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* Editorial Notes. *

EVERY teacher in Ontario will be interested in the valuable information given in the editorial pages of this number. They supply, at the earliest possible moment, a full and careful *resumé* of all the important changes made in the new Regulations, which have just been adopted and are now being issued by the Education Department. By reading the article the teacher will be able to see just what changes are being made, and how his work and prospects are thereby affected. In this article will be found, too, the answers to a good many questions which have been asked us during the last few weeks.

AS we anticipated and hoped, several ladies were elected to the Public School Board at the late elections in Toronto. The *Mail* points out, in an excellent article, that among other opportunities which these lady members of the Board will have to work out their ideas of educational reform will be that of advocating, as an act of the simplest justice, that the salaries of lady teachers be made at least to approximate equality with those of men doing the same work. As the matter stands at present, the female teachers, beginning on a salary of \$324 per annum, arrive at a maximum of \$636 at the end of fifteen years, just \$114 less than the amount the male teachers commence with in their first year. This is municipal law, but whether it be simple justice or Canadian fair play, the reader can judge.

To tell the child when and where, and

why he is wrong is the indispensable function of the teacher. In this dictum of Bain's we would have the "why" doubly emphasized. We have known teachers who would content themselves with simply telling the child *when* he was wrong, without giving either the *where* or the *why*. Others are particular in regard to both the *when* and the *where*, but quite neglect the *why*. So far as possible—and we believe that under a right rule it is always possible—the child's reasoning faculty should always be appealed to. He should not be asked to make a correction simply upon the authority of the master, or of the book. There is no education in that, and education, not information, is the thing chiefly needed. A very suggestive story is told of a school boy who afterwards became famous. Being asked one day, in the course of the grammar lesson, to give the reason why a given word was in a given case, he persisted in saying that he did not know. "There," said the schoolmaster, repeating the rule of syntax, after having flogged the boy according to the old orthodox fashion for what he deemed his obstinacy, "perhaps you will know next time." "Why," replied the boy, "that is only the *rule* which you have given me. I knew that all the time, but you asked me for the *reason*. That I did not and do not know."

VERY many of our subscribers are, we hope, engaged in one way or another in the work of Sunday school instruction, and all are, or should be, interested in the study of the Bible. We have much pleasure in calling the attention of all such to a new aid in the study of Bible geography. We refer to a "Model of Palestine," prepared by Rev. Principal Austin, B.D., of Alma Ladies' College, St. Catharines. The model, neatly framed, is thirty-six inches by twenty. It represents a tract of country about 200 miles long by 110 wide, embracing, in addition to Palestine proper, a part of Syria. The rivers, lakes and seas are all indicated in appropriate colors, and 100 towns and places of interest are located. The mountains, valleys, lakes and the Dead Sea are shown in appropriate elevation or depression, as compared with the Mediterranean. In addition to the physical features of the country, the model gives twenty-seven journeys of

Jesus, shown by colored lines, which are numbered and explained in the key. This model must have been the product of a great deal of study, labor and pains on the part of Principal Austin, and as it is based upon the most recent surveys, we see no reason to question that it is correctly claimed to set before the eye of the observer the best representation of the physical features of the Holy Land yet presented to the public. It is published by "The Palestine Model Company," St. Thomas, Ont.

A VERY important educational problem is just now occupying the attention of those interested in educational matters in England, that, viz., of making provision for the old age of teachers. The teacher, as a public servant, occupies a somewhat peculiar position, inasmuch as beyond a certain age-limit he cannot continue in the profession, while his life habits unfit him for earning a livelihood in any other way. It is calculated that in ten years' time, in England, there will be over 2,000 worn-out teachers too much incapacitated to be able to teach a school efficiently; and these will be annually recruited in rapidly-increasing numbers till, when things have reached their normal condition, the total number at one time of incapacitated teachers of sixty-five and over will fall but little short of 6,000. A Select Committee of the House of Commons spent ten or twelve days during the last session of Parliament, trying to solve the question, but without success, and the matter will probably come up again for consideration at the approaching session. The result will probably be the adoption of some superannuation scheme, the funds for which will be provided, in a large measure, by enforced collections from the teachers themselves. Some plan of this kind may be the best now available in the interests of those who are approaching the "dead line" and find themselves threatened with the grim spectre of poverty in their old age. But the only right and sensible way to meet the difficulty is to pay the teachers fair salaries, and then leave them, like other wise citizens, to make provision for themselves. Teachers will do well to use every legitimate means, while in the harness, to improve their positions, with this end in view. Thus only can their self-respect be fully preserved.

* Special Papers. *

A COMPARISON.

DRAWING IN ONTARIO AND UNITED STATES.

R. K. ROW, KINGSTON.

THE meeting in Toronto, last summer, of the National Educational Association, together with the excellent exhibit of school work, gave Ontario teachers some opportunity to measure themselves beside their cousins from the south, and to compare our work with theirs. While it seemed generally conceded that Canadian educators had not been lagging far behind we shall lose our share of the benefits of the meeting if we fail to note and imitate matters in which they evidently excel us. With the simple motive of trying to see where we stand, or which way we are travelling in the teaching of drawing and kindred subjects, the following comparison has been made. In considering the subject, however, it must be constantly borne in mind that drawing has been a regular school study during a much longer time in the United States than in Ontario; hence much more may reasonably be expected there than here. At the same time the highest wisdom is shown in profiting by the experience of others.

1. In Ontario the aims, theoretically, have been: (a) the training of the eye, comparison, (b) the training of the hand, (c) the cultivation of taste, (d) the development of power to produce industrial designs. In practice it is feared that much of this has never come in sight, but that the power to copy drawings has been the beginning and the end.

United States, educators seem to have had all these good purposes in view, giving perhaps less attention to the mechanical side of the subject, but laying infinitely more stress upon the development of drawing as a means of expression. This, the power to tell what one sees by outline drawings, seems by far the most important purpose of all in teaching drawing in elementary schools.

2. With broader and apparently more clearly defined aims and much longer time to work out plans, they have been able to produce a much more complete system than we have as yet obtained. In Ontario the vast majority of the regular teachers have not had proper training in this subject. They may be said to have learned their drawing from books or from those who learned it from books. In other words, the majority of those who teach drawing in the elementary schools have acquired all the knowledge and skill they possess simply by copying somebody's lines. As a natural result this is very largely the kind of drawing taught. It follows that the only power developed by drawing, in a large percentage of Ontario children, is the power to imitate lines, or to reproduce lines that have been drawn so often that memory can hold up the copy. A small number acquire more than that because they have been specially endowed with the faculty of perceiving, conceiving and reproducing form. Considerable opportunity of observing has led the writer to the conclusion that ninety per

cent. of our pupils, after taking drawing lessons regularly for five or six years, are unable to represent the simplest object placed before them. They cannot see the prominent lines, the relations and proportions of parts. Let some one see for them, and make the drawing, they can copy it with considerable accuracy.

In the United States, on the other hand, at least in all the more progressive towns and cities, they aim at correlating modelling in clay, drawing, coloring, number, geography, natural science, etc. When the children study a sphere or an apple, a cone or a pear, a cylinder or a squirrel, they make a model of it in clay to express their conception of the form, then they draw the outline to show how that is seen; finally in many cases the drawing is colored with only the object to imitate. These methods of educating the powers of perception and expression are begun in our Kindergarten classes but they seem to have been thought too difficult for the higher grades. It is more than probable that the little girl had had some of this kind of training who accounted for her skill in making pictures by saying: "Oh! I just think a think and put a mark around it." Children whose study of drawing has been limited to copying lines cannot think a form about which to put a mark.

3. Perhaps the greatest advantage our cousins have over us is in their carefully graded course of study in form and drawing. One publishing and supply company, the Prangs, Boston, have made this a specialty during thirty years and have produced a systematic course, pronounced by experts the best in the world. The work for the second year grows out of, and depends upon that of the first year. While the course for one year accomplishes something definite and complete in itself, it is a designed preparation for what is to follow. It requires but little consideration to see that these conditions are as necessary in the study of drawing as in a course in arithmetic or grammar.

The numerous excellent exhibits of drawings, form and color work at the international meeting were nearly all produced from that system or from some adaptation of it. Several of these exhibits gave teachers who studied them a clear idea of a course in these related subjects extending over twelve or fifteen years. The only Ontario city that showed a good rational course in drawing was Hamilton, perhaps the only city that has yet adopted the Prang system.

4. In mechanical drawing, taken up by our more advanced classes, we probably excel our neighbors. Many Ontario schools can show excellent work in perspective, practical geometry, machine drawing and industrial designing. This is the result of two important causes: first, those who teach these subjects have usually been pretty well trained; second, courses of work are much better arranged and more clearly defined than for the freehand work. When, however, this work is not well done the time is worse than wasted. If, in the first three kinds, the pupils are not required to work out problems for themselves, and if in the last they blindly strive to imitate other designs without even a suspicion that there are principles to be known and constantly ob-

served, nothing can be gained and much must be lost.

Primary Department.

NOVELTY CLASS-ROOMS.

ARNOLD ALCOTT.

"THE truest end of life is to know the life that never ends." With God and his love in the heart this bright new year, with all its responsibilities and seasons of shade, may prove one of the most satisfactory if well-spent. These thoughts came into my mind and led me, while considering an article for the Primary Department, to conclude (especially as I thought of last year's intentions) that instead of making the usual New Year resolutions, I would take the following motto for the year, "Be strong and of a good courage, be not dismayed, for the Lord thy God is with thee whithersoever thou goest."

The foregoing thoughts consequently suggested to me that a description of some unique and novel ideas, from common-sense, cheery class-rooms, would be more helpful and agreeable to those interested in this department than the stereotyped yet good resolves to do better in this and in that particular branch of professional work.

A sheaf or two from the brightest and ripest corner of the vineyard must inspire and give confidence to all who see and hear.

Now to come to the point—On the black-board for homework were written the following exercises:

1. Observe the moon and make drawings of it.

2. Describe the Amazon basin and the land surrounding it.

A weather record was kept, the number of rainy days in the month, etc. On the monthly calendar in the Kindergarten, as each school day was over, a circular piece of paper was pasted over the date. Then at the end of the month, pupils could tell how many school-days there had been, for the Saturdays and Sundays were not covered. So an idea of time was being developed.

In one school, nature studies received very particular attention, a record being kept of the number of flowers which had been found by the pupils, with the dates when found. Great pleasure was taken in the first flower of the season. Collections of leaves were made, these were drawn, colored, cut out in paper, felt, etc., and what is most remarkable is that very accurate copies were cut by the pupils without a drawing being first made. Think of the accuracy of perception and of execution, in being able to take a sheet of paper and a pair of scissors and to make a tolerably accurate copy of a leaf, such as the maple.

Some schools have splendid collections of grains, stones, Canadian woods, etc.

During a conversation with some teachers about the preparation of work for their pupils, such as the ruling of paper in a certain style, the drawing of diagrams for maps, I learned that much co-operation existed between senior and junior grades.

The senior pupils prepared a great deal of the work for those a few grades below them.

Thus an inter-relationship between the grades was established, and a practical lesson on social dependence was given.

Another fad, if I may so call it, was the abolition of the copy-book. All practical teachers will rejoice in this progress. Manila paper about 8 in. by 4 in., is used for practice work. Freedom of sweep or of movement rather than precision of form is the main idea. Then following out the law of teaching one thing at a time, I noticed that the teacher, when giving gymnastics in penholding, simply had the pupils invert the penholders. Speaking of no copy-books, reminds me that I have not told you of one thing which seems to me a grand improvement, viz., that exercise books are no longer in fashion, but are superseded by *pads*. The decorations of the rooms were very fine and were changed three times in the year to correspond with the seasons. An idea may here be gleaned by very many of us who are not apt to change the surroundings as often as may be practicable; to say nothing of the desirability.

Lastly, as I was passing out of a certain school-room, I noticed on the door a neat class record on a sheet of foolscap. It was somewhat as follows:

THE NEWS.—*Robbie Smith, Editor.*

Monday—Two flowers in bloom.

Tuesday—A new scholar, James Brown, came to us to-day.

Wednesday—Annie Lee's birthday. She is nine years old to-day.

PRIMARY GEOGRAPHY.

RHODA LEE.

ONE of the first ideas to be developed in primary geography is that of direction. This is a very necessary part of the foundation work and may be rendered extremely interesting. The subject can be introduced in a number of ways. One method I have adopted frequently and with never-failing interest is an adaptation of the old tale of Hans and Gretchen, who as the story goes, being left in the forest for the third time, found themselves hopelessly lost and were forced to remain in the woods all night. They were awakened by what looked like a great ball of fire gleaming through the tall trees. (Your children will be able to explain this and also perhaps to tell you out of which window at home or at school they would look to see this ball of light, thus developing the idea of *east*.) The poor children in their vain attempts to find the path walk miles and miles until at last the sun disappears in the *west* and night comes on. They lie down under a tree and Hans wraps his warm coat around the little sister to keep off the cold *north* wind that has sprung up and so they sleep until awakened by the loud twittering and singing of the birds overhead. The brave boy tries to cheer little Gretchen by telling her the names of the pretty birds they see and how they found their way back from the warm *south* where they have been during the winter months.

