Technical and Bibliographic Notes / Notes techniques et bibliographiques

Canadiana.org has attempted to obtain the best copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

Canadiana.org a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- ☐ Coloured covers / Couverture de couleur
- ☐ Covers damaged / Couverture endommagée
- ☐ Covers restored and/or laminated / Couverture restaurée et/ou pelliculée
- ☐ Cover title missing / Le titre de couverture manque
- ☐ Coloured maps / Cartes géographiques en couleur
- ☐ Coloured ink (i.e. other than blue or black) / Encre de couleur (i.e. autre que bleue ou noire)
- ☐ Coloured plates and/or illustrations / Planches et/ou illustrations en couleur
- ☑ Bound with other material / Relié avec d'autres documents
- ☐ Only edition available / Seule édition disponible
- ☑ Tight binding may cause shadows or distortion along interior margin / La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure.

- ☐ Coloured pages / Pages de couleur
- ☐ Pages damaged / Pages endommagées
- ☐ Pages restored and/or laminated / Pages restaurées et/ou pelliculées
- ☑ Pages discoloured, stained or foxed/ Pages décolorées, tachetées ou piquées
- ☐ Pages detached / Pages détachées
- ☑ Showthrough / Transparence
- ☑ Quality of print varies / Qualité inégale de l'impression
- ☐ Includes supplementary materials / Comprend du matériel supplémentaire
- ☐ Blank leaves added during restorations may appear within the text. Whenever possible, these have been omitted from scanning / Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été numérisées.

☑ Additional comments / Commentaires supplémentaires: Continuous pagination.

The Educational Journal.

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

VOL. III. TORONTO, NOVEMBER 15, 1889. No. 13.

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.*
H. HOUGH, M.A. - - *Manager Educational Dep't*

Terms:—One dollar and fiftycents per annum. Clubs of three, $4.25; clubs of five, $6.75. Larger clubs, in associations, sent through association officials, $1.25.

Individual members, subscribing at a different time from that of the formation of the Club, may send their subscriptions to this office. Their orders will be taken at club rates.

New subscriptions may begin at any time. Payment, when by mail, should be made by post-office order or registered letter. Money sent in unregistered letters will be at the risk of the senders.

In case it may be necessary to make change, please send it in one-cent stamps.

The date at the right of the name on the address-label shows to what date the subscription is paid. The change of this date to a later one is a receipt for remittance.

Renewals of all subscriptions should be made promptly.

☞ Subscribers addressing the office on any business will, in all cases, please give the names of the post-offices to which their papers are being sent at the time of writing.

Rates of advertising will be sent on application.

Business communications should be addressed to the publishers; those relating to matter for insertion in the paper, to the editor. These distinct matters should always be treated on separate sheets of paper.

PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.

TORONTO, CANADA.

T. G. WILSON. - - *General Manager.*

Table of Contents.

Editorial Notes.

Two teachers have kindly furnished us with suggestive articles in reply to Pica's request for advice to aid in the suppression of "mumbling," or studying in an undertone by pupils. These are crowded out of this issue, but will appear in Hints and Helps Department of next number.

As we go to press the annual meeting of the Provincial Association of Public and High School Trustees is being held in the rooms of the Public School Board, in this city. The programme is an interesting one. It includes the discussion of the questions of an optional English course in the High Schools, the abolition of the December Entrance Examinations, the change in examinations proposed by the High School masters, and the non-exemption of school property from municipal taxation.

"MAGISTER'S" letter, which will be found in another column, should have appeared in last issue of the JOURNAL, but was, by some oversight, omitted. While we do not agree with "Magister's" reflections upon the motives of those officers of the Department, whoever they may be, who are specially responsible for the obnoxious regulation, we think, as intimated in last number, that there is certainly great force in the criticisms which he and others have levelled against the regulation itself.

