think of those  
Upon whose rest he tramples. Are they here—  
The *dead* of other days? and did the dust  
Of these fair solitudes once stir with life,  
And *burn* with passion? Let the mighty mounds  
That overlook the rivers, or that rise  
In the dim forest *crowded* with old oaks—  
Answer.

(a.) Select the phrases and show what is their relation to the statement of the sentence.

(b.) Indicate the subordinate clauses, and classify them.

(c.) Give the subject of each sentence.

(d.) Parse the words in italics.

2. Make the following sentences true of past time, when possible making the nouns applicable to another sex:—

The hart panteth for the waters.

The nun goes to her room.

O Emperor, thou lovest iniquity.

The swain lies singing on the ground.

Sultan, thou sittest still.

3. What do you mean by *object, predicate, tense, limiting, predicate nominative?*

4. Make the following statement apply to future time in the three persons of each number:—He stands alone.

5. Write out five nouns ending in *-ness*; five verbs ending in *-le*, and five adjectives ending in *-ish*; pointing out the force of the endings.

6. Why would you object to the following:—

(a) Set up there; a boy that don't know no more than you ought never to be born.

(b) Let each of the girls present try and control their feelings.

(c) Every slate and book must lay precisely in their places in the desks.

(d) The reason you do not succeed is on account of your laziness which is greater than any boy in the school.

ENTRANCE LITERATURE.

THE FACE AGAINST THE PANE.

[For notes—suggestive, explanatory, and critical—on this poem see the EDUCATIONAL JOURNAL of May 1, 1888.]

1. Why is the piece called "The Face against the Pane?" Choose some other title for it.

2. Describe in your own words the picture as described in stanza one.

3. How are the following to be explained with reference to the italicized portions: *Across the night; Beacon Light a-trembling in the rain, wind sobs and grieves, his boat is staunch and tight; heavens are veined with fire, for lost souls, and the thunder how it rolls; home-bound ships, leaves golden furrows on the night, helpless sail; by the Beacon in the rain; from a shoal of richest rubies breaks the morning; the angel of the village spire; four ancient fishermen; and looking sees it not; those pretty saintly eyes.*

4. *To and fro, to and fro.* Write down other portions of the poem in which words are repeated, and tell what you think is the reason for the repetition.

5. *Set the table, maiden Mable.* Who is supposed to be speaking? Are words addressed to any one else in the poem?

6. Give a subject for each stanza in one word.

7. Explain what is referred to in "and sees the *Beacon Light*, and make the *cabin warm*, the *perilous reef*, no sexton sounds the *knell*, *unseen fingers sway* the bell, the light house *gun*, and they see the *Beacon Light*."

9. "What makes Mabel's cheek so pale?  
What makes Mabel's lips so white?  
Did she see the helpless sail?"

What is your answer to these questions?

8. At what time of day does the incident occur. At what season of the year? What was the occupation of the two men lost in the storm?

Entrance Composition held over for next issue.

A COMPROMISE.

ONCE two little gentlemen, very polite,  
Stepped up to a gate that was narrow—quite.  
The one (who was very well-bred and thin),  
Was plainly intending to pass within.  
The other (remarkably bland and stout)  
Was just as surely resolved to pass out.  
Now what could the two little gentlemen do?  
But say with a bow, "After you!" "After you!"  
And there they stood bowing, with courteous smile,  
Their hats in their hands, for a marvelous while;  
For the thin little man was very well-bred,  
And the stout man had not a rude hair in his head.  
But there chanced that way a philosopher wise,  
Who sagely effected a compromise:  
That each in turn should go through the last;  
Thus might the troublesome gate be passed.  
So first the courteous gentleman thin,  
With greatest reluctance passed within.  
And then the well-mannered gentleman stout,  
With polished obeisance made his way out,  
But sadly turned and went back that he  
Might share in the breach of courtesy!  
Then the thin little man stepped out more  
Contentedly, where he was before.  
And thus having settled the difficult case,  
Each walked away with a jubilant face.  
—A. R. Wells, in *St. Nicholas for September.*

Music Department.

(All communications for this department may, until further notice, be addressed to A. T. Cringan, 23 Avenue St., Toronto.)

FIRST LESSON IN TUNE.

THE following is a sketch of a first lesson in tune as actually given to a class of pupils in the primary grade. The subjoined notes will explain the principles which govern the method pursued.

INTRODUCTION OF SUBJECT (a).

Teacher—We are now about to have our first lesson in music, but before we begin, I want you to tell me just what you think music is. Is it something you can see? or taste? or hear? Class. Something we can hear. T. Yes! music is something we can hear. What do we call anything we can hear? C. Sounds. T. Now I will drop this pointer on the desk, and you will tell me what you hear, (drops it) was that a sound? C. Yes. T. Was it music? C. No. T. Then clearly, all sounds are not music. T. Now listen while I sing a little piece, and tell me what kind of sound you hear. (Sings short familiar air.) What kind of sound was that? C. Nice sound, sweet sound, etc. T. What kind of sound did you hear when I dropped the pointer? C. Rough sound, noisy sound. T. Yes! (b) All sweet pleasant sounds are called music, and rough, harsh sounds are called noise.

INTRODUCTION OF *doh*. (c).

T.—Now that we have found out that music is sweet sounds, we will try and make some of those sweet sounds. You will listen while I sing one sound, and then you will sing it *after me*. (Sings *ah* softly at moderately low pitch.) Pupils imitate, and repeat. T. You will now listen while I sing two tones, and tell me whether they are the same in sound. (Sings *same ah* twice.) Did you notice any difference between those two tones. C. No, they are the same. T. Now try once more.

INTRODUCTION OF *soh* (d).

(Sings to syllable *ah*, two tones *doh* and *soh* i.e., the first *ah* given, and another a fifth higher.) Did you notice any difference between those two? C. Yes; one was higher than the other. T. Quite right. I will now give you the names of those tones. The low one we call *doh*, the high one *soh*. Now sing after me (sings *d. s.* and pupils imitate several times.) I will now write them on the blackboard. (Writes *soh* and *doh*) and you will sing them as I point. (Points to notes in any order while pupils sing as directed.)

INTRODUCTION OF (*Me*).

Now you will listen while I sing to *ah* and tell me which of those tones I sing *last*. (Sings *d. s. d.* to *ah*, then *s. d. s.*, pupils naming last tone sung.) You seem to know those two very well. Try once more (e). (Sings *d. s. m.* to *ah*.) Now tell me which tone I sang last. C. *doh, soh*, new tone. T. You do not seem to be quite sure this time; try again (repeats until pupils have all discovered that the last is a new tone.) T. Can you tell me whether the new tone is above or below *doh*? above or below *soh*? C. Between the two. T. Quite correct. I will now write it for you and you will

sing from my pointing, (Writes *m* <sup>s</sup> <sub>d</sub>) Gives tone *doh*; class imitate and attempt to sing each tone as pointed.

MENTAL EFFECT OF TONES (f).

T. You seem to find it rather hard to sing them in any order, but I think when we learn something more about them you will find it much easier to sing them. Can you tell me if there are any little boys in this room so much alike that you can't tell one from another? C. No, they are all different. T. Just so. When you look at a boy, you see at a glance what sort of a look he has on his face, some boys have a nice, bright look, others a quiet, calm look, and others a firm, determined kind of look. It is just the same with those tones we have been singing, each has a character different from the others. You will now sing as I point, and think more particularly of *doh* while you sing, and try

and tell me what kind of tone it is. (Points while class sing, giving prominence to *doh*.) Now can you tell me what kind of tone *doh* is? (Class will not answer correctly at once, but as a rule their answers will give some idea of the real character of the tone.) T. I will now ask you to compare this tone with something you have already seen. Most of you have seen a mountain, a strong, firm, solid mountain. You have also seen a fountain, with its bright, sparkling, dashing waters. Now sing those tones once more and tell me which of the two, *doh* is like. (Class sing from pointing as before.) T. Raise hands, all who think *doh* is like a fountain. No hands are raised. Now all who think *doh* is like a mountain. Nearly all hands are raised. T. I think you are all right; will you tell me why *doh* is like a mountain? C. Because it is strong, and firm. T. Yes! *doh* is the firm tone. I will write its character beside it so that

you will think of it when you sing. (Writes *m* <sup>s</sup> <sub>d</sub> firm.)

(g) The teacher will now proceed to develop the mental effect of *me* and *soh* by the same process, comparing *me* to mother singing baby to sleep, and little brother singing loudly and waking baby. *Me* is calm and gentle. *Soh* is bright and bold and may be compared with a bugle in contrast with a drum.

PRACTICE.

The character of each tone being written on the

blackboard ( *s* calm *m* gentle *d* firm ) practice in singing

slowly from teacher's pointing must now be given slowly, in order that pupils may feel the mental effects of the tones as they sing.

SINGING FROM NOTATION.

T. You have been singing very nicely from the notes written in this way, now we will hear whether you can sing from them written in another way, (writes *d m d s m m d*). Now sing each one as I point. Class sing, and teacher then changes order of notes; pupils sing as before. If books are used pupils will now turn to exercises similar to those on first page of Canadian Music Course, Book I., and sing while teacher beats time audibly but lightly.