This is only one of many ways of introducing the subject. As a means of impressing the compass points, let me advise a talk on the winds. The teacher says, "point to the North where it is cold and wintry.

From there comes a sharp, blustering wind. Let us make one. (Hissing, rubbing of hands and gentle shuffling of feet.) Point East, where the sun rises. If we could travel far enough east we should come to a great body of water that we call the Atlantic Ocean. Over it great clouds form and the east wind carries them to us and we have rain. We will try to make an east wind (sound 'f,' tapping lightly with the finger-nails on the desks.)

"Point west, where the sun goes at night. From there comes the strong, clear wind, the wind that sometimes rattles the windows, bangs the shutters and bends the trees, but clears away all fog and cloud. We shall make it, sound 'sh,' louder (shuffling of feet, allowing one or two occasionally to strike the desk.)

"Point south, where it is almost always summer; where the oranges, bananas and coconuts grow; where the birds with the gay coats live. From there comes a soft, warm wind, (sound 's,' softly, and rub hands lightly.)" Of course it is necessary that the teacher should control these sounds with certain signals that they may be increased and diminished in force at her wish.

We might at this point make use of the following verses:—

This is the east where the sun gets up

And now we 'call it day
He doesn't stop to yawn or fret
He has no time to play.

This is the west where the sun goes to bed,
Slowly he sinks out of sight,
Then one by one the pretty stars come,
And then we call it night.

This is the north where the ice-bergs float,
And the great, fierce, white bear prowls,
Where the wind comes down with a sweep and a rush
And round the chimney howls.

This is the south, the bright sunny south,
Where the warm breeze softly blows
Through the tall date-palm, and the coconut,
And the fig and the orange tree grows.

After the points N.E., S.E., N.W. and S.W., have been developed, we may apply them by a game of post-office. Provide mail matter by obtaining fifteen or twenty envelopes, of different size and color if possible, address and affix old postage stamps. Then by means of little messengers send the letters, parcels or papers to the make-believe post-office in the different directions.

Of course we must not confine our ideas of direction to the class-room. We must turn our attention to the streets, neighboring country and well-known points about the district. After this has been done, some questions, such as the following, will call out the thinking powers.

1. In what direction is a boy walking when the morning sun shines directly in his face? On his back?

2. — street runs east and west. In what direction are the houses on the south side facing?

3. Main street runs north and south. A street car track crosses it. In what direction may the cars run?

4. A sailing vessel is moving directly south in a thick fog. The captain looks out on the right side and sees a steamer running straight into them. In what direction is the steamer going?

A Geography Story for Reproduction:—

THE WEST WIND.

"See, mamma, I'm the wind" said Charley, as he puffed his cheeks and blew his little boat across the great Sea of Dishpan.

"Well," said busy mamma, "if you are going to be a wind, I hope you will be the clear, bright, west wind, blowing away the clouds and fog. Never be a chilly, rainy, east wind."

Charley likes the fancy and now when the east wind is blowing out-of-doors and people are dull and a little cross, he tries to make sunshine in-doors. He likes to hear mamma say, "what bright weather my dear West Wind is making here in the house."

TINY REPRODUCTION STORIES.

1. "TICK-TOCK," says the clock; "don't forget to wind me up." So mamma never forgets, but winds the clock every night at bed-time.

2. When Tommy was a baby his big sister used to rock him in the cradle and sing him to sleep. Now he rocks his baby sister in her cradle and sings her to sleep. He sings very softly.

3. There was a little pig that wanted to go to market with his big brother, but his brother would not take him. He was a good little pig, so he stayed quietly at home and did not cry.

4. Charley's teacher said he must always bring a handkerchief to school. One day he forgot. He thought of his empty pocket all that day. The next morning he remembered to ask his mamma for a handkerchief.

5. Mr. Crow is a very black bird. He eats the farmer's corn. The farmer hangs an old coat on a pole out in the cornfield. Mr. Crow thinks it is a man, and is afraid to come near. And so the corn is saved for you and me, while poor Mr. Crow goes hungry.

6. Harry's papa went to Boston for a week, and there was no one to bring coal up from the cellar for mamma. Harry was too small to carry a whole pailful, so he asked his mamma for an old tin pan and brought her coal so many times in that that the bucket was always full.

7. Once a little girl dropped the pitcher that she had taken to get milk in, and broke it. She was afraid to tell her mamma that it was her fault, and was going to say that someone had pushed her. But she changed her mind just in time and said, "No, indeed! I'd rather take a scolding than tell a lie." Then she told her mamma just how it was.

8. A little chicken was nearly ready to come out of the egg. He pecked a hole in the shell and cried: "Peep! I want to come out." But the mother hen said "Cluck, cluck! Not yet. You are not strong enough to stand on your feet, and you are not used to the air." So the little chick waited till he was used to the air and strong enough to stand on his feet, and then he came out in a ready-made suit of yellow feathers.—*Primary School.*

Be a lamp in the chamber if you can not be a star in the sky.—*George Eliot.*

* English *

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"PICTURES FROM SHELLEY."

M. F. LIBBY, B.A., PARKDALE C.I.

Pictures from Shelley. 1892. MacMillan & Co.

FROM the nature of the case the lover of poetry must often wonder whether the poet (who has expressed in his poetry the struggling potentialities of soul of his admirer) has other lovers equally warm and desirous of proclaiming him. Doubtless, in moments of weakness, most readers fancy that they only are in strong communion with the heart of the bard and feel more pleasure than pain from this proof of human density.

These pictures from Shelley (designed by Ella E. Dell and engraved by James D. Cooper) tend to destroy this illusion with reference to a poet whom one might like to monopolize on many accounts more exclusively than any other. There is something so out of the common, so wildly perfect, and so delicately strong, about parts of *Queen Mab*, and songs from the *Prometheus*, and *The Cloud*, and *The Skylark*, that when once they are pretty well mastered, realized and possessed by us, we feel almost jealous of others who would enter into this dainty paradise. "The goods of friends are common," says Plato, but we all know that the love of Shelley brooks no intrusion from Platonic friendship, being in this respect like other love of the non-Platonic sort. These artists must between them have had deep insight into this poet or they could not have produced the simple, lucid picture-annotations of his most ethereal passages. We forgive their rivalry in wondering at their pure devotion.

In this chastely beautiful book (which no stupid or spurious admiration will consider worth its price) there are twenty-four wood engravings corresponding to twelve stanzas from Shelley's poems *Queen Mab*, *Revolt of Islam*, *Julian and Maddalo*, *Arctura*, *Alastor*, and *The Cloud*. Half the book is devoted to the last of these, and there are two pictures for each of the six stanzas. Besides being exquisitely and tenderly beautiful, they make a very instructive, though not too vulgarly obvious explanation of some of the many obscurities of this famous poem. As their purpose was not didactic this must be taken as a generous benefit from the designer, but even thus gratefully received, these pictures raise a wish that the same loving hand had held a light over other dark spots in the stanzas.

Judging from the oft-repeated wish for an adequate exposition of these obscurities, one may venture to offer any hints concerning them without incurring displeasure from the most jealous-minded Shelley-worshipper.

Matthew Arnold declares this poet to lack the balance essential to literary work of the Shakespeare and Goethe order, and this is probably true, however ungrateful and unnecessary it may have been that the great critic should state it thus harshly. It was not to be expected that he who said, "But I am a Wordsworthian," and meant it, would consider Shelley a competent "critic of life." Only those who think with Victor Hugo that the beautiful is more useful than the useful, will value fully this anti-sordid song. However, no man of mark has failed to find true poetry in *The Cloud*, and the broad, enlightened soul of George Eliot placed it among her rarest treasures.

In the train of wise and gentle critics like Arnold, who have seen and analyzed Shelley's limitations, has come a swarm of criticasters, who declare the poet to be wild and unintelligible, without balance, truth, or sense. If it were not for their wide influence, we might laugh at a book-maker like Bain when he says these things of Shelley, just as we might laugh at a boy who could see nothing in *King Lear*. *Intelligenda non intellecta proferro*, as Coleridge says, is the best answer to men like these.

It would be a large task to show that Shelley's lyrics ever sacrifice common sense to uncommon sensibility to richness of color and fulness of sound. There is a certain truth and sense in the very wildness with which the inspiration bursts the cincture of every-day logic when the spirit is breaking with

love and beauty; but, aside from the argument of a higher harmony than that of the logician, it may very well be doubted whether, in the vast majority of cases, the "perverse obscurity" and wild nonsense of Shelley are not, in fact, mere lack of perception in the critic. Patient study will prove that lack of perspicacity in the reader will account for ten obscurities in *The Cloud* where lack of perspicuity in the writer accounts for one; and the one has usually a strong and perceptible reason.

The Cloud is a chorus of voices rather than a solo. Each fairy figure in this lovely throng sings its mission to earth or its frolics in the air, and they are all a tangled circle of floating fair-limbed creatures, laughing and gay or grave and serious, quite capriciously, as becomes their slight textures. A hundred songs are here, a thousand pictures, all fleeting, none pausing longer than

"An eagle alit one moment may sit."

Can any critic, however far from days when he trailed his own particular "cloud of glory" in boyhood, forget how many pictures he saw in cloud-land on a midsummer afternoon? And yet how far must one be from that remembrance who finds fault with the only poet who has given us the means of renewing that youthful glory. Without Shelley and youth these scenes would have become the "faint perception of far-off years." Through Shelley, they become perennial.

"Wild and lawless frenzy," exclaims the critic, "beautiful but not logical!" Is this true of *The Cloud*? Notice the almost mechanical regularity of its structure when we assign names to the stanzas: (1) The summer cloud, (2) the winter cloud, (3) morning and evening clouds, (4) night clouds, (5) storm clouds, (6) the immortality of the cloud. It is as simple and classical in outline as a Euclidian proof; one almost fancies a clever school-girl has been writing headings for a composition on clouds. See how the third stanza falls in two, the first half all bustle and life, the business of the day beginning to a glorious matin-song; then the other half, quiet and serene, and more peaceful by the wonderful contrast with the first; it is evening, the day's work sweetens the hours of rest and of love, the sympathetic clouds attend and assist. Is this incomprehensible raving about impalpable beauty? Rather the very heart-beat of the world of men and women expressing itself to a divine accompaniment. "But it has no moral," says the critic. It is true that Shelley has no greater love of prating about his soul and of writing casuistry and platitudes for poetry, than had Shakespeare. It is true that a large class of people need direct moral instruction and even need a strong infusion of ethics in their poetry. But *The Cloud* is for those to whom the precepts of the decalogue and essay on man are already familiar, and to these it has a moral.

Their doubts and perplexities are of a different kind, and their moral applications must not be of the common stuff, because they have all the good from these always with them. The cloud tells them of the vicissitudes of life, of its complexity, its joy, its peace, its activities, its despair, its passions, and its abysses; it is no longer a poem, it is a soul, a living, breathing, laughing, sobbing, storming human soul, with thousands of moods and terrible mysteries; it is a fitful fever; it does not know whence it comes, though pretending to tell, nor whither it goes, though pretending to die, but it knows surely that it is immortal, and that, because when men say it is dead the conditions are most favorable for a new birth, it can never die. "Wild, obscure, no moral"; ay, it is life, dear critic; what you say applies equally to both: hence the perfection of this poem.

The scientific critic sees here a series of phenomena which he cannot classify; he says it is all wrong; in that he proves two things, first that he is finite and second that he is either a conceited prig or a vulgar scoffer at human life. When the scientist has read *The Cloud* with insight, he will see a human soul, and a poet's at that, on his dissecting table; he will then find that the phenomena of matter and forces are simpler by comparison, and when he returns to them it will be with a profound conviction that his equipment is not adequate for the analysis of the soul, and that the soul-scientist, the poet, is above his poor critical babblings.

Those who see in *The Cloud* the history of humanity, a declaration of immortality, a picture of Shelley, or any great true interpretation of its

passionate power and beauty, will feel delight in looking at Miss Dell's humbly affectionate tokens of gratitude to the author. These pictures will also help any doubter to believe that Shelley, in the poem, has not written a word that has not a clear and assignable reason for being what and where it is. The pictures make clear the meaning of such expressions as, "thy skyey bowers," "his burning plumes outspread," "an eagle alit," "paved with the moon and these," "a swarm of golden bees," in a more vivid and impressive way than words can find.

A few notes are added in the hope that some who have not time to puzzle over difficulties may not find so great a barrier in superficial obscurities.

Stanza I. The summer cloud sings of itself as a fickle, changeful creature; a water-carrier, an oriental attendant of the siesta of the leaves, a bird, a thresher, a laughing spirit.

"Mother's breast." The bosom of the earth.

"Lashing hail." A summer hail-storm beats out the ripe grain of Italian fields.

"And laugh." Because of the fickleness.

Stanza II.—"Lightning my pilot." The cloud is a ship—the lightning shows the way.

"Lured by the love of the genii." Like Narcissus, the cloud sees its own image in the water. The cloud floats over patches of water and of land; in the water the cloud sees his image, but not on the land; as, however, the image reappears whenever he comes to water, he concludes the spirits follow him *underground*; hence, "wherever he dream, under mountain or stream, the spirit he loves remains."