A COMMITTEE of the Oxford teachers computed that the literary selections prescribed to be committed to memory by pupils preparing for the next Entrance Examinations amounts to nearly sixty pages. We have always been of opinion that the increase in the amount of Entrance Literature to be read was a change in the right direction. But sixty pages to be conned by rote by young boys and girls within the course of a few weeks or months, is a task that may well make one stop and think. *Est modus in rebus.*

WE should have invited special attention to the excellent paper on "The Teaching of History," by Mr. William Houston, M.A., in our last number. This paper is followed in the present issue of the JOURNAL by a very suggestive article on the same subject by Mr. Thomas C. Robson, of Minden. Mr. Robson's paper was read before the Haliburton Teachers' Institute in September, and was intended to serve the purpose, which it does admirably, of an illustration of the manner in which the inductive method advocated by Mr. Houston may be applied in the ordinary course of history teaching in the Public schools. Both papers will repay careful perusal.

IT will be observed on reference to "Question Drawer," that a large proportion of the questions asked refer to matters of school law and Departmental Regulations. It would, perhaps, be better for teachers to send all such questions direct to the Secretary of the Education Department, as they would, no doubt, be promptly answered, and the answer could be regarded as official and authoritative. We say this from no unwillingness to take the trouble necessary to procure replies, but because the other method would probably be more satisfactory on the whole.

FRIENDS of Victoria University will no doubt sincerely regret that the efforts to bring about a peaceful settlement of the question between the town council of Cobourg and other plaintiffs and the Board of Regents, failed, and made it necessary for the case to go into Court. Whatever decision may be given by the Court in the first instance, it is not at all likely that it will be accepted by the losing party. An appeal will be pretty sure to follow, and the matter will thus be still longer delayed. Meanwhile, it is pleasing to learn from a recent address by Professor Reynar, that the University is still progressing, that the attendance has not fallen off, that the class lists are larger than ever, and that "the College work was never in a better condition than it is to-day."

We give in this number, by request, some specimens of the Professional Examination Papers, set at the Training Institutes last December.

We have received a letter subscribed "A Ped." The writer has forgotten the old journalistic rule which requires that the correspondent must furnish the Editor with his real name and address as a condition of publication. For this and other reasons we have not published the letter, but one of its points, if correct, seems well taken. The writer says, referring to the Junior Matriculation questions in History, published in last issue: "The questions set in History are not based on the portions set apart for study. By the curriculum of 1888 the course prescribed is William III. to George III., both included. Now turn to questions four, five, six and seven, and notice to what extent my observations are correct. What is the benefit in issuing a limit of studies if the poor student cannot depend on the certainty of the course set apart being followed?"

Our thanks are due to Mr. R. W. Strannon, of Queen's College, Kingston, for his communication, which will be found in another column, removing our misapprehension as to the action of the Council of Queen's touching the mission of Dr. Knight and Mr. A. P. McGregor to the High School Section of the Ontario Teachers' Association. The resolution, as now reported in full, is thoroughly courteous, and will, we have no doubt, be accepted by those to whom it is addressed in the spirit in which it is offered, and render any further reference to the affair quite unnecessary. In fact we had understood that satisfactory explanations had already been made and accepted, and hence were a little surprised at what seemed to be the tone of the Council's resolution. We regret that the condensed report which we copied from the *Whig* should have led us to misconstrue, to some extent, the nature and spirit of the Council's action.

The teachers of Oxford County raised two or three important questions at their Convention, as will be seen by the report of their proceedings. The resolution passed almost unanimously, recommending that the issue of non professional third-class certificates be discontinued, is supported by so many and so cogent reasons, that it can hardly fail to command the serious attention of the Education Department. Youth and immaturity are no reproach to their possessors, but they are serious disqualifications for the duties and responsibilities of the teaching profession. We may, we believe, say without fear of contradiction, that they constitute the most serious defect in the working of the Public School system of Ontario. It was stated in the course of the discussion that the large majority of the teachers in question work for less than $300 each per annum, and many for less than $250. This fact, for fact we suppose it must be, is eloquent in favor of a change. Nothing could more effectually degrade the profession and drive out of it teachers of maturity and culture, than the acceptance of such a scale of remuneration by many of its members.