EAR EXERCISES.

Teacher writes on blackboard 1, 2, 3, 4. Now listen while I sing, and tell me on which number I sing *doh*, the firm tone. (Sings to syllable *ah* while pointing to figures *s m s* <sup>x</sup> <sub>d</sub>.) Raise hands all who think I sang *doh* on number one? on two? on three? on four? Those who thought on four are right. Repeat several times, then treat *soh* and *me* in same manner, changing the number with every exercise.

(a) This is intended to awaken interest.

(b) By this definition of music, pupils commit themselves, and later on when they sing loudly or coarsely, as children will, if not checked, the teacher will appeal to their former definition of music, and enquire whether they are now making *sweet sounds*.

(c) The tones *d, m, s*, are the most common tones of the scale, *doh* being the key, or foundation tone of the scale, consequently the "common before the uncommon" is here taught.

(d) *Soh* being next in importance to *doh* is next in order of introduction.

(e) Sing the new tone very softly in order that the dullest pupil may recognize its introduction.

(f) Teachers may be disposed to think that the theory of mental effect of tones is merely imaginary, but such is far from being the case. It has stood the test of forty years, and teachers will soon gain confidence in its soundness by watching its effect on their pupils.

(g) The earnest teacher will have no difficulty in inventing suggestive illustrations of the points to be developed, but in no case may the pupils be *told* the character of the tones.

NOTE.—In the above lesson the correct answers by pupils are given, but teachers must not expect such answers at first. The teacher must take what answers the pupils may give and lead them, as only a teacher can, into the desired channel.

If any difficulty should arise, the question drawer is at your disposal, and the required advice will be cheerfully given.

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—  
MIDSUMMER EXAMINATIONS, 1888.

THIRD CLASS TEACHERS.

ALGEBRA.

Examiners: { W. H. BALLARD, M.A.  
J. J. TILLEY.

NOTE.—Only ten questions are to be attempted.

1. Simplify  $(a+b+c)^2 + (b+c-a)^2 + (c+a-x)^2 + (a+b-c)^2$ .

2. (a) A cellar,  $a$  ft. long,  $b$  ft. wide, and 10 ft. deep, is excavated at  $c$  cents per cubic yard; find the cost (in dollars) of doing the work.

(b) A wall,  $x$  ft. long,  $y$  ft. high, and  $z$  ft. thick, contains  $m$  bricks each  $a$  inches long and  $b$  inches wide; find the thickness of each brick.

3. Show that  $x$  is a factor of  $\frac{1}{2}x(y+z)(y+z^2+x^2) + \frac{1}{2}y(z+x)(z^2+x^2-y^2) + \frac{1}{2}z(x+y)(x^2+y^2-z^2)$ .

Find the other factors and reduce the expression to its simplest form.

4. Simplify

$$\frac{2p+r}{p-q} - \frac{q(4p+3r)-r(p+r)}{p^2-q^2} + \frac{(p-q+r)^2}{p^2-q^2} - 1$$

5. Divide  $a^4(b-c) + b^4(c-a) + c^4(a-b)$  by  $(a-b)(b-c)(c-a)$ .

6. What value of  $x$  will make  $\frac{5}{8}(5x-4) + 3(3x-2)$  exceed  $\frac{1}{4}(4x-3) + 2(2x-1)$  by  $\frac{3}{4}(4(6x-5) + 3(7x-6))$ ?

7. Multiply

$$\frac{a^2-(b+c)^2}{a^2-(b-c)^2} \div \frac{b^2-(c-a)^2}{b^2-(c+a)^2} \text{ by } \frac{c^2-(a-b)^2}{c^2-(a+b)^2}$$

8. Find  $x$  (1) when  $\frac{x}{x+b-a} + \frac{b}{x+b-c} = 1$ ;

(2) when  $2^x - 3^x = 4^{2x} - 3^{2x} - 2.688$

9. Factor  $x^3 - 19x - 30$ ,  $ab^2 + bc^2 + ca^2 - a^2b - b^2c - c^2a$ ,  $abc - x^3 + ax(x-b) + bx(x-c) + cx(x-a)$ .

10. The difference between the squares of two consecutive numbers is 987; find the numbers.

11. A and B had equal sums of money. A then spent \$55 and B \$68.50. It was then found that one had two-thirds as much as the other. How much had each at first?

12. A speculator bought a house, expended \$800 in repairs, paid one year's taxes at the rate of 15 mills on the dollar (estimated on the buying price), and then sold it for \$5,346, making 10 per cent. on his total outlay. Find the buying price.

13. Find two numbers whose sum is 503, such that four-fifths of the greater exceeds five-eighths of the less by seven times their difference.

14. A number consists of two digits, one of which is the square of the other. If six times the greater digit be added to the number, the digits will be inverted. Find the number.

## ENGLISH GRAMMAR.

Examiners: { J. F. WHITE,  
J. E. HODGSON, M.A.

NOTE.—Seven questions count a full paper; but of these Nos. 3, 4, 7 and 10 must form four.

1. (a) State and illustrate the several ways of indicating number and gender in nouns.

(b) Give, with explanations, instances of nouns with (1) plural forms construed as singular, (2) two plurals with different meanings, (3) no plural form.

2. (a) How do you account for the two modes of comparing adjectives? Compare, when possible, *pretty*, *probable*, *historical*, *first*, *more*.

(b) Explain clearly what is indicated by each of the degrees.

3. Complete the following sentences, using the present or the past tense of the verb 'be.' Explain in each case the *principle* of agreement:—  
Two hundred dollars — not enough. Three fourths of the apples — unripe. Two-thirds of the money — his. The ebb and flow of tides — now understood. My brother or I —.

You, and not John, —. You, and he, and I,

4. If true there be another, better land,  
A fairer than this humble mother shore,  
*Hoping to meet the blessed gone before,*  
I fain would go. But may no angel hand  
Lead on so far along the shining sand,  
So wide *within the everlasting door,*  
'Twill shut away this good, green world. *No*  
*more*

*Of earth!*—Let me not hear that dread  
command.

Then must I mourn, unsoothed by harps of  
gold,

For sighing boughs, and birds of simple  
song,

For hush of night within the forest fold;  
Yea, must bemoan, *amid the joyous throng,*  
Mine early loves. The heart that has grown  
old

With Nature cannot, happy, leave her long.

(a) Divide into propositions, stating their kind and relation.

(b) Parse *gone*, l. 3; *fain*, *may*, l. 4; *wide*, l. 6; *let*, l. 8; *happy*, l. 14.

(c) Give the grammatical value and the relation of each of the parts in italics.

(d) Supply the several ellipses.

(e) Why is the form 'be' used in l. 1? What time is expressed by 'would,' l. 5? Why is 'her' used in l. 14? What values have 'hoping,' l. 3, 'shining,' l. 5?

(f) Explain the use of 'there,' l. 1; 'it,' l. 7; 'then,' l. 9.

5. Show clearly what time is indicated by each of the tense forms of the indicative mood. Name the tenses formed by inflection. How are the others supplied? Illustrate.

6. (a) Divide the following words into root-word, prefix, and suffix, giving the meaning of each of the parts:—*elucidate*, *redemption*, *indomitable*, *obstinacy*, *adventure*, *precipitous*, *epitomize*, *retrospective*, *prosperity*.

(b) What are the ordinary noun and verb forms corresponding to *broad*, *just*, *beautiful*, *laudable*, *characteristic*?

7. (a) Define Infinitive. Compose sentences where it is used (1) as a noun, (2) as an adjective, (3) as an adverb.

(b) Account for the difference in the form of the infinitive:—I intended to *write* yesterday; He seemed to *have known* better days.

8. What difference between Case in nouns and Case in pronouns? Show the several constructions in which nouns in the objective case are found.

9. (a) Give the value and the relation of each of the italicized parts:—The way *they did it*. He was told to *cut wood*. They brought it out from *among his books*. They spoke of *each other's* loss. He has no idea *that you are back*.

(b) Write two sentences, using the nominative absolute; expand the absolute construction into a clause, with different connecting words in each.

10. Criticize and amend the following:—

(a) This region was the emporium of the slave trade, and though some Portuguese were still interested in it, they could no more be held responsible for their crimes than England for those who were executed at Newgate.

(b) Discovering on his property a vast amount of suitable clay, he had been induced to undertake this industry by the exorbitant price for drain-pipes.

(c) It stands on the banks of the river, here a small and a muddy stream, that we had to cross by a ferry. The lower reaches, the beauty of which we often heard extolled, and always intended to have seen, we never unfortunately found leisure to visit.

(d) If the fruit is allowed to remain on the trees, and only plucked as required, they last all the year round. The late blossoms form a second crop, which, ripening later in the year, keep up the supply; but these oranges are small, with the pulp very crisp, containing (if any) very small seeds, sometimes the rind remains green, or of a pale greenish yellow color.

## HISTORY AND GEOGRAPHY.

Examiners: { J. E. HODGSON, M.A.  
J. J. TILLEY.