"I, all the while . . . whilst he is dissolving in rains." The pronoun "I" stands for the upper clouds while the distant "he" stands for the dark, weeping storm-clouds that look earthward.

Stanza III.—"Meteor eyes." Perhaps suggested by some Italian painting of sunrise as a God. The sun is the god's head; the lances of light, his burning plumes; he leans upon the edge of the world poised for flight.

"As . . . an eagle . . . may sit." Too busy to pause long. The sun gilds the rack or fleecy clouds of morning no longer than it lights up the wings of the eagle who balances for flight.

"The depth of heaven" might have been written *height* of heaven, but *depth* tells us that to the unfettered ariel there is no up or down.

This stanza offers one of the finest examples of anthesis we have: fiery vigor, and peace like "the sleep of the sea."

Stanza IV.—"Orbed maiden." A spirit bearing the name of the moon.

"Mortals" tells us of the celestial point of view.

"Only the angels hear," applies singularly well.

"Whirl and flee." "He that is giddy, thinks the world turns round."—*Shakespeare*.

Stanza V.—Shelley pictures the signs of rain and the blinding mists; also the earth and sky after the storm, but avoids what most would have dilated upon, the storm itself.

The first half of this stanza makes one feel as if rain were actually about to fall in big drops.

"Soft colors wove," the countless parallel arches of different colored water-drops blended gently in the rain-bow.

"Earth was laughing" after being pelted with rain, it looked bright like the face in laughing.

Stanza VI.—The cloud is handed over to its nurse, the sky.

"Pores of the ocean and shores." The moisture is drawn up through the grains of sand; hence, by analogy, it is drawn up *through* the drops of the ocean, an amusing zeugma.

"I change, but I cannot die," dangerously near a moral.

"Convex gleams." *Concave*, says the mathematician, but Shelley saw the blue dome from the *outside*, not from the earth.

"I unbuild it again." Some stupid editions have "upbuild it." The tomb is the blue dome, but just when people say "the cloud is dead, there is not a cloud in the sky," then is the moment when clouds form best, so up springs the cloud and demolishes the clear *blue dome*.

It must not be forgotten that these scenes are Italian.

HE who respects his work so highly (and does it reverently) that he cares little what the world thinks of it, is the man about whom the world comes at last to think a great deal.—*Beecher*.

PROBLEMS IN GRAMMAR.*

SECOND SERIES.

7. It is such a *far-reaching* calamity.
8. Much damage was done by the *over-flow*.
9. Beware of him; he is a *dead-beat*. [Separately and together].
10. The man is *dead drunk*.
11. Dear me! Why does he do it?
12. March, *hands down*.

NOTES TO PROBLEMS.

FIRST SERIES—Continued

12. In such phrases as "that book there," the adverb of place "there" has an adjectival relation to book. (Cf. note to 14). In vulgar speech this is still more evident since the syntax aids the sense,— "that there book." Referring to the corresponding French, we have a construction similar to the former *ce livre-là* (that book there).

13. In the phrase "deer hunting," the word "deer" is in objective relation to the active verbal force preserved in the verbal noun "hunting," but towards the whole noun "hunting," it has an adjectival force in defining the kind of hunting (Cf. note to 2).

"For" in "is done for," is an adverb modifying "done." Cf., "done up," "done out."

14. "Out on thee, thou fool!" "Out" is primarily an adverb. It may be used like many other adverbs as an interjection, with imperative force:—"Out, you rascal!" "Away! Hence!" etc. In our phrase the understood words are some such as "shame (a curse) come (out (forth) on thee);" so that the adverb modifies the understood verbal action.

The use of "thou" in "thou fool," suggests at once two explanations (1) it is the 2nd personal pronoun in a relation of apposition with "fool"; (2) it is used purely as a demonstrative adjective. In favor of (1), we may compare phrases such as "we Englishmen," "I fool," where the noun is plainly in apposition with the personal pronoun. But in our phrase, "fool" is the main word and these may be dropped,— "Out on thee, fool!" We are led, therefore, to (2), and when we consider the demonstrative character of thou (Cf., *that, there, then, thence*), we should not be surprised at the pronoun doing duty for a demonstrative adjective of the second person (which the language lacks).

15. She is clever, though I thought her *otherwise*. It must be remembered that "otherwise" is really a relic of the fuller phrase in other wise (= in (of) a different way (manner)). It has adverbial relations to "thought." We must not be misled by attempting to regard otherwise here as stupid and therefore an adjective. The full phrase "otherwise than clever" (=stupid) might be regarded as adjectival (predicate) to her.

SECOND SERIES.

1. In "Sunday school teacher," "Sunday" is a noun with adjectival functions, defining the kind of school" (Cf., *day-school, night-school*). Then "Sunday-school" is adjectival to "teacher." (See note to 2).

2. "That old *book-seller*" illustrates the peculiarities spoken of in the note to 2;—book is the object of the verbal force in *sell(er)*, but has adjectival relations to "seller."

3. "Washer-woman." The noun "washer" used adjectivally to limit the word "woman." It is curious to note that the noun of sex occupies two positions,—*saleswoman, fisherman; lady teacher, man-child*. Usually, when the motion of sex is strong, the noun of sex precedes (Cf., *bull-calf, hen-sparrow*).

4. "His conviction before Judge H—." "His" here illustrates what has already been pointed out (notes to 2, 13). The sense is "convicting him was no easy task." The adjective "his" retains enough of its pronominal force to offer a (functional) objective to the verb force preserved in "conviction."

5. "The more fool he" The noun "fool" has purely adjectival force (=foolish). So also in "he is more king than slave." Being adjectival, it may be modified by the adverb "more." The use of "the" as here is an organic feature of the English language. It has already been used in English language. It has already been used in correlatives (as "the sooner the better") where it signifies, "by how much," "by so much" (by how

much sooner, by so much better). Used without correlation it has a force of that much, in that (same) degree. (That much more fool he). The demonstrative force is natural since this "the" is originally the instrumental case of the demonstrative article.

6. The *top-most* height of power. "Some languages, like Sanskrit, can compare nouns and even persons of the verb, and others like Latin, can compare the substantive, *amicissimus*=(my) best friend, etc. This usage is seen in the English word "top-most," which is the substantive *top* with the double superlative, ending [*i.e. m* and *est*]. Strong-Logeman-Wheeler, *History of Language*, p. 347. The word has, of course, become an adjective.

SHYLOCK VS. ANTONIO.*

(A BRIEF FOR PLAINTIFF ON APPEAL.)

BY CHARLES HENRY PHELPS,

(Continued from last issue.)

A MOMENT later, Bassanio again suggests the debt he owes to Antonio, and the possibility of repayment, if the latter will only "stand in" on his little arrangement.

"I owe you much; and, like a wilful youth,
That which I owe is lost."

Mark the subtlety with which he fills Antonio's mind with the hopelessness of the debt, and then continues:

—"but, if you please

To shoot another arrow that self way
Which you did shoot the first, I do not doubt,
As I will watch the aim, or to find both,
Or bring your latter hazard back again,
And thankfully rest debtor for the first."

Antonio jumps eagerly at the bait. Bassanio finds a willing listener while he describes Portia, of whom he does not forget to say that she is "richly left," before he says that she is fair. He tells how he has received some encouragement from the "speechless messages" of the young lady's eyes, and concludes that if he can be fitted out in good form his success is assured:

"I have a mind presages me *such thrift*
That I should questionless be fortunate."

Antonio has neither money nor goods available, but his zeal is so aroused that he is willing his credit should be "rack'd"; and he accordingly commissions Bassanio to find some one credulous enough to loan money on the insecurity of their joint signatures. That Bassanio's chance of getting his fingers on the young woman's inheritance does not rest even upon so good a foundation as the messages from her pretty eyes—and we all know that it will not do to base any great outlay upon such collateral, though most of us have done it, I fear, many times—but upon a piece of blind guess-work as to which of three caskets contain her picture, does not seem to make this speculation in matrimony appear at all hazardous to either of these gentlemen, provided some one else will advance the money necessary to enable Bassanio to resume his "swelling port."

Now, in furtherance of this "plot," as Bassanio confesses it to be, the plaintiff in this action, a worthy Jewish capitalist, is applied to for the loan. It is well to note here that Shylock is, in character, everything which this precious pair are not. Where they are careless and improvident, he is far-seeing and conservative. While Bassanio has been making rapid distribution of his creditors' funds, Shylock, by frugality, has amassed a competence. While Antonio has been sounding random notes upon the pipe of fortune, Shylock has followed the slow and cautious ways of a man of business. Bassanio is a spendthrift, Shylock an accumulator; Antonio is a speculator, Shylock an investor. While they are so diametrically opposite in business methods, they are not less so in personal character. They two are pleasure-loving men of fashion, giving no heed to the morrow; but this man, typical of the strongest characteristics of his race, lives a simple life in his own home, lavishing his fatherly affection upon his only child, and cherishing the venerable traditions and peculiar customs of his people. In intellectual strength and in the

*The "Trial Scene" of the "Merchant of Venice" forms this year a part of so many examinations that we think our readers will not be sorry to see this reproduction of Mr. Phelps's clever article. It appeared originally in the *Atlantic Monthly* for April, 1886.

rare quality of a masterful personality, he stands upon an eminence to which they never attain. It may be that he has the failings of his tribe; that he smarts under the indignities to which he has been subjected, "the oppressor's wrong, the proud man's contumely;" that continued outrage has produced shyness and suspicion; that open confiscation has resulted in hoarding and secretion. Be that as it may, we may well believe that of all men in the world these two would be the ones to whose personal guaranty alone Shylock would attach the least consideration.

Bassanio, already in his mind befriended and pomatumed with Shylock's money, cannot await the usual formality of financial transactions upon the Rialto, but accosts the Hebrew at his first casual meeting. Shylock receives the proposition with evident lack of enthusiasm. Three thousand ducats is a large sum of money to advance on the inconsiderable sufficiency of such security, and he points out to the expectant swain that his bondsman's means are "in supposition;" whereupon Bassanio, having already gained one point by the crafty suggestion of personal gain to Antonio, thinks to flatter the vanity of the Jew by inviting him to dine. Could anything be finer or more self-respecting than the indignant reply?—

"I will buy with you, sell with you, talk with you, walk with you, and so following; but I will not eat with you, drink with you, nor pray with you!"

(To be Continued.)

QUESTIONS IN ENGLISH.

SADIE AND SUBSCRIBER.—The story of the Bishop of Bingen was given in full, in THE JOURNAL of May 1, 1891, in an article on, "The Children's Hour," by Miss McInroy. The article deals fully with the difficulties of the lesson, and will repay perusal. If further information is required kindly communicate.

J.A.C. (a.) The sentence, "I know that is them, 'cause they said they were coming," is faulty; (1) in placing the form for the objective case "them" after the verb "is"; (2) in using an unauthorized abbreviation "'cause" for the word "because." Say therefore, "I know that is they because they were coming." (b.) The abbreviation Jno. in the sentence, "Perhaps it wasn't Jno. after all," is not in good taste: read "John." So also in "Sir Jno., Prime Minister." (c.) "I don't mind of ever seeing you before," is a construction more common than elegant. "Mind" is a common though unauthorized term (Imperial Dict.) for "remember"; "of" is pleonastic. Read "I don't remember seeing you before." (d.) "These hats had'nt ought to be lying there." The use of a perfect tense with the verb "ought" is etymologically correct (Cf. the German, *ich hätte schreiben sollen*); but it is not good usage. Good usage demands the perfect tense with the following infinitive. Hence, it is better to say "ought not to have been." Even "ought" is too strong, for no moral obligation is involved. Say, therefore, "Those hats should not have been lying there." (e.) "Hoping to hear from you soon, believe me, yours truly." The construction is faulty. When the participle begins a sentence, we expect it to agree with the subject of the sentence. We understand the sentence in this way—Hoping to hear, etc., (you)—believe; i.e. you are hoping, which is absurd. We must, therefore, change the construction so that "I" may be qualified by "hoping": "Hoping to hear from you soon, I remain, yours truly." (f.) "Thinks I to myself." The syntax in "thinks" is vulgar. Compare "Says I to myself." The third person "thinks he," "says he," is wrongly used as a first person. Read "I think, I say to myself." (g.) "My trusty counsellor and friend has warned me to have no dealings with such a man." The sentence is perfectly correct; the person referred to being one and the same man, the verb is singular. (h.) "The Misses Smith" is just as correct as "the Miss Smiths," but the latter is much more frequently used.

In the sentence, "I am what nature made me," you may define nature as the power of God working through material objects. A junior class will understand better by illustration (refer to the growth of trees, flowers, animals) than by definition.

LET us be of good cheer; remember that the misfortunes hardest to bear are those that never happen.

* Brief answers will be found to these problems in our next issue. Contributions of problems will be gladly received.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—
ANNUAL EXAMINATIONS, 1891.