When we commented briefly upon "Headmaster's" complaint in our last number, touching the inconvenience of the time at which the First A and B examinations are held, it did not occur to us that the dates referred to are fixed by the University, else we certainly should not have said that there could be no great difficulty in changing the time of the examination. We are still of the opinion that, as the examinations for certificates are taken mainly by teachers, to many of whom the difficulty of obtaining leave of absence is a very serious one, it is important that those examinations should be held during term. We cannot think that throwing up an engagement and taking a three months holiday is so easy or practicable as "Another Headmaster" implies. At the same time we agree with him that in other respects the present arrangement is a good one, and that to go back to the Departmental Examinations would be a retrograde movement. Probably, in most cases, if the trustee boards had to choose between the resignation of a good headmaster, and making arrangements to give him leave of absence to attend the examination, they would choose the latter. The statement made by "Another Headmaster" in respect to the demand for trained teachers of the grades in question, must be very stimulating to those ambitious of rising higher.

Inspector Johnson, in his address at the late meeting of the Teachers' Institute in Gananoque, made certain explanations touching the place and use of district certificates which should be borne carefully in mind by all concerned. We quote his words as reported in the Gananoque *Journal:*

"In the first place, I would have you bear in mind that district certificates are granted solely and wholly for the benefit of poor sections, and that it was never the intention of the Legislature to make such certificates legal qualifications to teach in a section able to pay a regularly qualified teacher—that is, a teacher holding a provincial certificate. It is also to be noticed that this certificate is, as its name implies, of inferior geographical value; thus such a certificate granted by a Board of Examiners for this county has no legal value in any other county. The county Board of Examiners has full control over such certificates, can limit them to such sections as are not able to pay wages sufficient to secure the services of a second or third class teacher. In this county such certificates are limited by the county Board of Examiners to sections having an assessed value of not more than $40,000. The fairness of such a system must be evident to every one. The district certificate is only for the section of low assessed value; whether the section contains many or few children within school age has nothing to do with the question; the only question to be answered is, can the section pay a regularly qualified teacher? If it can, then the district certificated teacher has no right there as a qualified teacher."

Educational Thought.

Children are very much what their teachers make them. I find plenty of deleterious and detestable influences at work, but there are influences of journalism in one place, in another influences of politicians, in some places both the one and the other; they are not influences of teachers. The influence of the elementary teacher, so far as my observation extends, is for good; it helps morality and virtue. I do not give the teacher too much praise for this—the child in his hands so appeals to his conscience, his responsibility is so direct and palpable. But the fact is none the less consoling, and the fact is, I believe, as I have stated it.—*Matthew Arnold.*

All this talk about bad memories is mere nonsense. A bad memory is exceedingly rare in young people. Nearly every boy has a fair memory for things that he is interested in, be it the performances of his favorite cricketers, or the contents of his favorite novels, or whatever else. The real evil is, not that learners cannot remember what they read, but that they never grasp the meaning of what they are reading about. It is not that they soon forget, say, the chapter of history they have been reading, but that they never, even at the moment of shutting up the book, had any clear idea of what it was all about. The fault is not in the memory, it is in the understanding. The learner has not *realized* what he has been reading about.—*Mainwaring Brown.*

The book as a friend is a living soul. It is the thought and experience of a noble nature crystallized and endowed with an earthly immortality. It is the touch of a vanished soul. It is a voice come back from the unseen world. Words are immortal because a soul lives in them. A good book is immortal because it is an incarnate soul. In the presence of a great book I am in the presence of a great nature. He is an artist; and he lends me his eyes with which to look into Nature and read her mysteries. He is a poet; and I, too, am a poet in his companionship, and endowed with his insight. He is a novelist; and as I sit with him my heart throbs with his profound sympathies. He is an historian, and I live in another epoch; or a philosopher, and his broad horizon opens before me, and I am on the top of an exceeding high mountain, and all the kingdoms of Nature and all truth are in a panorama before me.—*Lyman Abbott.*