NOTE.—Only seven questions are to be answered. Of the first five only three are to be taken, and of the remaining six four are to be taken, but of these Nos. 6 and 11 must be two.

1. Describe the different ocean currents. Give their causes and show by examples the effect produced by these currents on the climate and natural productions of different countries.

2. Account for the following:—hail, snow, fog, springs, deltas, land and sea breezes, variation of climate, variation in the length of our days and nights.

3. Describe and illustrate by diagram the water system of Ontario.

4. Locate the great commercial centres of the British colonies throughout the world, and mention the foreign trade for which each is specially noted.

5. Discuss the influence of the great physical features of North America upon:—

(i) the growth of grain, fruit, and cotton;

(ii) mining, lumbering, grazing, and manufacturing.

(iii) internal and foreign trade.

6. Name and give the dates of the various invasions of Britain and mention the permanent results of these invasions with regard to (a) our language, and (b) our form of government.

7. Mention, and trace the results of, an important event in each of the following reigns:—(a) John, (b) Henry VIII., (c) Charles I.

8. Enumerate the principal inventions and discoveries that have contributed to develop the commercial and the industrial progress of Great Britain in modern times.

9. Define the position of the following places and connect them with important events and dates in English History:—Agincourt, Naseby, Utrecht, Plassey, Saratoga, Trafalgar, Fontainbleau.

10. Write a brief account of the war of 1812.

11. Under the following heads explain, as briefly and as clearly as you can, how the Dominion of Canada is governed:—(a) The House of Commons, (b) The Senate, (c) The Governor-General, (d) The Provincial Legislatures, (e) The Sources of Revenue.

## HIGH SCHOOL ENTRANCE.

## ARITHMETIC.

Examiners: { M. J. KELLY, M.D., LL.B.  
JOHN SEATH, B.A.

NOTE.—Only 6 questions are to be attempted. 5 marks additional may be allowed for neatness.

1. Prove the rules for division (1) of vulgar fractions, (2) of decimals, using as examples  $\frac{3}{4} \div \frac{5}{8}$  and  $.012 \div .6$ .

2. A produce merchant exchanged  $48\frac{3}{4}$  bushels oats at  $39\frac{3}{4}$  cts. per bushel, and  $13\frac{1}{2}$  barrels of apples at \$3.85 a barrel, for butter at  $37\frac{1}{2}$  cts. a pound; how many pounds of butter did he receive?

3. A train going 25 miles an hour starts at 1 o'clock p.m. on a trip of 280 miles; another going 37 miles an hour starts for the same place at 12 minutes past 4 o'clock p.m.; when and where will the former be overtaken?

4. If in a certain town \$3,093.75 was raised from a  $\frac{3}{4}\%$  tax, what was the value of the property in the town?

5. By selling my cloth at \$1.26 a yard I gain 11 cents more than I lose by selling it at \$1.05 a yard: what would I gain by selling 800 yards at \$1.40 a yard?

6. How many thousand shingles, 18 inches long and 4 inches wide, lying  $\frac{3}{4}$  to the weather, are required to shingle the roof of a building 54 feet long, with rafters 22 feet long, the first row of shingles being double?

7. A farmer employs a number of men and 8 boys; he pays the boys \$.65 and the men \$1.10 per day. The amount that he paid to all was as much as if each had received \$.92 per day: how many men were employed?

8. A field, whose length is to its width as 4 to 3, contains 2a. 2r. 32 rods; what are its dimensions?
9. A man having lost 20% of his capital is worth exactly as much as another who has just gained 15% on his capital; the second man's capital was originally \$9,000. What was the first man's capital?

*School-Room Methods.*

BLACKBOARD EXERCISE.

THE words "shall" and "will" to be promptly filled in blank spaces:

We — go.  
 Depend on me, for I — be there.  
 I — go, if the weather permits.  
 Charles — carry the water, and Mary — do the washing.  
 We — speak. You — hear us and our wrong — be righted.  
 No efforts — be spared that — contribute to the success of our enterprise.  
 It wrongs me, and I — not submit.  
 I — be greatly obliged, if you — do me the favor.  
 — you call when you pass, or — I meet you at the corner?  
 Shall he go? He —  
 — he be down by noon? He —  
 — I be in time for the train?  
 It — rain and we — get wet.—*Southwestern Journal of Education.*

COMPOSITIONS.

IN addition to daily practice in language work, the older pupils should be expected as often as once a month to write a composition upon a given subject. Care should be taken to select subjects about which the pupils know something, or which are within their comprehension. Dislike to composition-writing is generally due to the fact that the pupils are called upon to give expression to ideas which do not exist in their minds. The average school boy or girl has very dim ideas, or no idea at all, of such abstract subjects as hope, beauty, and perseverance, and it is no wonder that discouragement and disgust follow any attempt on their part to write upon them. When we remember that the greatest writers have chosen for their themes the simplest subjects, we can hardly make the mistake of giving too simple topics for our children to write upon.

The following list of subjects will be found suggestive of what may be given to older pupils of the grammar grade:—

- |   |   |
|---|---|
| My home.                                | A letter from Egypt.                    |
| My grandfather's farm.                  | Our baby.                               |
| The town in which I live.               | George Washington.                      |
| Our school.                             | Abraham Lincoln.                        |
| Trees.                                  | William E. Gladstone.                   |
| The coffee plant.                       | Joan of Arc.                            |
| A picnic excursion.                     | The reminiscences of an old tree.       |
| A sleigh-ride.                          | Autobiography of a cent.                |
| A visit to the country.                 | History of a loaf of bread.             |
| A visit to the city.                    | The old horse's story.                  |
| A visit to Mammoth Cave.                | What my dog would say if he could talk. |
| How I spent my last vacation.           | Good manners.                           |
| A journey to England.                   | "A rolling stone gathers no moss."      |
| A tramp's diary.                        | "All is not gold that glitters."        |
| Six reasons why a boy should not smoke. | Intemperance.                           |
| How a shoe is made.                     | Cruelty to animals.                     |
| How a barrel is made.                   | A hundred years ago.                    |
| A visit to a paper-mill.                |   |
| A visit to a hospital.                  |   |
| A visit to a prison.                    |   |

During the latter part of the grammar-school course, pupils should learn to separate their compositions into paragraphs. They may receive some assistance in this direction, by studying carefully the paragraphing of prose in their histories and reading-books.—*Prince.*

(To be continued.)

NUMERATION AND NOTATION.

(Continued.)

COMMENCING with figure 1, point at each in order, and repeat its name, thus: *units, tens, hundreds, thousands.* Then point at the same figures again, and let the pupils read them, thus: "Units, tens, hundreds, thousands."

When they have read them in this order two or three times, let them read in a reversed order; also out of order, as, "Units hundreds, tens, thousands."

Now ask, What is the first place called? "Units."

What is the second place called?

What is the third place called?

What is the fourth place called?

Which is unit's place?

Which is thousand's place?

Next the teacher may write on the blackboard the following figures, thus:

5 4 3 2 1

Commencing with figure one, as before, point at each in order, and repeat its name, thus: *units, tens, hundreds, thousands, tens of thousands.* Then point at the same figures again, and let the pupils read them, thus: "Units, tens, hundreds, thousands, tens of thousands."

Proceed as before to read them in order and out of order, and to ask the name of each place, etc.

Subsequently write the following figures on the blackboard, thus:

6 5 4 3 2 1

Point at and repeat the name of each, as before; then let the pupils read them, thus: "Units, tens, hundreds, thousands, tens of thousands, hundreds of thousands."

When the pupils are able to name each place readily, in order and out of order, they may be required to write numbers through *hundreds of thousands*, from dictation, thus: Write three hundreds, two tens, one unit; four units, six tens, three hundreds, four thousands; two thousands, no hundreds, eight tens, no units; three units, four tens, five hundreds, six thousands, seven tens of thousands; no units, two tens, no hundreds, three thousands, four tens of thousands, five hundreds of thousands.

Subsequently dictate numbers as follows: Six hundred and fifty-four thousands, three hundred and twenty-one, etc. After each number has been thus dictated, ask the pupils, What figure did you write in unit's place? What in hundred's place? What in tens of thousand's place? etc.

When the pupils have been thus drilled until they can readily read and write any number from units to hundreds of thousands, they may be introduced to the period of millions. But care should be taken to first train them thoroughly through the period of thousands.

After the pupils have become familiar with reading and writing numbers through hundreds of thousands, place on the blackboard the following group of figures, thus:

9 8 7, 6 5 4, 3 2 1

These numbers may be read by the teacher and pupils in the same manner as were those of the period of thousands. The attention of the pupils may be called to the fact that these numbers are divided into groups, which are called *units, thousands, and millions*; that the first group contains units, tens, hundreds of *units*; the second group, units, tens, hundreds of *thousands*; the third group, units, tens, hundreds of *millions*.

When the pupils can read the numbers readily through millions, let them be taught to write these from dictation, as in the period of thousands.

SUGGESTIONS FOR THE TEACHER.