ENGLISH GRAMMAR AND RHETORIC.
JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { W. J. ALEXANDER, PH. D.
T. C. L. ARMSTRONG, M.A., LL.B.
J. E. BRYANT, M.A.

NOTE.—All candidates will take section A. Candidates for the Junior Leaving Examination will take any one question of section B, and candidates for Junior Matriculation any one question of section C.

A.

This delusive *itch* for slander, too common in all ranks of people, whether to *gratify* a little ungenerous resentment; whether oftener out of a principle of levelling, *from* a narrowness and poverty of soul, ever impatient of merit and superiority in others; whether from a mean ambition, or the insatiate lust of being witty (a *talent* in which ill-nature and malice are no ingredients);—or lastly, whether from a natural cruelty of disposition, abstracted from all views and considerations of self;—to which one, or whether to all jointly, we are indebted for this contagious malady, thus much is certain, from whatever seeds it springs, the growth and progress of it are as destructive to, as they are unbecoming, a civilized people. To *pass* a hard and ill-natured reflection upon an undesigning action; to invent, or *which* is equally bad, to propagate, a vexatious report without color and grounds;—to plunder an innocent man of his character and good name, a jewel *which* perhaps he has starved himself to purchase and probably would hazard his life to secure;—to rob him at the same time of his happiness and peace of mind, perhaps his bread:—the bread, *may be* of a virtuous family; and all this, as Solomon says of the madman who casteth firebrands, arrows, and death, and saith, "Am I not in sport?" all this out of wantonness, and oftener from worse motives,—the whole appears such a complication of badness *as requires* no words or warmth of fancy to aggravate.—Pride, treachery, envy, hypocrisy, malice, cruelty, and self-love may have been said, in one shape or other, to have occasioned all the frauds and mischiefs that ever happened in the world; but the chances against a coincidence of them all in one person are so many that one would have supposed the character of a common slanderer as rare and difficult a production in nature as that of a great genius, which seldom happens above once in an age.

1. (a) Write a grammatical analysis of the first sentence:—This delusive. . . . civilized people.

(b) Parse the words in italics throughout the extract.

(c) Ill-nature, self-love.—Why not ill-nature and self-love? Classify self-love and selfishness as to word formation. Compare the methods of word formation to which they respectively belong as to origin and priority, stages of development and extent of usage in the language.

2. Criticise briefly each sentence in the paragraph as to the order of words and terms, clearness and strength, shewing the effect of the rhetorical expedients employed.

3. Discuss the propriety of each of the following phrases as used in the extract:—

Delusive *itch* for slander, too common, are no ingredients (ll. 1-6), we are indebted (l. 9), contagious malady (l. 9), undesigning action (ll. 12-13), reports without color and grounds (l. 14), plunder of his character (ll. 14-15), to purchase (l. 16), out of wantonness or worse motives (ll. 21-22), to aggravate (l. 23), in one shape or other (l. 25), that ever happened (l. 26), the coincidence (l. 27).

4. Correct or justify the following expressions as used in the extract, with reasons:

From a natural cruelty (l. 7), thus much (l. 9), which perhaps he has starved himself. . . . and probably would hazard his life (ll. 16-17), at the same time (l. 17), may have been said (ll. 24-25), production in nature (l. 29), perhaps his bread (l. 18), which seldom happens above once in an age (l. 30).

5. Of the following words taken from the extract.

(a) Trace any ten to their sources.

(b) Select any five that survive from old beliefs and customs, explaining each.

(c) Give other existing forms of any five, accounting in general terms for the different forms and meanings of such words:

Delusive, slander, rank, ungenerous, resentment, ill-nature, ambition, witty, talent, consideration, reflection, undesigning, propagate, innocent, jewel, starve, secure, whole, virtuous, sport, person, chance, genius.

B.

6. Discriminate the following pairs of words, and use each word in a phrase in which the other could not be used:

Ranks, classes; resentment, animosity; merit, worth; insatiate, insatiable; talent, genius; ingredient, component; malady, disease; invent, discover; vexatious, annoying; plunder, rob; hazard, risk; complication, combination.

7. (a) Discuss the use of each of the three degrees of adjectives in forming comparisons.

(b) Correct or justify each of the following:

(a) Of all the figures of speech none come so near painting as metaphor.

(b) He is not such an old man as you.

He is just such an old man as you.

(c) Of all others the vice of lying is the meanest.

(d) The lesser of two evils.

(e) The head boy is a better reader than any boy in the class.

(f) He is the best reader of any boy in the class.

C.

8. Discuss the propriety and the order of each member of the following pairs of terms as used in extract A.!

Meanness and poverty, merit and superiority, ill-nature and malice, views and considerations, growth and progress, hard and ill-natured, color and grounds, character and good name, happiness and peace of mind, words or warmth of fancy, frauds and mischiefs, rare and difficult.

9. State the principle of Syntax that is violated in each of the following, and make the necessary corrections:

(a) Having failed in this attempt no further trial was made.

(b) Nothing but grave and serious studies delight him.

(c) Everything favored by good usage is not therefore to be retained.

(d) No man hath a propensity to vice as such; on the contrary a wicked deed disgusts him and makes him abhor the author.

(e) Neither will they be persuaded though one rose from the dead.

NORTH HASTINGS UNIFORM, PROMOTION AND REVIEW EXAMINATIONS.

NOVEMBER, 1891.

FIRST CLASS.

ARITHMETIC.

Full work required. No value to be given for answers without work. From 0 to 5 additional marks may be given for neatness.

1. A lady bought a muff for \$25, a shawl for \$10, and a pair of shoes for \$2. How much did she pay for all?

2. A man bought a book for 25 cents, 3 lbs. of beef at 11 cents a pound, and 3 lbs. of sugar at 8 cents a pound. In payment he gave a dollar. How much should the storekeeper return to him?

3. Charlie has 75 cents; he pays 18 cents for a knife and 29 cents for a book. How much had he left?

4. How much will 26 lambs cost at \$3 each?

5. At 9 cents a yard, how many yards of cotton can be bought for 88 cents, and how much money will be left?

6. Find the value of $12 + 18 + 12 - 29 + 49 - 39$.

7. James gets \$6 a month for helping his father. Emma gets one-half as much for helping her mother. How much will both get in a year?

8. Write in figures, eighty-four, seventy-seven, LXIV, XCVI, and three hundred and three.

9. If a peck of berries cost 84 cents, how much is that a gallon? How much a quart?

10. If every two times you dip your pen into the ink you use a drop of ink, how many dips can you take from a bottle which holds 95 drops, if 17 drops dry up?

(Values, 10, 12, 10, 8, 12, 8, 11, 5, 12, 12).

SECOND CLASS.

Full work required. No value to be given for answers without work. From 0 to 25 per cent. may be given for solutions in which the method is correct but the answer incorrect. From 0 to 5 additional marks may be given for neatness and penmanship.

1. Multiply nine hundred and eight thousand and seventy-six by seventy-eight thousand six hundred and nine, and prove the correctness of the result by division. *No value for incorrect work.*

2. Write the table that is used in weighing grain and the one that is used in measuring milk or water.

3. How often can the product of 98 and 76 be subtracted from 7896540?

4. A man bought 89568 oranges at 67 cents a dozen, and sold them at the rate of 9 for 85 cents. How much did he gain?

5. I sold 8 tubs of butter, each weighing 75 lbs., at 27 cents a pound. I bought 96 lbs. tea at 75 cents a pound, 48 yards of cloth at \$1.25 a yard. How many 25 cent pieces had I left?

6. If 9876 were taken 98 times as addend, what number would you add to the result to make one million?

7. What number is it, which if you multiply by 96 and divide the result by 24 the answer will be 271580?

8. A gallon of water weighs 10 lbs., and 2 cubic feet of water weigh 125 lbs. How many cubic feet in 9675 gallons.

9. A horse worth \$150, and 7 cows at \$25 each, were exchanged for 57 sheep and \$25.75 in money. What was the price of a sheep?

10. 120 men have provisions enough for 96 days, and 80 men go away, how long will the provisions last the rest?

(Values, 12, 8, 10, 10, 10, 10, 10, 10, 10).

THIRD CLASS.

Full work required. No value to be given for answers without work. From 0 to 25 per cent. may be given for solutions in which the method is correct but the answer incorrect. From 0 to 5 additional marks may be given for neatness and penmanship.

1. Define accurately, in sentences, the following terms: least common multiple, fraction, composite number, rectangle, compound number.

2. Which is the greater distance 46 miles 73 rods 96 yards or 248,753 feet, and how much? *Answer in rods.*

3. What must be the height of a rectangular bin 4 feet wide by 4 feet 6 inches deep to hold 150 bushels?

4. A lot 99 feet deep is sold at the rate of \$35 per foot of frontage. What rate is that per acre?

5. A man owned 240 acres 124 square rods. He sold 59 acres 126 square rods 18 square yards and divided the remainder equally among his three sons. How much did he give to each son? *Answer in acres, rods, etc.*

6. A pile of wood contains $12\frac{1}{2}$ cords; the pile is 40 feet long and the usual width; find the average height of the pile.

7. Four boxes contain, respectively, 22 bushels 3 pecks, 26 bushels, 29 bushels 1 peck, 32 bushels 2 pecks. How many pecks will the largest sack hold which will exactly contain the contents of any one of the four boxes?

8. Make a bill of the following: Mr. James Jones bought of Messrs. Haggart & Colby,—

March 4, 1891, 8 lbs. 8 ounces currants, at 10 cents a pound; 80 lbs. rice, at \$5 per cwt., and 27 bars of soap at 3 for 25 cents;

March 10th, 29 yards cotton, at 9 cents a yard, and 13 yards of dress goods, at $24\frac{1}{2}$ cents a yard; March 18th, 7 quarts of syrup, at 80 cents a gallon, and 13 lbs. 8 ounces of sugar, at 9 for a dollar.

March 19th, paid \$5 on account.

(Value, 8 for form ; 4 for calculation).

9. Divide two hundred and five million six hundred and sixty thousand and ninety-five by nine hundred and eighty-five thousand seven hundred and sixty-nine.—*No marks for inaccurate answers.*

10. Find the value of $(187 \frac{2}{3} + 92 \frac{1}{4}) - (79 \frac{1}{2} - 62 \frac{4}{5})$.

(Values, 10, 9, 9, 12, 9, 9, 9, 12, 9, 12).

School-Room Methods.

BUSY WORK.

(From the Popular Educator).

NAME five natural objects.
Name five artificial objects.
Name five animals, and give at least one characteristic of each.

What is a sentence? Write one.

Name ten articles made of iron and give one use of each.

Name ten wooden articles and give a use of each. Which is cheaper, wood or iron, and why?

Name half a dozen flowers, and tell where each grows.

Give six different colors ; apply each to some article in a telling sentence.

What is the shape of the earth? Give me a proof.

Name half a dozen animals that are useful to man, and why?

What is your favorite animal, and why?

Make a journey from Asia to Australia, telling what waters and lands you pass through.

What does it cost to mail a sealed letter? An unsealed? A registered?

Put "ing" and (—) on cut, spin, and run, and put the words into sentences.

Put the plurals of story, jury, lady, candy, canary, city, into sentences.

Write the days of the week. Put them into sentences, telling me what housekeepers usually do on each day.

Write a verse that you have learned.

What is arithmetic? Do you like it?

Write the small letters of the alphabet that are one space high ; write five words that contain only "one space" letters ; as main, mummies.

Write the small letters of the alphabet that are two spaces high ; write ten words that contain one and two-spaced letters, as add, note.

Write the small letters that are three spaces high. Write ten words containing some of them : as behold, bluff.

Write the lower loop letters. Write words containing them ; as grey.

Write words containing s, r, p, q.

How many vowels sounds are there? Write words containing them and mark the vowel.

Write your mother a short letter, telling her the name of your school, your class and your teacher.

How do you tell time by a clock?

Write the table of Liquid Measure.

Name the public holidays and tell me in what month each comes.

Make up seven examples in addition and express each differently.

(Add. +. And. Find sum. Find amount. Plus. If parts given, what is the whole?)

What is a syllable of a word? Have all words the same number of syllables?

Write ten words of one syllable.

Write five words of two syllables, separating the syllables as you write them.

Write five words of three syllables, separating the syllables as you write them.

Write one word of four syllables, one of five syllables, and separate as you write them.

Write the odd numbers from 1 to 50.

Write the even numbers from 1 to 50.

Make the Roman letters from I to XXV.

What is a fortnight? A century? A score of years?

Write the names of the children in the first row.

Write the table of time ; as, 60 seconds make 1 minute, etc.

THRIFT of time will repay you, in after life with a usury of profit beyond your most sanguine dreams.

—W. E. Gladstone.

GEOGRAPHY.

ON many accounts it will be better to take up large sections for study rather than small sections or single states. Among the advantages of studying large sections are (1) the relative size and position of the states may be better observed ; (2) the climate, soil and productions may be better compared and remembered ; (3) trivial and unimportant details are less likely to be dwelt upon. The last point is one of great importance. The really important features of any distant state or country are few, and the time and strength of the pupils should be given to these to the exclusion of such details as the heights of mountains, the length of rivers, absolute areas, capes, small rivers, and insignificant towns. In general it may be said that those features of a country or section should be most emphasized which most affect and represent the life of the country and which most concern ourselves both as a country and as individuals. With this view, topics relating to life should be especially noticed in the study, such as climate and its causes, occupations and habits of the people, land and water communications and what is carried over them, government and important cities. Certain sections also demand more attention than others, depending upon their importance and their relation and nearness to us. Next to our own state and country, those countries should be most carefully studied which have most to do with us and which are the most highly civilized.