Boys know as quickly when a teacher is unnerved as when a ball battery is demoralized. There is no Normal school science, no training school art, no psychological wisdom that is of any avail under such circumstances. The teacher who pins his faith to his philosophy in September is very apt to come to grief. Well-trained teachers complain bitterly that they cannot get a good school at once, and propound the worm-eaten "chestnut," "How is one to get experience if no one will let him have a chance to try?" If one lacks the nerve to hold the school in his hands, it is of no avail that he has a fine education or a professional spirit. It is not enough that one has self-possession, He must also have training and professional zeal; but he must have the power to stand before the school in perfect command of himself and his class. In short, he must not get "rattled." Keep yourself well in leadership the first month, and the chances are you will remain the master of the situation till July.—*Journal of Education.*

The central aim in all the so-called "new methods" of teaching reading is to cultivate the thought and understanding. The mental side of reading is placed before the oral expression. Great attention is given to the thought-seizing power of the mind through the eye, so that thoughts are seen on the printed pages as wholes, just as they are received through the ear. The "internal digestion" of what is read is deemed of greater consequence than "delivery." In short, silent reading is cultivated by every variety of means until the pupil can rapidly scan the printed page, and by a sort of alchemy of mind, tell in his own language what he has gathered. Can there be mental exercise better than this to give flexibility of thought and fluency of expression? And when we add to this kind of teaching a solicitous care on the part of teachers regarding the kind of reading which the pupils choose to fill up their leisure hours, I am sure a good work has been begun.—*Samuel T. Dutton.*

Special Papers.

TEACHING HISTORY.*

BY THOMAS C. ROBSON.

I WILL not dwell for one moment on the importance of teaching history. All nature cries aloud in this matter. Whichever way we turn we are confronted with the records of the past. There is no nation, however fallen, but has a tradition of a happier time; there is no people, however glorious, but can look back on a day of small things. The wind that is blowing at all hours, and the water that is running at our feet, are ever busy writing the history of their own times for the future historian and geologist.

The question which will engage our attention for a few minutes will be "One Method of Teaching History." I cannot call it a new method, for it is as old as Joshua, and if I were preparing to preach a sermon I might choose as my text the passage in Joshua which says: "When your children ask their fathers in time to come, saying, what mean ye by these stones? Then ye shall answer them that the the waters of Jordan were cut off before the Ark of the Covenant of the Lord" I thing we have in these words the why and how of all history teaching—the best of all reasons for teaching history, joined to the best of all methods for doing so. We are here commanded to draw our children's attention to certain facts at our own doors. Do we do so? Do we not rather draw their attention to some far away, half mythical beings who lived, we know not when, and who did, we know not what, until history has become a mere nurse's tale of names and nothing else.

When thinking over this matter my mind naturally went back to my own school days, and to the methods then adopted in teaching history. One of these methods was to allow the boys to ask and answer questions. On one occasion a junior startled the school with the very advanced question of "Who were the three most important persons in English history? If the question was startling, the answer the boy had provided was even more so, for it ran thus: "Robinson Crusoe, Sinbad the Sailor, and the Duke of Wellington." A very strong objection to this answer was that two of the names mentioned were myths, but still there was a striving for local and modern information in the "World's Victor's Victor of Waterloo." That is many years ago. The present generation may have fallen on less evil days, and probably teach the history of their own country, beginning at the Jerusalem of their own homes. Do we do this? We shall see.

When attending the Teachers' Convention at Niagara-on-the-Lake—a convention of which I cannot say too much in praise of its collective ability—I formed one of a company who visited a neighboring fort. Now, sir, however high the members of that company may have ranked in their professional capacity, our collective knowledge of that fort was very small indeed. One of the company, the holder of a first-class certificate, could tell us all about the siege of Troy, of the wayward doings of Priam's youngest son, of Hector's mighty feats, and of that still greater hero, "sulky young Achilles," but of La Salle, or Champlain, or Brock, or Simcoe—never a word. I could not but recall the incident of Robinson Crusoe, Sinbad the Sailor, and the Duke of Wellington. There was in this case, however, no modern local item. The gentleman's history was all a myth. Can we mend this? We can try.