MANY teachers make a serious mistake in supposing that the early steps in reading and writing numbers may be rapidly taken at first, and afterward reviewed until the pupils know them thoroughly. Completeness of knowledge can be secured with the least labor and least time by taking each step in its appropriate order, and mastering it before attempting the next one. During this stage it should be remembered that *the work to be accomplished is to teach the pupils to read and write numbers correctly.* This object should therefore be kept in view, and *no attempt made at teaching*

the pupils to *add* the examples given for training in numeration and notation during this stage of instruction.—*Calkins.*

*Educational Notes and News.*

THE most practical studies of the school are reading and language. If the rural school teacher has not a well-defined course of language for the school, let her see to it at once that one is arranged. Fragmentary and spasmodic lessons will not answer. Choose your course, pursue it grandly.—*Ex.*

A FRENCHMAN of this city, having received the photograph of a lady, asked a friend what was customary under the circumstances.

"Compliment it," replied the friend. "Tell her its beauty is very rare."

"I beg to make zee acknowledmong, madame," he said to her at the next meeting. "Zee beauty of madame is vair scarce."—*Binghamton Republican.*

THERE is no study that affords better opportunity for language culture than primary geography. It is the most fascinating kind of language work, and, managed well, every recitation becomes a drill in right thinking and correct expression of thought. At stated intervals, as once a week, geography recitation may be a written language lesson on some subject related to the geography work, which has been the subject of class research.—*Kate Bartlett.*

ON Tuesday evening last Mr. John Wright, Master of the Lewels Board School, near Thorne, was suddenly seized with illness and died in the course of a very few hours. His school had only that day been inspected, about which he expressed to more than one friend his very great anxiety. He was afraid the Inspector would not give him a good report, because he feared he could not pass so many per cent. This preyed so much on his mind that there is little doubt that it caused his death. He had been schoolmaster at Sheffield, Askern, Barnby Dun, Hatfield, and latterly Lewels Board School, near Doncaster. He was a successful disciplinarian (adds the correspondent who has furnished us with the information), and his school was a model of order and neatness.—*The Schoolmaster.*

CALIFORNIA has a school fund of \$2,700,000 permanently invested, and, besides, levies a property tax for school purposes. The average salary of male teachers in the State is \$80.75, and of females \$64.12. Ten per cent. of the State fund received by a district is for library purposes. Teachers are compelled to attend institutes from three to five days, but without loss of salary. Ten years' successful service gives the teacher a life diploma or certificate. The smallest districts in the State receive not less than \$400 of State money. Female teachers receive the same pay as male teachers if they hold the same grade of certificate; and the law makes it a misdemeanor for the parent or guardian to abuse, insult, or "jaw" the teacher in the presence of her pupils.—*Educational Journal of Virginia.*

THE immensity of the universe is strikingly suggested by Professor Holden, the astronomer who has charge of the gigantic Lick telescope in California. He says that in the entire apparent firmament but 6,000 stars are visible to an ordinarily good eye. Of these only a fraction may be seen at any time, because half of the sphere is always below the horizon. The atmosphere near the horizon is so thick that only the brightest ones may there be seen, and on account of this obscuration it is not likely that more than 2,000 stars can ever be taken in at a single view. About 2,000 other stars are so near the South Pole that they never rise in our latitudes. Hence, out of 6,000 supposed to be visible only 4,000 ever come within the range of our vision, unless we make a journey toward the equator. But the most powerful telescopes of modern times reveal more than 60,000,000 stars, of which number not one out of a hundred has ever been catalogued.

THE smallest children are nearest to God, as the smallest planets are nearest the sun.—*Richter.*

## BUSINESS NOTICES.

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

We desire to repeat our request that Inspectors and Secretaries of Associations send us programmes of their forthcoming Conventions as soon as issued. We desire to make announcements of such Conventions, with somewhat fuller particulars than may be found on a Departmental list. Moreover, as this list contains only the names of Inspectorates in which Teachers' Institutes are held, a great many Conventions of Teachers, not being upon the list, are unknown to us, and unannounced. Give us an opportunity to make your operations known to the whole body of Teachers, all of whom take an interest in what concerns the profession. Also, please send us a summary of proceedings.

## TEACHERS' ASSOCIATIONS.

ASSOCIATION meetings will be held in the following Inspectorates during the coming month:—

October 15 and 16.—North Essex.  
 October 18 and 19.—West Bruce, at Kincardine.  
 October 18 and 19.—Frontenac and Kingston, at Kingston.  
 October 18 and 19.—East Huron, at Wingham.  
 October 25 and 26.—South Grey, at Flesherton.  
 October 25 and 26.—South York, at Parkdale.  
 October 25 and 26.—Oxford, at Woodstock.  
 October 25 and 26.—East Middlesex, at London.  
 October 25 and 26, Peterborough, (County and Town) at Peterborough.  
 November 1 and 2.—Durham, at Port Hope.

Dr. McLellan will attend the meetings at Kincardine and Flesherton; Mr. W. Houston, M.A., those at Wingham, Woodstock, and Port Hope; Mr. John Dearness, I.P.S., East Middlesex, that at Kingston; Mr. A. T. Cringan, Musical Instructor, that at Parkdale. Evening lectures will be delivered by Dr. McLellan and Mr. Houston, in connection with meetings attended by them; and Rev. Dr. J. H. Vincent, the founder of the Chautauqua Literary Circle, will deliver a lecture on the evening of the first day at Kingston.

*Editorial.*

TORONTO, OCTOBER 15, 1888.

## NATURAL METHODS IN EDUCATION.

THE Montreal *Star* had a few weeks since an epitome of an article by M. Emile Blanchard in the *Revue des Deux Mondes*, which contains some excellent hints in regard to educational methods. M. Blanchard maintains, with much force, that the work of education, particularly in the sciences, should be carried on to a considerable extent out of doors. He admits that this is not as possible in the city as in the country, and on that account he thinks it would be better if great educational institutions were to a larger extent than at present situated in the country. He would have the teacher, however, wherever it was possible for him to do it, conduct his pupils frequently into the country and there give them direct lessons in botany, entomology, ornithology, general zoology, and geology. These things could not, of course, all be learned at once. A certain number of excursions might be devoted to each important branch of natural science; the young people should be required to gather their own specimens, and, with these in hand, to follow the explanations and demonstrations of the teacher. The result would be not a mere knowledge of names such as is the too frequent effect of indoor study, but a knowledge of forms, of

colors, of habits and habitats, of structure, of use. Both the observing and reasoning faculties of the pupils would be strengthened, and they would begin to have such a sense of the reality of things as the old education rarely imparted. As regards both animals and plants they would learn to distinguish the useful from the noxious, and many hurtful and foolish prejudices would thus be dispelled.

We have often dwelt on the importance of cultivating the perceptive powers of the young—a branch of training that is almost wholly neglected in the stereotyped methods of both school and college. One of the best tendencies of the so-called "New Education," is the stress that it lays upon the cultivation of these faculties by their actual exercise, under the guidance of the teacher. This is largely implied in its motto, of "learning to do by doing." The same principle is involved in the introduction of manual training, which, properly understood, is as much the education of the eye as of the hand, into the schools. Both the practical scientific and the manual training are closely related also to the development of the æsthetic faculties, or the sense of beauty, as related to form, color, orderly arrangement, etc. Hence, as we have often pointed out, neither the study of natural science, outdoors or indoors, nor the training of hand and eye in the industrial departments, bears exclusively upon what is called the "practical" in future life. These disciplines no doubt fit men and women better for the hard duties and actualities of every day pursuits and conflicts. And this is certainly a very high commendation. But they equally tend to enlarge the sphere of each individual's enjoyments, and they do so by opening up new realms of interest and gratification, on higher planes than those accessible to those in whom the faculties in question are stunted for want of exercise and culture.

M. Blanchard calls attention to another very common educational defect, when he remarks on the "singular incapacity which many apparently intelligent persons have for anything like exact definition. The most familiar objects are known to them, perhaps, only by some one property or quality. Thus, they know that asparagus is a highly prized vegetable and that the horse is a beast of burden; but as to the place of asparagus in the vegetable or of the horse in the animal kingdoms, they know next to nothing. Pressed for a definition of either they could only reply in the vaguest and most unsatisfactory terms. Thus a bad mental habit is formed—the habit of being satisfied with imperfect conceptions. How much bad logic must flow from this is obvious at a glance; for there can be no sound logic without a careful scrutiny of terms. The student of natural science learns to be careful how he identifies forms, and also how he pronounces things to be essentially different on the ground of superficial variations. Moreover, the concurrent study of different but related branches of knowledge cultivates the very important habit of viewing things, not in individual isolation, but as parts of a system."

We quote from the *Star's* article. We may add that this habit of being satisfied with imperfect mental conceptions extends far beyond the range of the natural sciences. It is a defect to be corrected in every branch of study and thought. In fact we should not be very extravagant were we to say that the power and habit of forming exact conceptions constitute education. They mark one of its chief differences between the educated and the uneducated. Clear conceptions, whether of thoughts or things, or to use metaphysical terms, whether of thought-objects or sense-objects, are the condition of clear expression. Thus thought and language are very closely related, acting and reacting upon each other. Practically, therefore, one of the chief aims the intelligent teacher has continually before him is to compel his pupils to form perfect conceptions, in other words to outline the chief features and qualities of objects clearly in their minds. So doing, they will, with ordinary command of language, be able to express themselves with clearness and precision. The pupil who has once acquired this power and this habit is on the high-road which leads to intellectual eminence.