The following topics may be a guide for study and recitation upon countries and sections :

I. POSITION.

1. Boundaries : { land.
water.
2. Latitude, longitude, zone.

II. SIZE.

1. Length and breadth.
2. Relative size.

III. SURFACE.

1. Highlands : { mountains : { systems.
ranges.
peaks
plateaus. (volcanoes).
2. Lowlands.

Plains : { interior.
coast.

IV. DRAINAGE.

1. Water-partings. { source.
direction.
2. Rivers : { principal branches.
uses.
3. Lakes.

Location : { salt.
fresh.

V. CLIMATE.

1. Kind : { temperature.
moisture.
healthfulness.
2. Causes : { latitude.
elevation.
currents : { air.
water.
nearness to sea.

VI. PRODUCTIONS.

1. Fertile and sterile sections.
2. Mineral, vegetable, animal.

VII. PEOPLE.

1. Races.
2. Occupations : { agriculture.
manufactures.
commerce : { domestic, foreign.
exports—where sent.
imports — from what place.
means : { railroads, rivers, etc.
3. Manners and customs.
4. Education.
5. Government.
6. Religion.

VIII. POLITICAL DIVISIONS.

- States.
Important cities and towns.
For what noted?

—Price's Courses and Methods.

For Friday Afternoon.

THE THREE VOICES.

"I WILL not die." A feeble voice comes forth—
Scarce heard amid the rumbling of the wheels
Of time—forth from a tenement of clay.
Weak man protesting 'gainst the giant Death !

"But thou shalt die," rolls in the mighty wave
Of voices which like ours have cried for life,
Of voices from the other world beyond—
The deep cry of the past eternity.
"The fate that comes to all must come to thee,
And thou shalt die. * * All nature dies, and
e'en

The angels 'round God's throne may die—a death
Not like to thine, the sev'ring of a soul
From earthly prison whence it flees with joy—
But death eternal, sev'rance from their God.
And thou, O man, thou, too, must die."

"O death, I fear thee," comes again the voice
Of feeble man in trembling tones.

And then
A voice is heard re-echoing down the years,
Voice full of sweetness, like soft music on
The evening air. "The resurrection and
The life am I."

O death, where is thy sting?
O grave, where is thy vict'ry? Man shall live.

—Charles C. Hahn.

DAY-BREAK.

SOFT folds of dull, gray mist
Mantle in shadow the sinuous crests of the mountains ;

Low-lying clouds have kissed
The dew-damp dells and fern-fringed beds of fountains.

A tiny swaying of fairy curtain—
A stirring of leaves when the wind wanders through—

A thistle-down flutter, unsteady, uncertain—
And the gray mist is trembling into the blue.

Threads of light unwind through the gloom,
Silver threads spun from the morning's loom,

A beam of bright light,
A wave of white light,
And show'ring and shifting
The day dawn is sifting,
The mist is lifting,

The cloud rack rifting,
And routed by smiles of the summer morn
It floats away as the day is born.

A glitter, a glimmer,
A lustre, a shimmer,
And the mist of the mountain grows dimmer and dimmer ;

A quake and a quiver,
A shake and a shiver,
And then a whole burst like the rush of a river.

A down-fall of diamonds, a glistening of pearls,
As the sun floats in and her white sails unfurl,
And scarfed in ribbons of purple and gold ;

A-flush as with wine and a-blush as with flame,
Bearing the life of the world in her hold,
Casting up cloud-foam out of the main,

Over the blue of the eastern sea
Sails the ship of the sun-god valiantly,
Laden with light from stern to stern,
With rubies and opals that blaze and burn,
Color on color and gem upon gem,
Laden with light from stern to stem,
Over the blue of the eastern sea,
Sails the ship of the sun-god valiantly.

A strand of white all pebbled with red,
And cloud cliffs border a sparkling sea,
And threading between—

A shining sheen—
Rills of amethyst throb and flee,
Flashing up from their glistening bed ;
All the rills wind into the sea,

Rimmed around with its cliffs of cloud,
All the rills smile out as they flee,
And dimpling over, they laugh aloud
At sight of the sparkling, shimmering sea
And the sun-god sailing valiantly.

—Youth's Companion.

The Educational Journal.

Published Semi-monthly.

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

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

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* Editorials. *

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THE CHANGES IN THE NEW REGULATIONS.

AS the Amended Regulations of the Education Department, which have just been adopted, contain a number of changes, we now present our readers with a synopsis of the most important ones:

PUBLIC SCHOOLS

In the course of study in Form V, Algebra, Euclid, Physics, and Botany are now optional subjects, and are not to be taken up, unless, in the opinion of the Inspectors and the Trustees, the circumstances of the school permit of their being thoroughly taught without injury to the other classes.

A Public School Leaving Examination has been established, to be held at the same time and places as the High School Entrance Examinations. The following are its chief features:

(1) The examiners for each County are the County Inspectors and the Principals of the Model Schools in the County, except when the latter send up pupils, in which case other competent examiners are to be appointed.

(2) Only those candidates are eligible to write, who have passed the High School

Entrance Examination or, who, having made the aggregate of marks required, are recommended by the Principal of the Public School.

(3) The examination papers are on the following subjects of the Fifth Form of the Public Schools—Arithmetic and Mensuration, English Grammar and Rhetoric, English Poetical Literature, English Composition, History, Geography, Book-keeping and Penmanship, Drawing and Reading—all of which are obligatory; and Temperance and Hygiene, and Agriculture which are optional.

(4) Each candidate pays a fee of \$1.00, unless the County Council or the Board of Trustees assume the cost of the examination. The examiners are paid the fees, or the equivalent.

(5) A Leaving Certificate is given each pupil who passes.

(6) On certain conditions the Minister may divide among such schools as conduct Leaving Examinations any sum appropriated by the Legislature for that purpose.

Provision is made for the establishment and conduct of night schools

HIGH SCHOOLS.

No High School shall hereafter be established with fewer than three teachers, and less equipment than is the maximum now required in the case of two masters' High Schools.

The scheme for the distribution of the High School grant has been modified so as to recognize more fully good accommodations and equipment. The advocates of Supplementary Reading in English Literature will be glad to learn that when the value of the Library has reached the maximum recognized, ten per cent. of the yearly expenditure by the High School Board on this item, will be allowed in addition. Boards are also given the power to order the purchase of such literature by High School pupils. Full details are given as to the mode of distributing the grant on the grading of the accommodations.

The numbering of the forms has been changed so as to correspond to the years the course of study ordinarily takes; Form I being now Forms I and II; Form II, Form III; and Form III, Form IV. Physics has been added to the course of study for Form IV, and it is clearly and emphatically stated that no pupil is exempt from the course prescribed in Drawing, Reading, and the Commercial subjects, whether preparing for a University or a Departmental examination.

A few important changes have been made in the Entrance Examination: the first four should be carefully noted by teachers preparing candidates for the examinations next July:

(1) The Examination in Literature will be based partly on prescribed selections from the Fourth Reader and partly on the *remaining lessons* in the same reader.

(2) At the examination in composition the candidate will be expected simply to write a letter and a narrative or description, each being of about thirty lines in length.

(3) Drawing Books Nos. 5 and 6 will both be required.

(4) The subjects of Agriculture and Temperance and Hygiene are optional, but papers will be submitted in each when required. Candidates may take either or both; but, when taken, the minimum of one third will be required in each, and the total aggregate shall be correspondingly increased.

(5) The Presiding Examiners must in all cases be Inspectors or teachers in actual service.

(6) When at any time during the interval between Entrance Examinations it is considered desirable to admit a pupil, provisionally, until the next examination, the Principal of the High School, and the Public School Inspector shall at once report in detail upon the case to the Minister, without whose approval no provisional admission may be made.

The regulations in regard to the local Primary Examination in Oral Reading, Drawing, and the Commercial course are made much more stringent, and the Principals of the Public and the Separate Schools are given the same powers as the Principals of the High Schools; the presiding examiner no longer conducting the examination of candidates other than those from the High Schools, and the work of all candidates remaining in the custody of the Principal of the High School until the High School Inspector makes his report. Only candidates who have been awarded commercial certificates are exempt from the examinations in Drawing and the Commercial course.

Some changes affecting the Primary and Leaving Examinations are of importance:

(1) It is now stated that the Board of Examiners are jointly and severally responsible for the character of the questions in each of the papers.

(2) At the Primary and the Junior Leaving Examination in English Composition, an essay will be expected of about sixty lines in length and at the Senior Leaving Examination of about ninety lines.

(3) Physics is added to the science option at the Senior Leaving Examinations, but it is understood that it will not be required from candidates until after next July.

(4) Slides will be sent from the Department at both the Botany and the Zoology Senior Leaving Examination.

(5) At each of the Botany Examinations two plants will be given, one for description and one for identification, the use of text-book being allowed in the latter case.

Only those candidates are eligible to write at the Junior Leaving Examination who have passed the Primary Examination, or who, having made the aggregate marks required, have been recommended by the Principal of the High School.

(7) Any candidate who has passed the Primary Examination in Oral Reading, Drawing, and the Commercial Course shall, on the recommendation of the Principal, be eligible to write at the Senior Leaving Examination, without passing the Junior Leaving Examination, or the rest of the Primary Examination.

(8) The standard for Specialists' Certificates has been raised to one third on each paper and sixty-seven per cent. on the aggregate; and the course in English has been somewhat, and that in Science, considerably increased. It is understood that the increases will not be exacted until after next July, but that the rest of the regulations goes into force at once. Any candidate holding a First C or Senior Leaving Certificate may take the examination for a Commercial Specialist's Certificate—the course for which is the same as was detailed in the draft regulations submitted to the profession. The examination in the Commercial Department will be held in July; that in the other departments, in May.

(9) The standing of the fourth year in Arts is now accepted in lieu of the Senior Leaving certificate, thus raising somewhat the minimum qualification for a High School assistant.

(10) The old nomenclature, First A, B and C certificates is abolished; Specialists' Certificates representing the A and B, and the Senior Leaving the First C.

PROFESSIONAL TRAINING AND CERTIFICATES.

The regulations affecting this Department have been rearranged and some important changes made, the chief being:

(1) The dates for opening and closing the sessions of the Normal Schools and the School of Pedagogy are left unfixed—an indication of the possibility of the sessions being each extended to a year.

(2) The final examinations, the course of study, and the general procedure at all the Training Schools are harmonized; full recognition being given to sessional work and the claims of the various instructors.

(3) Teachers-in-training at the Normal School shall pay an entrance fee of \$5.00, and teachers-in-training at the School of Pedagogy and other candidates at the final examination thereof, a fee of \$10.00.

The following regulations affect the Cer-

tificates given by the Department other than those obtained at the final examinations of the Training Schools:

(1) The professional qualification of a Principal of a High School shall be at least two years' successful teaching in a High School or Collegiate Institute. (The non-professional qualification is fixed by Statute).

(2) Special teachers of Music, Drawing, and Drill, Gymnastics and Calisthenics shall possess qualifications satisfactory to the Minister of Education.

(3) Teachers of ten years' experience, who are now in charge of the Commercial Course in High Schools or Collegiate Institutes and who have taught all the subjects of the course prescribed for a certificate as Commercial Specialist and obtained therein First-Class grading on inspection, before the first day of July, 1891, shall be entitled to certificates in the Commercial Department without examination. All other teachers now in charge of the Commercial Course in Collegiate Institutes shall be regarded as legally qualified specialists in the Commercial Department so long as they retain their present positions.

(4) If, after due advertisement, a High School Board is unable to obtain a legally qualified High School Assistant, a permit may be granted by the Minister of Education for the then current half year to a suitable applicant on a statement of the case by the High School Board, submitted to the Minister before such appointment.

(5) The qualifications for a Public School Inspector's Certificate shall be (a) five years' successful experience as a teacher, of which at least three years shall have been in a Public School; and (b) a Specialist's Certificate obtained on a University examination, or a Degree in Arts from the University of Toronto, with first-class graduation honors in one or more of the recognized departments in said University, or an equivalent standing in any other University of Ontario, with a certificate of having passed the final examination of the Ontario School of Pedagogy.

The following regulations also deserve notice:

Kindergartens—(1) No person shall be appointed to take charge of a Kindergarten in which assistant teachers or teachers-in-training are employed, who has not passed the examination prescribed for Director of Kindergartens; and no person shall be paid a salary or allowance for teaching under a Director who has not passed the examination prescribed for assistant teachers.

(2) No candidate shall be admitted to the course of training prescribed for assistants, who is not seventeen years of age, and who has not passed the High School Entrance Examination; and after the first day of July, 1892, no person shall be admitted to the course prescribed for Directors unless such person has obtained an Assistant's Certificate.