I have just spoken of "beginning at Jerusalem." We all know who first used these words, and to what He applied them, but we have not, perhaps, all realized the principle contained in the injunction. In theology, in geography, and in history let us begin at home. We have already acknowledged the principle in teaching geography. We ask our pupils to draw a ground plan of the school room, and give the points of the compass; from that we go to locate the roads, post offices, villages, townships, counties and provinces. Can this be done with history? and how? Let me answer the questions by reading the questions, with the answers of some of my own pupils. I must, however, intimate that I have already instilled into my pupils' minds the fact that we are far away from the great centres of business and civilization, and from the scenes of those actions the records of which we call history.

The first great question that arises to my pupils and myself is, How did we get here? I will now quote from a home lesson with the answers supplied by the pupil. Where were you born? "At Minden." Where was your father born? "At Kingston, Ontario." Where is your mother's birth-place? "Quebec." And where that of one of your grandfathers? "County Down, Ireland." Can you give any reason why the birthplaces of the members of your family are so far apart? "My grandfather emigrated from Ireland, settled first at Quebec, then at Kingston, and father came out here and took up a 'free grant.'"

Here, then, is the coming of the Saxon and his gradual advance into the heart of the country. We have in this illustration alone the text of the early settlement of Ontario. I will quote once more from the home lessons of my pupils: Where is your post office? "Boskung." What is the name of your nearest neighbor? "De Shene." Here is a text for a lesson on the mixture of races. Ask your pupils to account for such words as "Boskung," and you open out a subject that should not be closed until they have been made acquainted with the Huron, the Algonquin, and the Iroquois races; their early homes, manner of living, wars, and final overthrow. In like manner the name "De Shene" suggests the story of the French and Saxon races, their jealousies and conflicts, until the first chapter was closed on the Heights of Abraham.

Dean Stanley found it convenient to teach geography and history jointly. This is true of the history of our own land. Having exhausted the themes connected with your pupils, their homes and surroundings, go a little further a-field and mingle a little geography with your history. Ask your pupils to account for such names as Sault Ste. Marie, St. Joseph, etc., etc. It is impossible to mention these places without recalling the struggles of the early Jesuit fathers, with the more than heathen darkness that surrounded them—a dark chapter in the history of Ontario, yet dark though it be, every child in our land should fairly understand it.

There are other ways of interesting the children in history. Take the surnames of the children in your class, and I have no doubt you will be able to "hark back" to England, Ireland, France, and through them to the Angles, the Saxons, Celts, Normans and Norsemen.

You now are in a position to go a little further from home. Ask your pupils what language do the people of Nova Scotia speak, and then to mention a few place-names of that province. Here is an opportunity to tell the true story of Evangeline, the conquest of Acadie, the intriguing of the Jesuits, the long suffering of the English, the last feather on the camel's back, the expulsion of the traitors, and the misrepresentation of Longfellow. This latter is undoubtedly more from want of thought than from any desire to do violence to the character of the English Government of Acadie at that time, a government that was far removed from the slightest suspicion of tyranny. We may do this: we may try, with Parkman, to restore the character for uprightness which the English of Acadie have lost through the misrepresentation of Longfellow, but I am afraid that the pitiful story of the Acadian Maiden will go down to posterity as good history. The mind seems to cling to the Robinson Crusoes, and Sinbads, and Evangelines of the imagination, to the utter exclusion of the Brocks and the Vercheres of solid truth.

The field of our history is widening. We have to account for the French at Quebec. To do this we may tell the story of the fishermen from Brittany and Normandy. The name Brittany seems familiar even to English ears. It is probable that the fishermen of Brittany were the first settlers of Cape Breton; but where did the ancestors of these Brittany fishermen come from? From Cornwall, in England. Thus the men of Brittany were originally good Englishmen, and the forefathers of some Englishmen of to-day drew good Norman bows at Hastings. It is possible that the people of Canada are but one nation if they only knew it. Thus you can trace history backwards from the effect to the cause, and I care not how far you go back if you only begin at home.