## PUBLIC SCHOOL SANITATION.

THE Committee on School Hygiene of the Toronto Board of Health, have presented an important report on the subject of School Sanitation. The report, as summarized by one of the city dailies, states:—

That in accordance with a memorial from the Provincial Teachers' Association, transmitted to the committee by the Minister of Education, they had examined carefully into the sanitation of the public schools. The two chief causes of disease complained of were pollution of soil and insufficient ventilation. Wherever these conditions were present disease germs found a congenial soil upon which to live and rapidly increase. Dirty floors and badly ventilated school-rooms contributed to the spread of consumption, more especially where the expectoration of persons afflicted with the disease was allowed to remain and become dry upon the floors. Under those circumstances the bacilli of tuberculosis rose with the dust and entered the respiratory passages and were introduced into the circulation. Thus this dread disease might be propagated in the school-room. The committee especially urged the scrubbing and sweeping of the floors. The sweeping should always be done at night, after having sprinkled the floors, and the dusting of the seats and desks on the following morning with a damp cloth. The desks and seats and walls should be kept scrupulously clean. Too often the seats were not cleaned for months, and neglect in this respect afforded conditions favorable for the reproduction of disease germs of any kind. In these days of antisepticism, when the removal of every condition favorable to the production of septic poisoning is insisted upon, not only in the hospitals but on the part of the surgeon and all attendants, the regulations should require that our schools be as clean and healthy as our hospitals and prisons. It was manifestly the duty of trustees to see that all the health regulations were enforced.

The committee recommended that the following instructions be issued from the Education Department:—

That trustees avail themselves of the services of the local Health officer, constituting this officer medical inspector of schools, advisory officer in school hygiene, etc.

All privy pits shall be cleaned out, disinfected, and filled with clean earth.

In towns provided with sewers, properly constructed water closets, or the Smead-Dowd system to be introduced, and where there is no sewage system dry earth closets.

The school site should be carefully selected on ground dry, porous, and easily drained. A free circulation of air should invariably be constantly admitted under the floors. In buildings of two or three stories air should freely circulate under each floor.

School rooms should be lighted from windows placed on the left side of the pupils. The windows should be from four feet from the floor nearly to the ceiling.

There must be a continuous renewal of pure warm air and a removal of the vitiated products of respired air.

The report was a very lengthy one, and contained minute directions for the ventilation, lighting, heating, and sanitation of the school building. It is understood that the Education Department will issue it in the shape of a circular to trustees.

Teachers will do well, and deserve well of their country by making themselves familiar with the subject, and seeing that the laws of health are strictly observed in their respective schools. They will often find it necessary to stir up the economical and careless minds of the trustees by way of remembrance.

#### THE KALEVALA.

WHEN Longfellow's *Hiawatha* first appeared some of the critics accused him of plagiarism from the *Kalevala*, an old and famous Finnish epic. As no translation of the *Kalevala* was at that time in existence, the general reader could make no comparisons. A translation of the *Kalevala* has now been made by Dr. J. M. Crawford, of Cincinnati, and published by John B. Alden, the enterprising New York publisher. A reviewer says of this work:—

"There are 23,000 lines, and the importance of the poem may be judged from the fact that Max Müller in his lectures on the Science of Language places it by the side of the *Iliad* of Homer. Finland is at present a grand duchy in the north-west of Russia with some 2,000,000 inhabitants, a land of mountains and marshes or fens, from which the name comes, and in the northern provinces the sun disappears entirely during the months of December and January. Their language is similar to the Magyar and very sonorous and flexible. In their mythology all objects in nature are governed by invisible deities or genii, and Finnish poetry—the natural outgrowth of such a mode of thought—early attracted the attention of scholars. The *Kalevala* was collected by two learned men, Topelius and Lönnrot, and published between 1822 and 1835. The poem is replete with fascinating folk-lore about the mysteries of nature, and represents not only the poetry, but the entire wisdom and accumulated experience of a nation. Some of the mythic stories are very beautiful."

The following samples will interest our readers. They are invited to compare the first lines

of the prelude of *Hiawatha* with the following from the *Kalevala*:

These are words in childhood taught me,  
Songs preserved from distant ages,  
Legends they that once were taken  
From the belt of Wainamoinen,  
From the forge of Ilmarinen,  
From the sword of Kaukomieli,  
From the bow of Youkahainen,  
From the pastures of the Northland,  
From the meads of Kalevala.

These my dear old father sang me  
When at work with knife and hatchet;  
These my tender mother taught me  
When she twirled the flying spindle,  
When a child upon the matting  
By her feet I rolled and tumbled.  
Incantations were not wanting  
Over Sampo and o'er Louhi,  
Sampo growing old in singing,  
Louhi ceasing her enchantment.  
In the songs died wise Wipunen,  
At the games died Lemminkainen.  
There are many other legends,  
Incantations that were taught me,  
That I found along the wayside,  
Gathered in the fragrant copses,  
Blown me from the forest branches,  
Culled among the plumes of pine-trees,  
Scented from the vines and flowers,  
Whispered to me as I followed  
Flocks in land of honeyed meadows,  
Over hillocks green and golden,  
After sable-haired Murikki.  
And the many-colored Kimmo.  
Many runes the cold has told me,  
Many lays the rain has brought me,  
Other songs the winds have sung me;  
Many birds from many forests,  
Oft have sung me lays in concord;  
Waves of sea, and ocean billows,  
Music from the many waters,  
Music from the whole creation,  
Oft have been my guide and master.

Compare again the following with Longfellow's account of *Hiawatha's* building of his canoe. We have space for but a few of the opening lines from the *Kalevala*, but the parallelism is equally striking throughout a lengthy passage.

Wainamoinen, ancient minstrel,  
The eternal wisdom singer,  
For his boat was working lumber,  
Working hard upon his vessel,  
On a fog-point jutting seaward,  
On an island forest-covered;  
But the lumber failed the master,  
Beams were wanting for the vessel,  
Beams and scantling, ribs and flooring,  
Who will find for him the lumber,  
Who procure the timber needed  
For the boat of Wainamoinen,  
For the bottom of his vessel?  
Pellerwoinen of the prairies,  
Sampsas, slender-grown and ancient,  
He will seek the needful timber,  
He procure the beams of oak-wood  
For the boat of Wainamoinen,  
For the bottom of his vessel.

In the epilogue the poet winds up his work as follows:—

Now I end my measured singing,  
Bid my weary tongue keep silence,  
Leave my songs to other singers.  
Horses have their times of resting  
After many hours of labor;  
Even sickles will grow weary  
When they have been long at reaping;  
Waters seek a quiet haven  
After running long in rivers;  
Fire subsides and sinks in slumber  
At the dawning of the morning;  
Therefore, I should end my singing,  
As my song is growing weary;  
For the pleasure of the evening,  
For the joy of morn arising.

Often have I heard it chanted,  
Often heard the words repeated,  
"Worthy cataracts and rivers  
Never empty all their waters,"  
Thus the wise and worthy singer  
Sings not all his garnered wisdom;  
Better leave unsung some sayings,  
Than to sing them out of season.

Thus beginning, and thus ending  
Do I roll up all my legends,  
Roll them in a ball for safety.  
In my memory arrange them,  
In their narrow place of resting,  
Lest the songs escape unheeded,  
While the lock is still unopened,  
While the teeth remain unparted,  
And the weary tongue is silent.  
Why should I sing other legends,  
Chant them in the glen and forest,  
Sing them on the hill and heather?

This may point the way to others,  
To the singers better gifted,  
For the good of future ages,  
For the coming generations,  
For the rising folk of Suomi.

#### Literary Notes.

THE October number of *The Forum* contains the concluding essay of the series on "What Shall the Public Schools Teach?" The article is by the Rev. A. S. Isaacs, who touches the subject of religious instruction from an Hebraic point-of-view.

IN the *Atlantic Monthly* for October, "*H. W. P. & L. D.*," a new literary partnership break ground which is new and fresh by reason of its ancientness, if we may be allowed the paradox, in an interesting article on "The Tutor of a Great Prince," the reference being to Fronto, a native of Africa, the pedagogue to whom the Emperor Hadrian confided the training of Marcus Aurelius.

*The Century* is to publish in early numbers a short serial novel by a writer new to its readers, Mrs. Mary Hartwell Catherwood. The story is based upon events in the early history of Canada, and Mr. Francis Parkman, the historian, has written for it a preface. The company announce, that besides the series of full-page engravings by Timothy Cole of the greatest works of the Italian masters (the result of Mr. Cole's labors in Italy during the past four years), the next year of *The Century* will contain a series of full-page engravings from original drawings by Mary Hallock Foote, the designs being the artistic result of a long residence in the far West.