(3) Any person who attends a Kindergarten for one year, and passes the examinations prescribed by the Education Department, shall be entitled to an Assistant's Certificate; and the holder of an Assistant's Certificate shall, on attending a Provincial Kindergarten one year, and on passing the prescribed examinations, be entitled to a Director's Certificate.

(4) Any person holding a Second Class Certificate, who has taught successfully for one year, shall, on attending a Provincial Kindergarten one year, and passing the examinations required by the Education Department, obtain a Director's Certificate.

(5) The Minister of Education may, at his discretion, accept the certificate of any other training school for Kindergarten work, as the equivalent of the Departmental Kindergarten examinations, or he may limit Kindergarten Certificates to any city or town as he may deem expedient.

Third Class Certificates—(1) When a Third Class Certificate has expired, the holder thereof may, on passing the High School Primary Examination, or an examination of a higher grade, and on proof of good character and of efficiency as a teacher, obtain from the Board of Examiners of the County in which he has last taught, a renewal of the same for a period not exceeding three years, at the discretion of the Board.

(2) Where the holder of an expired Third Class Certificate, though failing in one or more subjects, obtains the aggregate number of marks required at the Primary Examination or Junior Leaving Exam-

ination, the Board of Examiners may, if satisfied with the efficiency and aptitude of such candidate as a teacher, renew such Third Class Professional Certificate for a period not exceeding three years.

(3) Where a teacher, on account of illness or any other reason satisfactory to the Board of Examiners, was prevented from teaching on his certificate for the full time of its duration, the Board may extend, by endorsement, such certificate for a period not exceeding the time such teacher was unable to avail himself of his certificate.

(4) In case of an emergency, such as a scarcity of teachers, or for any other special cause, Third Class Certificates may be extended by the Minister of Education, on the joint request of any Board of Trustees and the Public School Inspector, but all such extensions shall be limited to the school on whose behalf the request is made, and shall be granted only where it is shown that trustees have used reasonable diligence to obtain a duly qualified teacher.

County Model Schools—Only persons holding at least a High School Primary Certificate shall be admitted to a County Model School, and applications for admission, stating age last birthday and choice of school, if any, shall be received by the Inspector not later than 25th of August: but no person shall be admitted who will not be eighteen years of age on or before the close of the term.

Normal Schools—(1) Teachers who hold at least a High School Junior Leaving Certificate, and who have passed the final examination of the County Model School and taught successfully for one year, shall be admitted to a Normal School, and on passing the examinations prescribed shall be awarded a Second Class Certificate.

(2) Teachers-in-training who have passed the Junior Leaving Examination or the examination of a higher grade, who obtain a Third Class Certificate at a City Model School, and who continue under the instruction of the Principal for one full term thereafter, shall be entitled to admission to a Provincial Normal School.

(3) Before being permanently admitted, teachers-in-training shall be examined at the opening of the session orally and in writing by the Normal School masters, with such assistance as the Minister of Education may think necessary, upon the following works:—Hopkins' "Outline Study of Man;" the first seven lectures. Quick's "Educational Reformers," (International Educational Series, 1890 Edition); the first sixteen chapters. Fitch's "Lectures on Teaching;" the first five lectures.

School of Pedagogy—(1) Only such persons shall be admitted to the Provincial School of Pedagogy as shall have completed at least the twenty-first year of their age on or before the close of the session, and as hold at least a High School Senior Leaving Certificate.

(2) The following certificates shall be awarded at the final examination: High School Assistants' and Specialists' Certificates after a session at the School of Pedagogy; and first-class certificates to candidates who, holding a Second Class Certificate and having completed the twenty-first year of their age on or before the close of the session, have had two years' successful experience in a Public School and are accordingly exempt from attendance at the School of Pedagogy; and to candidates who, having had three years' successful experience in a Public School, or who, holding a Second Class Certificate, have attended a session of the School of Pedagogy.

District Training Schools—(1) The Minister of Education may set apart not more than two schools in each of the Districts of Thunder Bay, Algoma, Parry Sound and Nipissing as training schools for candidates for Public School District Certificates.

(2) No school shall rank as a District Training School except upon the following conditions:—

(a) The Principal shall hold at least a First Class Provincial Certificate.

(b) There shall be in addition to the Principal two other teachers on the staff, one of whom shall hold a Second Class Provincial Certificate.

(c) There shall be an attendance of not less than ten candidates preparing for the examination at the close of the next ensuing summer term of the school, and the course of study shall be limited to the subjects prescribed for the Fifth Form of Public Schools.

(d) The accommodations and equipment of the school shall be approved by the Minister of Education.

* Hints and Helps. *

A MANUAL OF PUNCTUATION AND SOME MATTERS OF TYPOGRAPHY DESIGNED FOR PUPILS, TEACHERS, AND WRITERS.

BY JAMES P. TAYLOR, LINDSAY.

RULE XII.

DEPENDENT clauses are usually separated by a comma from the rest of the sentence in which they occur, and always when intermediate.

EXAMPLES.

1. When the sun rose, the army stood upon the Plains of Abraham.
2. When they are roughly handled, they give out a strong aromatic smell.
3. Tell me about the plant, please.
4. Were such irregularities to prevail unchecked in our fleshy stores, we should suffer considerable annoyance.

5. Receiving him loyally, they offered to support him, if he would sign the Solemn League.

6. Wherever I look or travel, in England or abroad, I see that men, wherever they can reach, destroy all beauty.

7. So, because I love odd names for little girls, I choose to call her Marygold.

8. Well, I believe I should have done so, if that meddlesome cook hadn't come in.

9. If a man of pleasure "about town" is swayed by anything, it is by a fear of becoming ridiculous.

10. Before I knew thee, Hal, I knew nothing; and now I am, if a man should speak truly, little better than one of the wicked.

(a) Wilson says: "When, in a sentence relating to time, place, or manner, the clause beginning with an adverb is put last, and is closely connected in sense with what precedes it, the comma shall not be inserted; as, 'I love my kind *where'er* I roam,' 'You will reap *as* you sow.' Clauses like these may be regarded as akin to the restrictive relative. But, if the adverbs *when*, *where*, etc., have only a faint reference to time or place, or introduce an additional idea, they should be preceded by a comma; as, 'Refrain not to speak, *when* by speaking you may be useful to others,' 'Andrew sailed for California, where he does a flourishing business.'"

(b) We are face to face now with a point in punctuation on which the best authority and common sense are opposed to an extensive practice. Look at this sentence: "Come to-morrow; and, if you can find your violin, bring it with you." Should there be a comma after "and," or not? Some put it there; some do not. Wilson says: "Many writers are accustomed to omit the comma in all cases, after a conjunction; but it is evident, that, when a word of this or any other part of speech is divided by a phrase or clause from the portion of the sentence to which it belongs, such intervening expression should have a comma before as well as after it, as in the following example: 'Agamemnon still lives before us in the "tale of Troy divine"; *but*, were not his name embalmed in that imperishable song, there would not now be a wreck of it.'" Quackenbos says: "Some are in the habit of omitting the comma before a parenthetical expression when it follows a conjunction. This is wrong; there, as in every other position, it must be cut off by a comma on each side; as, 'Your manners are affable, and, for the most part, pleasing.'" Mr. Allardyce says substantially the same, but seems to miss it sometimes in practice. He says: "But if the dependent clause be inserted parenthetically, it is marked off by commas or the other marks of parenthesis, however short it may be." This can hardly be called a typographical oversight; it rather confirms a statement in his *Introduction*, that "few punctuate consistently," for the same carelessness can be found in other parts of his book. On page 27, there is, "But, where the connection between the adjective phrase and substantive is very close, and where there is no risk of ambiguity, no point is to be used." So far, so good. But, on page 17, he has, "But if they occur at the end of a sentence, another full stop is not added; or, more correctly, it may be said that Rule IV. does not apply at the end of a sentence." And, on page 31, there is, "But where the words in

apposition are used in a limiting or distinguishing sense, the principle of Rule XIV. applies, and no point is used. Thus we should write 'Burns, the poet,' 'Dickens, the novelist'; but, if we wished to distinguish them from another Burns and another Dickens, we should omit the comma." Mr. Bigelow has blemished a capital little book with this: "Where *but*, *and*, or other connecting particle, occurs after a period or semicolon immediately before a parenthetical clause, it is better to omit the comma before the parenthesis." This is a strange remark from a good man. If, as all punctuators agree, the prime object of punctuation is to show the structure of a sentence, so that the sense may be the more readily perceived, it seems extraordinary that Mr. Bigelow would grant a license for such lop-sided work. Whenever a sentence is punctuated, it should be so done, that its back-bone can be seen at a glance. Take this sentence, "Albert Lee, *conscious in whose presence this eulogium was pronounced*, was much embarrassed; but his father, *whose feelings were flattered by the panegyric*, was in rapture." And this, "The old man, *alive to the danger of his position*, called the aid of his son; and, *when he arrived*, they soon despatched the bear." Although the main statements of these two sentences are made prominent, by throwing the subordinate parts into italics, yet the punctuation, without the italics, would make sufficiently plain the principal members of the sentences.

EXAMPLES.

1. But, if this were harsh, how would Mr. Giffan have had them proceed?

2. Yet, if we could forget Homer, we might not unreasonably be proud of it.

3. And, though we in English have abandoned the artificial part of the system, we retain its fundamental distinction by our use of *he*, *she*, and *it*; the test of sex is to us a real and ever-present one.

4. But, had his whole writings been of that same cast, he must have been degraded altogether, and a star would have fallen from our English galaxy of poets.

5. To make any beginning at all is one half the battle; or, as a writer in this magazine suggests, a good deal more.

6. This was, however, put off from time to time; and, though I called often for it by appointment, I did not get it.

7. But the model of both poets was something different from the regular epic; and, if there must be a comparison, the standard is to be sought elsewhere.

8. A secret correspondence was held with France; and, when all seemed ready, a day was fixed for the outbreak of rebellion.

9. But, when he was in Rome, he sought me out very diligently, and found me. 2 Tim. i. 17.

10. For even Christ pleased not himself; but, as it is written, The reproaches of them that reproached thee fell on me. Rom. xv. 3.

(c) In Cooke's "New Chemistry," is this sentence: "Two bodies have the same temperature if, when placed together, neither of them gives or loses heat; and, when, under the same conditions, one body loses while the other gains heat, that body which gives out heat is said to have the higher temperature." Here, a parenthetical phrase, "under the same conditions," is within a parenthetical clause, and has a comma at each end. But such pointing, however correct it may be considered, is altogether too stiff. Wilson says that short parenthetical expressions, "when introduced into what is itself parenthetical, should be left unpointed."

COURTESY.

BEBE.

In this paper I purpose considering a few of the rankest discourtesies likely to be found in any tolerably well-ordered school.

TEASING.

Children, the majority of them, find some peculiar gratification in teasing each other. Possibly it is because they themselves have been teased since they were babies, and are now only seeking to revenge themselves by teasing all whom they do not fear to attack. I suppose every one has seen cousins, aunts, uncles, papas and even mammas—and very well meaning ones, too—tormenting a little child. Of course, it is "only in fun," but then the

children under our charge only tease each other "in fun," too.

We must show our children that it is wrong to cause anyone needless pain, and that teasing does cause the victim pain. No truthful child will tell you that he likes to be teased. The Golden Rule gives definite instructions as to our mode of treatment of others. After all, *does it give any child real pleasure to vex another?* We can help the child to analyse his feelings sufficiently to answer that question.

RIDICULING PHYSICAL DEFECTS.

This really comes under the head of teasing. The former is, I think—yes, I think it is—a crime. Neither should be termed simply discourtesies, but if they exist among pupils I cannot see how the teacher can cultivate in the pupils a sense fine enough to discern what we term a discourtesy or a courtesy.

Any defect of speech, eye, or limb, is a heavy cross for a child; but when made the subject of derision by his thoughtless school-mates, the deformity becomes the source of intense mental pain. With cases of this kind the teacher may do much by throwing into his treatment of them an extra portion of patience and sympathy. These sufferers should furnish a powerful influence to waken in their schoolmates only good and noble feelings. Sensitive to unkindness these afflicted ones are equally sensitive to kindness; and what is kindness but a beautiful form of courtesy?

Constantly I have examples of both unkind and kind acts before me, for in my room is one laddie who stutters sadly, two pupils afflicted with strabismus, one very lame, and another so terribly crippled that I could not think it possible that even my most heedless child would wound him more by a single word.