THOSE of our readers who have followed the series of "Authors at Home" appearing from week to week and from month to month in *The Critic*, will be pleased to hear that they have been gathered into a volume which will be published this fall over the imprint of Cassell & Co. The book will contain twenty-six sketches in all, filling some 350 pages, and affording a closer and more intimate view of the authors sketched than could possibly be derived from their own writings. The most famous writers who make their home on this side of the Atlantic are gossiped about in "Authors at Home" by chroniclers who "violate no confidence," and whose sketches are printed "by authority."

DISCUSSION of social and political questions, natural history and human science, predominate in the October number of "The Popular Science Monthly." In the first article Prof. E. D. Cope considers, from a strictly philosophical point of view, "The Relation of the Sexes to Government," drawing his argument against woman suffrage from its tendency to disturb the natural relations of the sexes. In "A Living Mystery" Grant Allen illustrates the whole process of birth and reproduction from the life-history of a pea. Prof. Edwin Emerson's "Man in Relation to the Lower Animals" presents the claims of brutes to be regarded as possessed of moral qualities to a certain degree, and of much more intelligence than is usually attributed to them.

*Hints and Helps.*

## PROMISSORY NOTES AND DRAFTS.

BY J. W. JOHNSON, F.C.A.,

*Principal Ontario Business College, Belleville.*

(CONCLUDED.)

## BANK COMMISSION FOR COLLECTING.

THE banks usually charge  $\frac{1}{4}$  of 1% for making collections. If you wish to draw for a debt say of \$200, in this Province, and the drawee is to pay the exchange, the amount of your draft would be \$200.50. If the drawee resides in a distant part of the Dominion, or in the United States, and you cannot tell what the cost of collection will be as the draft will have to pass through several banks before presentation and each be paid a commission, add the words after the amount in the body of the draft, "WITH EXCHANGE."

## KINDS OF DRAFTS.

There are three kinds of drafts, namely, Time, Sight, and Demand. Time drafts are those that are intended to run a certain time after acceptance. The only difference between a draft at sight and a draft on demand is, that on the former the drawee can take three days of grace, and the latter is payable on presentation. When you desire to give the drawee a definite number of days for the payment of a draft after he accepts it draw so many days after sight. If you draw so many days after date the time is fixed for the payment irrespective of the date of acceptance. To give the drawee ten actual days from sight, draw at seven days sight: to give him four days, draw at one day's sight and so on. The days named and the three days of grace make the time the draft will mature after sight.

## ACCOMMODATION DRAFT.

It is not an unusual thing when an extensive wholesale house fails, to hear of numerous failures among retail dealers in the same line. It will be found that disaster has come upon the latter because they have lent their names to the former too freely. To illustrate: I am doing a retail business in Belleville with a fair amount of capital, my largest creditor being John Blank & Co., of Toronto. They have placed me under obligation by renewing my paper occasionally, and otherwise indulging me. Better for me that they had not. They write and ask me to accept their draft at three months for \$500, beyond the amount that I owe them, giving the excuse that they have to buy a large amount of exchange to remit to England in the coming week, or they have heavy duties to pay; and they remind me of the help they have given me in the past. Being of a grateful turn, and believing that the house of Blank & Co., could not be otherwise than sound, I consent, and duly accept the draft, hoping that I shall not be called upon again to accommodate them with my name. At the end of the three months they duly retire my acceptance and return it to me as I knew they would. I am surprised, however, in a few days by a request to accept two more drafts of \$500 each, for their accommodation. Similar excuses are given and I assume an obligation of \$1000, for which I received no value. As time goes on similar requests continue and so does my folly, until my name is upon their paper for a sum larger than my capital. They fail, with this paper under discount at the bank, and as it would be impossible for me to pay it and discharge my legitimate obligations I too have to make an assignment. Need I add the caution—never accept accommodation drafts.

## A BANK DRAFT

is a medium by which a remittance is made. You desire to send or carry money to a distance in a way that will be safe. Buy from a bank a draft payable on demand to your order or to that of the person for whom the money is intended. It will cost you a quarter of one per cent. more than the face, and will be cashed at par at the branch or bank it is drawn upon.

If the draft is drawn upon a foreign country, it is called

## A BILL OF EXCHANGE.

Bills of Exchange were not known to the ancients. We have records, however, of their use in the fourteenth century. It is probable that a Bill of

Exchange was in its origin nothing more than a letter of credit from a merchant in one country to his debtor, a merchant in another, requesting him to pay the debt to a third person who carried the letter, and was travelling to the place where the debtor resided.

This mode of making payments was found by experience extremely convenient for all parties—to the creditor for he could thus collect his debt without trouble, risk or expense, to the debtor, for the facility of payment was an equal accommodation to him; to the bearer of the letter who found himself in funds in a foreign country without the danger and incumbrance of carrying specie.

At first perhaps, the letter alluded to many other things besides the order to pay money; but it was gradually disencumbered of all other matters, was left open, and the paper on which it was written gradually assumed the size and form now in use. The assignee was, perhaps, desirous to know beforehand whether the party to whom it was addressed would pay it, and sometimes showed it to him for that purpose, his consent to pay was the origin of acceptances.

Three, or at least two, bills are issued in a set, one of which being paid the others are void. The original object of issuing more than one bill was that they might be sent by different conveyances and whichever one was presented to the drawee first was paid. When the ocean mails were carried by sailing vessels delays were frequent. A vessel bearing the second of exchange, although sailing two weeks later than the one by which the first was sent, might reach its destination at an earlier date than the other. The punctuality of the ocean mails now, render it unnecessary to remit more than one bill of the set.

## FORM OF FIRST OF EXCHANGE.

BELLEVILLE, ONT., 15th Feb., 1888.

No. 159.

Exchange for £100 Sterling.

Three days after sight of this first of exchange (second and third of the same date and tenor unpaid) pay to the order of W. B. Robinson the sum One Hundred Pounds Sterling, for value received, and charge the same to the account of

The Atlantic Bank of Canada,

JOHN STIRLING, *Manager.*ALBERT POWER, *Accountant.*TO THE BANK OF SCOTLAND.  
London, England.

## CIRCULAR LETTERS OF CREDIT.

are issued by some banks for use by travellers. They are more convenient than a bill of exchange because money can be obtained upon them in various countries. The identification of the person to whose order a letter of credit is drawn is established by his signature on the margin, certified by the banker who issued it. Where he is an entire stranger, to prove his identity he has only to submit his signature for comparison with that which he signed upon the margin.

## THE NEWSPAPER IN THE SCHOOL-ROOM.

THE use of the newspaper in the school is now getting to be quite common, and the results are so gratifying as to prove the wisdom of the plan. The country teacher who cannot get a daily, can use his weekly, either giving only an exercise each day. The village or city teacher can of course have fresh material each day. The manner of using may be greatly varied and rendered quite attractive. I look my dailies over each evening, make a memorandum of the items most instructive and interesting to my classes, and then next day, usually in the morning before school, I write the head lines on the board, leaving the pupils to copy and talk over, or possibly read the articles, until the time appointed for our exercise, when each item is taken up and discussed thoroughly. I find these exercises quite as valuable to me as to the pupils. Questions are asked about men, nations, and events that put us all to thinking and searching our books of reference; thus the use of books is learned. Another day we will read articles from newspapers instead of our readers and again some pupil will prepare the list to be written on the board. Every pupil in my school reads as many papers as he can get hold of, and all are learning to sift out the good

and skip the spurious padding with a celerity and judgment that is surprising.—*Exchange.*

## HELPS IN WRITING.

THE lowest grades of writing-books now in use, are often filled with copies for tracing, and little children, it is said, sometimes learn very rapidly in that way. Occasionally a pupil is found in the higher grades, who has so little skill in writing, that similar practice seems desirable. It would be mortifying and discouraging, however, to give him the work designed for little children. A friend, who has had experience and success in the higher grades, suggests the following device, which secures practice and gives the pupil pleasure also. He collected all the old writing-books he could find, that had been finished and cast aside and cut off of the copies. Some of these he gave to the pupils for tracing, when their other lessons were learned. Some he lent to the pupils to copy. They had the advantage over the writing-book copies, of being movable. They could be slipped down the page and so always be close to the pupil's work. They also furnish busy-work which is sometimes desirable with the older, as well as the little children.—*E. S. Foster in Popular Educator.*

*For Friday Afternoon.*

## TOM'S EYES AND MINE.

BY L. K. C.,

*(Recitation for a little girl.)*

My brother Tom is just too mean,  
And says the very worst of things  
About my lovely doll Irene,  
Who's just an angel all but wings.

He says her face is made of wax,  
And that her curls are not true hair,  
But only common yellow flax,  
And that 'tis paint that makes her fair.

Tom's eyes are not like mine I know  
Or he could see her almost cry,  
To hear him talk about her so,  
And not be able to reply.

But boys are only boys you know.  
You can't expect too much of them,  
I only wonder that they grow  
In one and twenty years to men.

## A MAN'S A MAN FOR A' THAT.

THE rich man's son inherits lands,  
And piles of brick, and stone and gold,  
And he inherits soft white hands,  
And tender flesh that fears the cold,  
Nor dares to wear a garment old;  
A heritage, it seems to me,  
One scarce would wish to hold in fee.