I had the utmost difficulty in prevailing on one of the cleverest and most persevering girls I have ever taught, to wear spectacles in school. No young person in the community wore them and the boys seemed determined to lose no opportunity for holding Agnes up to ridicule. I had congratulated myself on seeing the end of this form of evil, but wishing to return glasses that had been worn by some participants in an entertainment we had had, I was obliged to go down to my group about the stove for assistance in settling to whom the glasses were to be returned. The discussion was over; I was on my way to my desk but stopped for a whispered confidence from my right hand helper, Catherine, when a sudden hush caused me to turn quickly in time to hear a most taunting remark regarding "crooked eyes" addressed to Agnes by one of my oldest boys. Both were members of the Fifth Class; she was his equal, but her ready reply, though truthful, was exceedingly discourteous, but she immediately burst into tears, and I know that her own wound was only rendered more painful by her own discourtesy. It was no time for words; it was not a case to be discussed before the other pupils, nor yet did the two require the same treatment. Fortunately my boy was as well-liked by me as was my Agnes, and alone he was so frank that I was almost as sorry for him as for her. Suffice it to say, that the incident afforded a lesson in courtesy to at least two and was to me only another proof of the advisability of settling as many troubles privately as possible. To my sorrow I must confess that I have not always acted according to the advice I offer, but when I have done otherwise I have frequently undone the work I had already done in teaching courtesy.

One morning my pitifully distorted Harry slipped and fell almost upon the stove. With a wonderful quickness John caught him, and with a kindness touching to see helped him and brushed the snow off his jacket.

Some day when Harry is absent I shall make use of that scene to stir some others to emulate John's deed. A willingness to be helpful to others is the first essential of courtesy.

BOYCOTTING POORLY DRESSED CHILDREN.

We find in almost all schools some children who are much less comfortably clad than they should be. Sometimes poverty is the cause, sometimes shiftlessness. Have you seen a dainty white pinafored maiden poise her less fortunate sister's head-gear in mid air for the delectation of her thoughtless companions? Did that maiden see the tears that waited in the other girl's eyes? Did she know that only her parents stood between her and similar

circumstances? I should ask Miss Maud a few questions somewhat like these when next I could take time for an interview.

PUSHING AND CROWDING FOR FIRST PLACES.

Look at the pump for an example. "Give me the cup," "I want a drink," "Give it to me next," "Me after you," "No, I'll just give it to who ever I like," etc.

WEARING HATS IN THE ROOM.

An appeal to our gentlemen will accomplish something, but we must be careful to put occasional tacks in to keep the lesson in mind.

In a list I shall place a few more—thoughtlessnesses, noisy movements, saucy replies, interfering with others, slow obedience, marking or marring, desks, carelessness in use of borrowed articles, and looking out for number one with a total indifference as to what happens to all the other members.

Each teacher must choose his or her own remedy, but the disease and the patient require very careful study. The most powerful medicine the doctor can use is labelled, "Be Courteous."

I saw the other day a sentence regarding "Our Girls." "While the little daughters are still with us, do let us make ladies of them. Require them to speak nicely to us and to each other; to speak in gentle, kindly tones; to have consideration for the feelings of others; to give up willingly a cherished plan of their own, if by so doing they can give pleasure to others."

Instead of "our girls" let us substitute "our scholars" and make the other necessary changes and we have our work.

IMMORAL CHILDREN.

BY LIZZIE MURRAY.

IMMORAL children are, perhaps, the most difficult to deal with. Not only have we training and home influences to battle against, but inherited defects as well. There seems to be in some an almost total absence of principle—a lack of a boy's safeguard—his honor. And yet you seldom find one with nothing lovable in his nature, though it may require love and patience and earnest seeking to find it. Often a little incident will reveal to us a trait in a boy's character which we never suspected, and will give us a clue as to the best treatment. We may show an interest in a pet animal, or a little favorite brother or sister—anything to show the child that we really have an interest in himself, apart from seeing that he does the work we impose on him. Unreasonable as it may seem to us, I believe that some children look upon us as tyrants, whose chief delight it is to impose detested duties, and to punish for a failure to perform them.

A very interesting experiment was performed in London by an eminent scientist, a lover of children, and a great believer in the power of training to counteract evil in the nature. From an alley in the slums of London he took the ugliest and most unprepossessing child he could find. Placing him in the most favorable surroundings, providing him with a liberal education, watching over him with the greatest care, he was delighted to find a change taking place. The restless longing for his old companions gave way to an interest in his studies; he lost his passion for appropriating little nick-nacks; even his ugly features were changing and becoming interesting. But his old nature occasionally reasserted its power, and his features at such times assumed their old hideous expression.

We cannot do for any child what this philanthropist did for his little pupil. Reckoning that the child sleeps nine hours in the day, we have him under our control about one-fourth of his waking hours. Five hours a day of thoughtful, firm, patient control should have a great influence on the child-nature. And how very patient and self-controlled we must be. Bain says that a single impatient or unjust speech may undo the work of anxious weeks.

Not only for his own sake, but for the sake of the class, must the immoral pupil be saved from himself. One of the old educationists says that one boy, who is a ringleader, has more influence for good or bad than the teacher. There is always more sympathy between child and child than between teacher and child.

Immorality includes falsehood, theft, swearing and lack of principle. How shall we treat each? It is impossible to lay down any hard and fast rule. Different natures require different treatment, and

we must make a study of the child before adopting any course of treatment.

One very necessary thing is that we must set them an example. In the smallest and least important matter, we owe it not only to ourselves, but to the children, to be perfectly true. A promise or threat unfulfilled—forgotten, perhaps—may seem a very little thing, but we may rest assured that some of the pupils remember, and will draw conclusions from it.

Then, is it safe to show distrust, even after we have come to feel it? May it not make the child reckless and inclined to feel that there is no use in telling the truth, as he will not be trusted anyway? Do all the children know why they should not lie, and can we do anything until they do know? Will any treatment take the place of a quiet talk at first?

Let us remember that we have the children at an age when it is easier to give a bent to their natures than it ever will be again, and that the habits they form now may cling to them through their whole lives.

✻ Correspondence. ✻

PHYSICAL CULTURE.

To the Editor of THE EDUCATIONAL JOURNAL.

FOLLOWING is the first of a series of three or four letters by A. C. Mounteer, B.E., Secretary of the Ontario College of Oratory, Toronto.

Subjects.—I. An Intelligent Basis; II. The Objects Aimed at in the Emerson System of Physical Culture; III. How to Attain these Objects.

I.

All thinking men now admit the almost axiomatic truth of the two following statements: "Prevention of disease is better than cure." "There is no virtue in being sick." It is also considered that disease of all kind is abnormal, and was never intended by the Creator, who made man perfect "in his own image and likeness." All sickness is the natural outcome of disobedience to nature's divine laws, either by the person who suffers or his progenitors. It is also clearly established that obedience to these laws, and the supplementing of judicious physical exercise, will insure health to nearly every person born into this world.

But just here we are confronted with a difficulty which it would be folly to ignore. How can these laws be obeyed when not understood? It is a deplorable fact that disobedience to the natural laws of health has never been more widespread than in this, the most enlightened age of the world's history. Our fathers were simple in their habits of living and diet, and probably relied more upon their own experience in matters pertaining thereto than upon physicians' advice and prescriptions. Hence, with very little knowledge of physiological laws or the general principles of hygiene, as now understood (though seldom practised), they were comparatively much freer from chronic diseases than the men and women of this generation. The nervous excitement and mental worry that, under modern conditions, are almost inseparable from every trade, business or profession, combined with a careless or ignorant disregard of nature's laws, have resulted in a physical degeneration that is alarmingly general. I am becoming more and more convinced that this deplorable condition is largely due to prevailing ignorance of the laws which relate to our physical well-being and development. There is no subject in which the average citizen is more profoundly ignorant than the physiology of his own person. On the other hand, Medical Science has been making wonderful strides; and never before were the services of physicians or the merchandise of drug stores in so great demand as now. There are hundreds, aye thousands, even among the most intelligent, who, if at all indisposed, at once resort to drugs. If the citizens of Canada were as intelligent in their knowledge of physiological and hygienic laws as many of them are in subjects that are of little practical value, at least five-sixths of our medical practitioners, drug stores and patent medicine manufacturers and vendors would be dispensed with. I have been pleased to note that no less able an authority than Dr. Buck, of London, Ont., holds a very similar opinion.

But what has all this to do with the subjects I am now discussing? "Much every way." It is because of this deplorable condition, referred to so briefly, and as an offset to it, that our leading educators are becoming so thoroughly interested in physical culture. Drugs and all kinds of devices in the line of patent medicine, have been resorted to as antidotes to diseases, but have yielded no satisfactory results. Thinking men are becoming wearied and almost discouraged, for they see as a direct result of such unnatural treatment, the sum of human misery has been greatly augmented. Nature, wise old monitor that she is, has offered many a protest, and has frequently suggested simpler and infinitely more rational treatment. But, as with Naaman of old, the remedy was too simple for us. We have been waiting for our modern prophets to prescribe some "great thing," and, unfortunately for the human race, they have done so, until medical science (so called) has been degraded into a mere pandering to the ignorant prejudices of the people.

For a good many years there have been found men and women with sufficient courage to advocate obedience to nature's laws and systematic physical exercise as the most sensible and effective means of resisting disease. They attempted to propagate these principles, but in doing so were dubbed "cranks." Some of them are now sleeping in their graves, unwept and not long remembered. There is more truth than poetry in this. Forty years ago, teaching physical culture would have meant starvation, if not abuse, to anyone attempting it. But how different now. The crank was persistent, as all benefactors of the race must be. The omnipotent God of nature had hold of him. The wheel of public opinion that had so long been rusted fast in blind, lazy prejudice, commenced to creak about twenty-five years ago. The crank died in the struggle, but there were scores more ready to be adjusted in his place. The wheel, thus helped by numerous and fresh recruits, began to turn. The turning gradually became less difficult, until today, it has reached the point when cranks are all dispensed with; for behold! it is now in the domains of common-sense. The active property of this latter force is so great that our wheel is now becoming almost automatic in its revolutions. All well-wishers of the race have abundant reason to thank God and take courage.

We Canadians, with our characteristic slowness and sureness, are still a good distance behind our American neighbors in this matter that is of such vital importance. But, thank God! our educational leaders are becoming slowly and thoroughly aroused. Of course, we are not so fast as the "Yanks." They do the experimenting, or, to coin a word, the evolving of the system, and often take up with schemes that appear to us staid Canadians as more than a little "wild." We wait until they have evolved a *sure* thing, and then drop in in plenty of time to reap our share of the advantages. I do not speak thus to censure Canadians, for it seems to me it is very sagacious on our part, if not indicative of much independence. Now, what is the lesson to be deducted from this somewhat rambling talk? Simply this: *A definite knowledge of the laws of human economy must precede all intelligent practice in physical culture. Physiology and Hygiene should be given a much more prominent place in the curriculum of our public schools.*

'TWOULD MAKE A BETTER WORLD.

If men cared less for wealth and fame,
And less for battlefields and glory;
If wit in human hearts a name
Seemed better than in song or story;
If men, instead of nursing pride,
Would learn to hate it and abhor it;
If more relied
On love to guide,
The world would be the better for it.

If men were wise in little things—
Affecting less in all their dealings;
If hearts had fewer rusted strings
To isolate their kindred feelings;
If men, when Wrong beats down the Right,
Would strike together to restore it—
If Right made Might
In every fight,
The world would be the better for it.

—N. H. Cobb.

* Correspondence. *

TRUSTEE AND TEACHER.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—In THE JOURNAL of January 1st there are two editorial paragraphs which reflect a little on proposals which I made recently as a member of the Toronto High School Board, and which are still under the consideration of that body. As you object to each of these proposals on the ground that it is an interference with the proper function of the Principals of our schools, perhaps I may be allowed a word of explanation.

The motion to make all our teachers members of one staff is simply an intimation of a change of status which circumstances have rendered highly expedient, if not absolutely necessary. High School education is quite expensive everywhere, and is not less, but rather more, so in Toronto than in other places. Our High School Board has been liberal in the matter of accommodation, liberal in providing appliances, liberal in engaging a large number of teachers, and liberal in paying them fair salaries. Just now we are starting a new school, with what effect on the attendance at the other two schools no one can tell. All that is contemplated in my motion is to notify teachers that if their services are found to be not needed in one school and to be needed in another they must be prepared to transfer themselves at the order of the Board. The alternative would be to require the pupils to attend one school in preference to another, and this will not be done except as a last resort. I do not suppose for a moment that we would be expected either to keep teachers where we have no use for them, or to hire additional teachers when we have enough on our hands already. Amidst all the talk of economizing, of which we have heard so much during the late municipal contest, not a word of criticism has been directed against the management of our High Schools. I attribute this to the sensible way in which our Board has dealt with such questions as the one above referred to, and I know that the proposal meets with the cordial approval of the public.

I am glad that you endorse my wish to have the Roman pronunciation of Latin taught in our schools, partly because I like to have good authority on my side, and partly because it saves the trouble of arguing the question with you on its merits. I confine myself, therefore, to what I may call the point of etiquette that you raise. No one can be more desirous than I am of conserving the influence and dignity of the Principals of our schools, and I think no one will charge me with any recklessness in trespassing on their functions. I cannot agree with you that the High School Board has no right to prescribe in this matter. We have three schools. Parents move frequently from one part of the city to another. It is well that, so long as teachers are not needlessly hampered, the pronunciation of each foreign language should be practically identical in all our schools. That is the case now with French and German. I doubt very much whether it is now or ever was the case with Latin; but suppose one of our Latin teachers were to introduce the Roman pronunciation how would we find ourselves? A pupil after learning the English pronunciation in one school would have to change to the Roman pronunciation in another, and *vice versa*. How long would the people of Toronto stand it? How long ought they to stand it?