The rich man's son inherits cares;  
The bank may break, the factory burn,  
A breath may burst his bubble shares,  
And soft white hands could hardly earn  
A living that would serve his turn;  
A heritage it seems to me,  
One scarce would wish to hold in fee.

What does the poor man's son inherit?  
Stout muscles and a sinewy heart,  
A hardy frame, a hardier spirit;  
King of two hands, he does his part  
In every useful toil and art.  
A heritage, it seems to me,  
A king might wish to hold in fee.

What does the poor man's son inherit?  
A patience learned of being poor,  
Courage if sorrow come to bear it.  
A fellow-feeling that is sure  
To make the outcast bless his door:  
A heritage it seems to me,  
A king might wish to hold in fee.

O rich man's son! there is a toil  
That with all others level stands;  
Large charity doth never soil  
But only whitens soft white hands—  
This is the best crop from thy lands;  
A heritage it seems to me,  
Worth being rich to hold in fee.

O poor man's son! scorn not thy state;  
There is worse weariness than thine  
In merely being rich and great;  
Toil only gives the soul to shine,  
And makes rest fragrant and benign;  
A heritage, it seems to me,  
Worth being poor to hold in fee.

—James Russell Lowell.

*Educational Meetings.*

**EAST GREY TEACHERS' INSTITUTE.**

THE East Grey Teachers' Institute met in one of the rooms of the Public School, Meaford, at 10 o'clock a.m., Thursday, Sept. 20.

The morning session was occupied with matters of business and routine.

**AFTERNOON SESSION.**

An essay on the "Influence of teachers in and out of school" was read by Miss Brenmer, of Meaford.

The reading of Miss Brenmer and the subject matter of the essay were so much appreciated by the teachers that they requested that it should be published in the EDUCATIONAL JOURNAL.

J. A. McLellan, M.A., L.L.D., Inspector of Teachers' Institutes and Model Schools, delivered a lecture on Psychology applied as a science in practical teaching in the development of mental or brain power. The lecturer showed clearly the influence of the teacher in moulding the minds of his pupils. On account of a slight cold Dr. McLellan deferred the completion of his lecture until the next morning.

"Practical Science in Schools" was introduced by Mr. Merchant, Principal of the Collegiate Institute, Owen Sound, who gave a practical lesson on teaching Botany to a class composed of the teachers. He gave a plant and a flower of the same plant to each teacher and told them to examine its different parts. Mr. Merchant used the blackboard in explaining the lesson.

A vote of thanks was presented to Mr. Merchant for his uniform kindness to the teachers of this Inspectorate and the assistance he has given to make the meetings of the Institute a success at this as well as former meetings, but more particularly for his lesson on "Practical Science."

**EVENING SESSION, 8 P.M.**

Dr. McLellan delivered a lecture in the Town Hall, Meaford, to a very large audience, subject "Educational Critics Criticised." James Cleland, Esq. (Mayor) occupied the chair. The lecture was listened to with marked and interested attention during the whole time of its delivery, and at the close a cordial vote of thanks was given to the lecturer.

**FRIDAY, SEPT. 21.—MORNING SESSION.**

Dr. McLellan completed the delivery of his lecture on Psychology. The teachers were so greatly pleased with the practical application of the subject matter of the lecture as a factor in the management, training, and moulding the mental power of children attending our Public Schools, that the following resolution was passed:

Resolved, that a vote of thanks be presented to Dr. McLellan for opening a new field of serious thought and responsibility to the majority of teachers present.

Moved by Mr. White, seconded by Mr. McLeod that the meetings of the Institute be held alternately at Thornbury and Meaford. Carried.

**AFTERNOON SESSION, 2 TO 4 P.M.**

Mr. Whyte presented his report as delegate to the Provincial Teachers' Association. Report received.

The subject of "Inspection of Public Schools," was introduced by Mr. Whyte, giving his opinion of inspection and promotion of pupils. The subject of "History" was introduced by Mr. Burgess and his method of teaching it explained.

(Condensed from the minutes kindly forwarded us by A. Grier, Secretary.)

*Question Drawer.*

No notice will be taken of any question unless accompanied with the real name and address of the inquirer.

1. IN what subject or subjects would a candidate, who holds a Second Class Non-Professional Certificate of 1887 (Latin option), be required to pass in order to matriculate to Toronto University, the certificate being accepted *pro tanto*?

2. Are those who have passed Junior Matriculation, with First Class honors, given the same standing in Toronto University as those who have passed Senior Matriculation without honors? If not, of what more value is "honors" than no "honors"?

3. Are those who have passed Junior Matriculation with honors entitled to a First Class Certificate?

4. Can a person holding a Second Class Certificate (as in question 1) take honors without taking all the subjects for pass? If so, in what subjects can he take honors?—PEDAGOGUE.

[1. In those subjects prescribed in the University Calendar which were not included in the Second Class Non-Professional Examination. 2. No. By taking "honors" you secure the privilege of "options" at a later stage of the course, instead of being confined to the "pass course." 3. Yes. Non-Professional, of course. 4. See answer to (1) and compare with conditions for "Entrance," on first page of University Calendar.]

WHEN studying for the Third Class Examination is a candidate allowed to take Euclid instead of French, German, or Latin?—J. S.

[We know of no such option.]

PLEASE publish a list of the "Literature Lessons" for Third Class, July, '89.—M. H.

[See advertisement of Education Department in last issue, page 160. See also announcement in English Department of this number.]

WHICH is correct to say, "It is ten minutes to six," or "It is ten minutes of six"?—A. D.

[Perhaps neither could be grammatically justified in connection with the verb *is*. We might say "It wants or lacks 10 minutes of (being) six." *Of* is, no doubt, preferable in any case. But many such expressions are in daily use for the sake of convenience or brevity, which can scarcely be explained grammatically. In such cases usage is the highest arbiter and it is hardly worth while to quarrel with universal usage. "It (the time) is ten minutes before six," would be more defensible grammatically, but too stiff to be tolerated in daily use. Perhaps with the new time notation we may form the habit of saying, "It is five-fifty, nineteen forty-five," etc., which is both convenient and logical.]

PLEASE state what is the amount of salary paid the Governor-General of Canada, and what amount he receives besides his salary; also what the salary paid the President of the United States, and what sum he receives besides his salary?—A. B. Q.

[The salary of the Governor-General of Canada is £10,000 stg., or \$50,000 per year in round numbers. That of the President is also \$50,000. The perquisites of the former are very large, including furnished residence (Rideau Hall), travelling expenses, etc., but are limited to no fixed sum. The same is, so far as we are aware, the case in regard to the President.]

A TEACHER teaches in a county where uniform examinations are ordered by the County Council, to be held in all the public schools in the county.

1. Has the Inspector or County Council power to compel teachers to leave their schools on the days of such examinations to preside in other schools?

2. In case the teacher does not comply with the request of the Inspector, has the Inspector power to withhold the Legislative or Municipal grant from such school?—X.

[We are sorry to find that this question, which should have been answered some weeks ago, was mislaid. So far as we can gather from the School

Law and Departmental Regulations, both questions may be answered in the negative. At the same time it seems to us that, unless for special reasons which do not appear, the teacher who would refuse to comply with the request of the Inspector in such a case must be unjustifiably cantankerous.]

I HOLD a Second Class Non-Professional Certificate and a Third Class Professional Certificate. If after having taught three years I write at the Mid-Summer Examinations and obtain another Non-Professional Third Class Certificate, will that qualify me to teach three years longer without attending the Normal or Model Schools?—S. F.

[It will entitle you to obtain from the County Board of Examiners at their discretion a renewal of certificate for three years. You will not be qualified without renewal of Professional certificate.]

1. DOES the law demand that all public schools should have a dictionary and gazetteer, and if the trustees do not get them can the Inspector stop the grant?

2. If a person has passed the Third Class Examination and also passes in Latin, can he enter on the study of medicine without passing any other examination? To whom should a person apply for particulars?—SUBSCRIBER.

[1. The Regulations of the Department prescribe that "every school should have at least . . . a standard dictionary and gazetteer." We presume the Inspector could stop the grant if necessary to enforce compliance with the regulation. 2. Apply to the Secretary of whatever medical college you propose to enter.]

PLEASE publish the limits of the work in each branch for Third Class Certificate, July '89.—F. W.

[This would require too much space. Apply to the Secretary of Education Department for a circular.]

TO whom should I apply for entrance to the Toronto or Ottawa Normal School, and before what date?—J. R.

[Apply to the Secretary of the Education Department for blank form of application.]

IN your issue of Sept. 1, a correspondent asked whether a person sixteen years old, having passed the Model School examination and taught two years on a permit, could teach three years longer. Your answer was, to me, somewhat ambiguous. Please state definitely whether he can teach five years in all, and oblige.—ENQUIRER.

[He can.]

I WISH to find out how to clean some copper coins without injuring them. Could you let me know through the ED. JOURNAL?—W. S. H.

[Perhaps some reader will kindly answer.]

1. WHO are our standard authors? Give a list.

2. What course of reading do you suggest for a young girl who wishes to be "well read?"

3. What plan can a teacher adopt to get good work out of pupils who are lazy and whose parents indulge them and do not encourage them to study?—JENNIE.

[1. This question, in its unlimited form, would require a lengthy answer, for which we have not room. Read some concise history of English literature. This will also help you to decide No. 2.

3. Try to get them interested in their work, so that they will enjoy study. A lower motive which can often be appealed to with effect is intellectual ambition or pride. One can often quietly so conduct classes as to make laggards ashamed of displaying mental inferiority. We have little faith in force as a remedy in such cases. Let the pressure be mental pressure.]

THEY always talk who never think.—Prior.

HE who rules must humor full as much as he commands.—George Eliot.

THE highest exercise of charity is charity towards the uncharitable.—Buckminster.

TEACHER—"Now, children, anything that crawls along the ground instead of walking is called a reptile. Can you give me an example of a reptile?"

INA—"A worm."

TEACHER—"Yes, that will do. Can anyone give me another example? (*Long silence. Finally Peggy Bright speaks up*)—I can, Teacher."

TEACHER—"Well, Peggy, what is it?"

PEGGY BRIGHT (*triumphantly*)—"Nother worm."

**CATARRH, CATARRHAL DEAFNESS, HAY FEVER.**

**A NEW HOME TREATMENT.**

SUFFERERS are not generally aware that these diseases are contagious, or that they are due to the presence of living parasites in the lining membrane of the nose and eustachian tubes. Microscopic research, however, has proved this to be a fact, and the result is that a simple remedy has been formulated whereby catarrh, catarrhal deafness and hay fever are permanently cured in from one to three simple applications made at home by the patient once in two weeks. N.B.—For catarrhal discharges peculiar to females (whites) this remedy is a specific. A pamphlet explaining this new treatment is sent on receipt of ten cents by A. H. Dixon & Son, 303 West King St., Toronto, Canada.—*Scientific American.*

Sufferers from catarrhal troubles should carefully read the above.

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To the EDITOR—

Please inform your readers that I have a positive remedy for the above named disease. By its timely use, thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption if they will end me their Express and P.O. address.

Respectfully,

DR. T. A. SLOCUM, 37 Yonge St., Toronto, Ont.

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Tp. Vaughan, York County

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**MR. RICHARD LEWIS**, author of works on Reading and Elocution, and professor of Elocution in Ontario Colleges, etc., desires to announce that having resigned his position as Principal of the Dufferin School, Toronto, he is prepared to resume his LECTURES to TEACHERS' INSTITUTES on ELOCUTION and READING as an ART, and also to lecture on

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ENTRANCE EXAMINATIONS

TO

HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

THE next Entrance Examination to High Schools and Collegiate Institutes will be held on December 19th, 20th, and 21st, 1888.

The following is the limit of studies in the various subjects:—

**Reading.**—A general knowledge of the elements of vocal expression, with special reference to emphasis, inflection, and pause. The reading, with proper expression, of any selection in the Reader authorized for Fourth Book classes. The pupil should be taught to read intelligently as well as intelligibly.

**Literature.**—The pupil should be taught to give for words or phrases, meanings which may be substituted therefor, without impairing the sense of the passage; to illustrate and show the appropriateness of important words or phrases; to distinguish between synonyms in common use; to paraphrase difficult passages so as to show the meaning clearly; to show the connection of the thoughts in any selected passage; to explain allusions; to write explanatory or descriptive notes on proper or other names; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension; and especially to show that he has entered into the spirit of the passage by being able to read it with proper expression. He should be required to memorize passages of special beauty from the selections prescribed and to reproduce in his own words the substance of any of these selections, or of any part thereof. He should also obtain some knowledge of the authors from whose works these selections have been made.

Examination papers will be set in Literature on passages from the following lessons in the authorized Fourth Reader:—

DECEMBER, 1888.

1. The Face against the Pane	pp. 74—76
2. From "The Deserted Village"	" 80—83
3. The Battle of Bannockburn	" 84—90
4. Lady Clare	" 128—130
5. The Gulf Stream	" 131—136
6. Scene from "Ivanhoe"	" 164—168
7. She was a Phantom of Delight	" 188
8. The Demon of the Deep	" 266—271
9. The Forsaken Merman	" 298—302

JULY, 1889.

1. Clouds, Rains, and Rivers	pp. 54—59
2. The Death of the Flowers	" 67—68
3. From "The Deserted Village"	" 80—83
4. The Battle of Bannockburn	" 84—90
5. Flow Gently, Swift Afton	" 98
6. Resignation	" 105—106
7. Lead, Kindly Light	" 145
8. Dora	" 137—142
9. Scene from "Ivanhoe"	" 164—168
10. She was a Phantom of Delight	" 188
11. The Heritage	" 212—213
12. Song of the River	" 221
13. Landing of the Pilgrims	" 229—230
14. Edinburgh after Flodden	" 277—281
15. National Morality	" 295—297

At each examination candidates should be able to quote any part of the selections especially prescribed for memorization as well as passages of special beauty from the prescribed literature selections. At the December examination, 1888, they will be expected to have memorized 1-8 of the following, and at each examination thereafter all of the following selections:—

1. The Short Extracts	(List given on page 8.)
2. I'll Find a Way or Make It	pp. 22
3. The Bells of Shandon	" 51—52
4. To Mary in Heaven	" 97—98
5. Ring Out Wild Bells	" 121—122
6. Lady Clare	" 128—130
7. Lead, Kindly Light	" 145
8. Before Sedan	" 199
9. The Three Fishers	" 220
10. Riding Together	" 231—232
11. Edinburgh after Flodden	" 277—281
12. The Forsaken Merman	" 298—302

**Orthography and Orthoepy.**—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pronunciation and meaning.

There will be no formal paper in Orthoepy, but the Examiner in oral Reading is instructed to consider the pronunciation of the candidates in awarding their standing.

**Geography.**—The form and motions of the earth. The chief definitions as contained in the authorized text-book: divisions of the land and the water; circles on the globe; political divisions; natural phenomena. Maps of America, Europe, Asia and Africa, Maps of Canada and Ontario, including the railway systems. The products and commercial relations of Canada.

**Grammar.**—The sentence: its different forms. Words: their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple sentences.

**Composition.**—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises:—Changing the voice (or, conjugation) of the verb; expanding a word or phrase into a clause; contracting a clause into a word or phrase; changing from direct into indirect narration, or the converse; transposition; changing the form of a sentence; expansion of given heads or hints into a composition; the contraction of passages; paraphrasing prose. The elements of punctuation. Short narratives or descriptions. Familiar letters.

**History.**—Outlines of English history; the outlines of Canadian history generally, with particular attention to the events subsequent to 1841. The municipal institutions of Ontario, and the Federal form of the Dominion Government.

**Arithmetic.**—Numeration and notation; the elementary rules; greatest common measure and least common multiple; reduction; the compound rules; vulgar and decimal fractions; elementary percentage and interest.

**Writing.**—The proper formation of the small and the capital letters. The pupil will be expected to write neatly and legibly.

**Drawing.**—Drawing Book, No. 5, of the Drawing Course for Public Schools.

**Agriculture.**—A paper on this subject will be set at the Entrance Examination in July, 1889; but the subject will be an optional one, and any marks made thereon will be counted as a bonus.

TIME-TABLE OF THE EXAMINATION, DECEMBER, 1888.

FIRST DAY.

1.30 to 3.30 p.m.	Literature.
3.40 to 4.10 p.m.	Writing.

SECOND DAY.

9.00 to 11.00 a.m.	Arithmetic.
11.05 a.m. to 12.15 p.m.	Drawing.
1.15 to 3.15 p.m.	Composition.
3.25 to 4.00 p.m.	Dictation.

THIRD DAY.

9.00 to 11.00 a.m.	Grammar.
11.15 a.m. to 12.30 p.m.	Geography.
2.00 to 3.30 p.m.	History.

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

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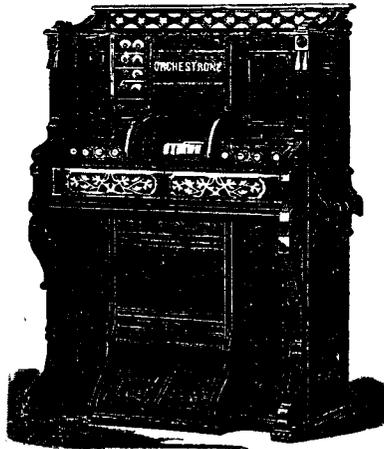
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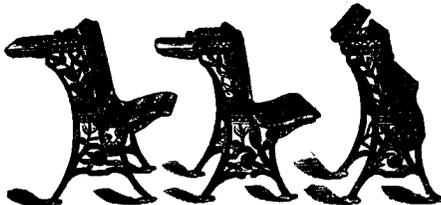
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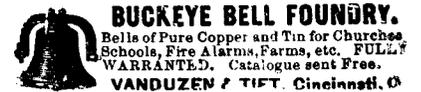
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