Whether the time has come for the change is a question of facts and expediency. I think it has—that is to say, I think the time has come to fix a time when all our teachers must teach the Roman pronunciation. The Classical Masters' Association of the Province has the question under consideration, and will probably approve of the change. In all the great universities and most of the colleges and schools of the United States the Roman pronunciation has become thoroughly established. It has, I believe, been lately approved of in the University of Cambridge, by what authority I cannot just now say. In five years from now it will be universal, having driven out alike the old continental and the English pronunciations. If we had only one school this matter might have been left to one teacher. As we have three schools it should, in my opinion, be dealt with by the Board after due consideration. At the last meeting it was re-

ferred to the School Management Committee, which will, no doubt, consult both the Principals and the Latin teachers, in accordance with its usual practice. Yours,

WM. HOUSTON.

HOW TO PRESENT WRITING TO CLASSES IN AN UNGRADED SCHOOL.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—From my experience as a Public School teacher, I am able to say, fearless of contradiction, that writing in such schools is almost entirely neglected, and beg to make a few suggestions of a practical nature, and point out their application to the several classes.

With your permission I will assume a school having First, Second, Third and Fourth Class, with several grades in some, if you wish. I will take as my foundation the principle that any person with one good eye and one good finger and thumb on either hand can learn to write, and write well. After seeing that all present are provided with a good supply of paper, pens and ink—the first and second class with coarse pens—have all assume a proper position as directed by the teacher. As these positions have been given in school copy-books, I omit detail. Without ink or pen, insist upon every pupil following the different exercises, such as straight lines up and down, on proper slant of writing, viz., about 52° to horizontal, leaning to the right, and not moving to right or left. You need not preach to a pupil about muscular or finger movement, but let him use fingers if he choose; but explain the sliding of the hand and arm, all classes alike, then count one for every time you require the pupil to make the down stroke, finger or muscle as they wish.

Increase the speed to an intense rate, and keep it up for one, two, three, or five minutes, without any ink. At the end of this time the attentive teacher will notice that almost all the finger movement has vanished, the fingers becoming so tired that the writers are compelled to use the muscles or muscular movement.

Frequent drills on this will result in almost annihilating the finger movement. Other exercises may be used, such as ovals, l's, f's, etc., made, say ten at a time, very rapidly towards the latter part of the exercise. A pupil assuming a cramped position at from seven to ten degrees will have great difficulty in breaking it up, while with the exercises above-mentioned he is gaining freedom and ease.

In a subsequent lesson we shall make the application of the above to the several classes and the individual pupils of each class.

Accompanying these suggestions you may find a set of *capital letters, photo-engraved from actual writing by L. D. Teter, the penman at the National Business College, which may serve as a copy, as they are a fac-simile of the original writing.

Any teacher desiring a more minute explanation may receive the same by communicating with C. H. McCargar, National Business College, Ottawa, Ont., who will be pleased to answer all questions asked on the above subject. Yours,

C. H. MCCARGAR,
Principal of National Business College,
Ottawa, Ont.

Book Notices, etc.

Gymnastic Cards of the Ling System. By F. A. Morse, Boston. New England Publishing Company, Boston and Chicago.

The Gymnastic Cards will supply a real need. A condensed set of physical exercises printed in such a form that a teacher somewhat unfamiliar with this branch of culture may work advantageously, because she can at a glance receive the special information which she requires, will, without doubt, be received with hearty appreciation.

The Industrial Primary Arithmetic. By James Baldwin, Ph.D. Ginn & Co., Boston.

This is the best embodiment of the most approved methods of teaching primary arithmetic and the most comprehensive collection of work we have seen. It is an excellent illustration of the law of

*Crowded out; will appear in next number.

learning by doing. There is no waste of time over "meaningless forms and processes," but every exercise, question and problem is eminently useful and practical. Every page is divided definitely into class and seat work, and the number, variety and ingenuity of the examples and occupations leave little to be desired.

An Inductive Latin Primer. By Wm. R. Harper, Ph.D., President of the University of Chicago, and Isaac B. Burgess, A.M., of the Boston Latin Schools. (The American Book Company).

Carries out the principles and methods of the "Inductive Latin Method, by the same authors. While we do not believe in the method, yet it is to be regretted, in the interests of education, that our secondary system does not permit some years' faithful trial of it in a good school, which would determine once and for all the claims of this theory of language-teaching. M

The Prometheus Bound of Æschylus, and the Fragments of the Prometheus Unbound. By N. Wecklein, translated by F. D. Allen, Professors in Harvard University.

The notes on verses 24 and 90 are fair samples of the dreary pedantry which disfigures the real scholarship of the edition. Such books are not only useless, but injurious to the student of Greek literature. A mere boy usually, he will work through the play with never a hint of its place in literature, and for all he will learn here, the book of Job might never have been written. Prof. Greenough's edition of the Satires and Epistles of Horace shows what American scholarship can do on independent lines. Why the editors of the College Series continue to worship their German idols is inexplicable. If Greek means anything to a new nation, surely it means literature. M

Life of the Right Hon. Sir John A. Macdonald, G.C.B., D.C.L. (Oxon.), LL.D., Q.C., P.C. By his nephew, Lt.-Col. J. Pennington Macpherson, A.D.C. St. John, N.B.: Earle Publishing House. 1891.

THE two volumes of this important book are now before us. Their appearance is very attractive, and indicates that no expense has been spared in paper, type, or engravings. The frontispiece of the first volume is a beautiful steel engraving of the late Premier as he appeared about thirty-seven years ago. The frontispiece of the second volume is another very fine steel engraving of Sir John near the close of his life. These engravings are claimed to be, without exception, the most life-like and best executed portraits of Sir John ever published, and add greatly to the value of the work. There are fifty other engravings representing members of Sir John's family, scenes in his early life, past and present colleagues, his principal political opponents, the Governors-General, the promoters of the Canadian Pacific Railway, his funeral and his grave. All of these are executed in the highest style of art, and are most valuable from both an intrinsic and historical point of view. The story of Sir John's private life, down to his first election to the House of Assembly in 1854, has been largely contributed by the author's mother, who still lives in Kingston, and is first cousin and sister-in-law to the late Premier, and by other relatives. It consists of an account of his birth in Scotland, removal to Canada, his school days, his law studies and practice at the bar, election as alderman, etc. From 1844 the work deals only with his political life. It is, in fact—and we are inclined to think that it may be the better rather than the worse for the average reader on this account—rather a history of Canada than a biography of the individual statesman who occupies so prominent a place in the development of that history. It deals with all the important incidents in the period it covers, and gives a tolerably full account of each of the prominent questions, which have in turn, occupied the attention of the successful statesmen, and rulers of the country, since the period named. In this way Lt.-Col. McPherson's volumes contain a large mass of information which cannot fail to be useful to the student of Canadian History. It is but fair to remind the young reader of the fact which the author himself makes no

attempt to conceal, that it is history written from the standpoint of an ardent Conservative, and an unqualified admirer of the late Premier. It is, in consequence, apologetic, rather than judicially impartial throughout. We should, therefore, perhaps, modify the expression used above, and say that it is not so much a history as a contribution to the History of Canada, from the Conservative side. The student who will take the trouble to offset it by other works dealing with the same subjects and periods from other points of view, analyzing, comparing, balancing and forming his own conclusions, will, in that way, get a fuller, more accurate and more impartial knowledge of the history of the country and the character and works of its statesmen than can possibly be gained from any single work. This is, in fact, the only way in which the history of any country can be effectively studied.

THE teacher who draws an artificial line in the child's life, dividing intellectual training from moral, to devote himself to the first and throw the entire burden of the second on the home, commits not only a blunder, but also an offense. The child is growing as a moral being in school hours as well as out of them. In them there are some special advantages for effective ethical teaching which the home does not possess. The teacher and the parent are even more natural allies in this direction than in the field of purely intellectual effort. Every public-school teacher is bound, then, I hold, to make the school hours a time for instruction in character, so far as this is compatible with the chief object of imparting the elements of knowledge.—*Nicholas Paine Gilman.*

FIRST GENT (*seeking place in 'bus*).—"Is the ark full?"
SECOND GENT.—"Yes, with the exception of the ass. Come in!"

"SHALL we marry, darling, or shall we not?" was the short and witty line an ardent lover despatched to the idol of his heart.
But where the strangeness of the matter comes in, the girl replied: "I shall not! You can do as you please."

DR. T. A. SLOCUM'S
OXYGENIZED EMULSION OF PURE
COD LIVER OIL. If you have Asthma
—Use it. For sale by all druggists. 35 cents
per bottle.

YOUNG WIFE.—"Tom, darling, you must really be photographed."
TOM.—"Why?"
YOUNG WIFE.—"Oh! I want to see you oftener, as you are so seldom at home."



Children
always
Enjoy It.

SCOTT'S EMULSION

of pure Cod Liver Oil with Hypo-phosphites of Lime and Soda is almost as palatable as milk.
A MARVELLOUS FLESH PRODUCER
It is indeed, and the little lads and lassies who take cold easily, may be fortified against a cough that might prove serious, by taking Scott's Emulsion after their meals during the winter season.
Beware of substitutions and imitations.
SCOTT & BOWNE, Belleville.

OFFICIAL CALENDAR

— OF THE —

EDUCATION DEPARTMENT

Literature Selections for the Entrance Examinations. 1892.

- Fourth Reader.*
- Lesson IV The Little Midshipman.
- " VII Boadicea.
- " XIV Lament of the Irish Emigrant.
- " XVI The Humble Bee.
- " XXI Oft in the Stilly Night
- " XXII 'Tis the Last Rose of Summer.
- " XXXIV Death of Little Nell
- " XXXVII The Bell of Atri
- " XLI Making Maple Sugar.
- " XLIX The Mound Builders.
- " L The Prairies.
- " LXXIX The Capture of Quebec.
- " LXXX Waterloo
- " LXXXIII The Influence of Beauty.
- " LXXXV Marmion and Douglas
- " XC Mercy.

- 1893
- Lesson V Pictures of Memory.
- " X The Barefoot Boy.
- " XIX The Death of the Flowers.
- " XXIV The Face Against the Pane.
- " XXVI From the Deserted Village.
- " XXXV Resignation.
- " XL Ring Out Wild Bells
- " XLII Lady Clare
- " LII Jacques Cartier
- " XCI Robert Burns
- " XCII Edinburgh after Flodden.
- " XCVIII National Morality.
- " C Shakespeare.
- " CII The Merchant of Venice, First Reading
- " CIV The Merchant of Venice, Second Reading.

- Selections for Memorization.
- Lesson XIII The Bells of Shandon.
- " XXXI To Mary in Heaven.
- " XL Ring Out Wild Bells
- " XLII Lady Clare
- " XLVI Lead Kindly Light.
- " LXVI Before Sedan.
- " LXXIII The Three Fishers.
- " XCIX The Forsaken Merchant.
- " CIII To a Skylark
- " CV Elegy written in a Country Churchyard.

January 18th—Provincial Normal Schools open.

OUR SUCCESS

In increasing our business (as shown in the recent issues of this paper) in the most favored sections of the Dominion and amongst the best people of every community where we are represented justifies the belief that our plans and policies are the most acceptable now being offered to the insuring public.

The Temperance and General Life Assurance Co.

HAS HAD A LARGE PATRONAGE FROM TEACHERS

Our most successful agents and chief officers have nearly all been teachers. We want teachers who have tact and energy to represent us in many places where we are still unrepresented, and will be glad to hear from men who desire territory and have confidence in their ability to succeed as canvassers.

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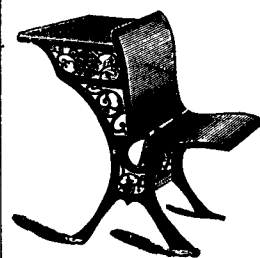
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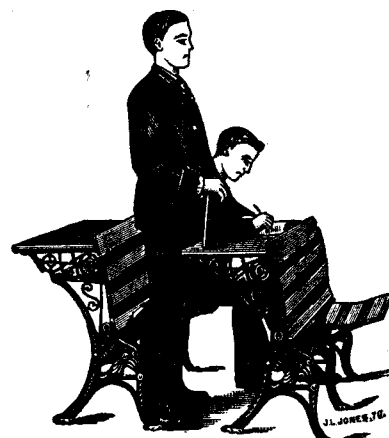
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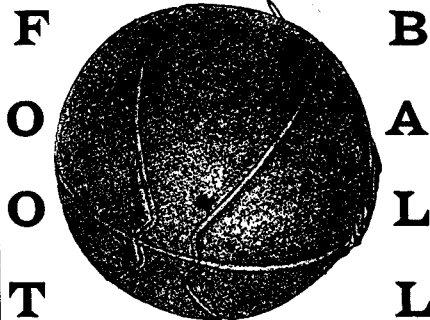
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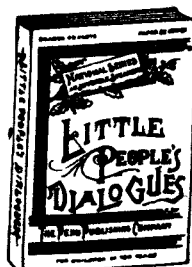


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