But you say there are no thrilling incidents to relate; the history of Ontario is flat and commonplace, and the pupils fail to grasp what appears to be nothing but a huge collection of the minutes of the last meeting. You confess to a sneaking affection for the Crusoes and Sinbads of ancient times. You want a few Red Cross Knights and George-and-the-Dragons flung in to make things interesting. From your "little Zoar," of Ontario, you cast a longing look on the Sodoms and Gomorrahs of mediæval times. Your heart's desire is for the Crusades, the peasant wars, and the national jealousies that have left to the Europe of to-day a legacy in the form of millions of soldiers and a life-crushing debt. Young children cannot have everything, but you have not read history aright if you do not see Red Cross Knights and St. Georges riding over hill and down dale through the length and breadth of the land. I would like to have told the story of the United Empire Loyalists, who for the love they bore the flag of dear Old England left well-settled homes in the New England States to build in a ruder clime, a nation that is not ashamed to be called the daughter of liberty-loving England. I have not come across a good authority on the subject. The man who tells that story aright will more than balance the Pilgrim Fathers with Evangeline to boot.

But it is not over the United Empire Loyalists alone that the genius of history has thrown a halo of romance. I have already spoken of the Jesuit Fathers. I know nothing of the present race of Jesuits, and I cannot recall the names of the martyrs of the past, but that does not prevent my seeing their painful wanderings through frost and snow; their marvellous courage in every conceivable form of danger, fire and death. One poor fellow fell into the hands of the Iroquois; they tore off his hands and sent him inland a prisoner. After suffering the most unheard of cruelties he escaped to France, and then, at the bidding of his superior, he returned to the Iroquois to gain a martyr's crown. Not such a great distance from here, but nearer the Georgian Bay, another poor fellow, in the midst of fire, blessed his murderers who were feasting from flesh torn from the living limbs of their victim. Such then was the form of Ontario's earliest Red Cross Knights. Above all stands the figure of Champlain, a true son of the Roman Church, but no Jesuit. He stands out the finest figure on the North American continent.

I have thus sketched a method of teaching history, that, beginning at the homes of the pupils, explains each fact as they reach it, until the pupils see themselves connected with the incidents of the past. Such a revelation to any ordinary mind must create a love of country and a desire to emulate the heroes of the land.

*A paper read at Haliburton Teachers' Institute held at Minden on the 28th of September, 1889.

Music Department.

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

MUSIC.

EAR TRAINING.

IN our previous papers we have confined the attention almost entirely to the *reading* of music, but now an equally important subject remains to be discussed, *viz.*, the *thinking* of music.

The importance of this factor of musical education cannot be over-estimated. The act of listening with some definite object in view enables the pupil to form a clear conception of the mental effect of the tones of the scale, thereby cultivating the habit of intelligent observation. The Tonic Sol-fa system of ear-training is based on the doctrine of "mental effect" of tones in key, not on the effect of tones in absolute pitch. One of the ablest of American musical critics, in an article on the subject, says:—"The current impression of the average American writer on this subject, that the main feature of the Tonic Sol-fa system is the simple notation, leaves entirely out of the question two other elements, which are, if possible, even more important. The first of these elements is the method of instruction, or of cultivating the ear, invented, systemized and perfected by the Tonic Sol-fa teachers. They have the only system of training the ear to a cognition of musical impressions, according to their real nature, possessed by any body of elementary teachers."

"Ear Exercises" are also valuable from the fact

that they give certainty to the voice in reading music, as it invariably results that the pupil who listens well is certain to sing well. While the advantage of these exercises cannot be gainsaid, it is a matter of regret that of all subjects in the musical curriculum this usually receives least attention. The reason is not far to seek. The majority of teachers consider the subject too difficult, and are afraid of making mistakes while conducting the exercises. Teachers of ordinary musical ability may easily overcome this difficulty by the exercise of a little care in the preparation of the lesson. Let a few phrases suitable to the grade be memorized until they can be vocalized with confidence and certainty. Three or four such phrases will be sufficient for the first attempt. When these have been used successfully confidence will soon follow, and exercises containing greater difficulties may gradually be introduced.

The simplest possible form of Analytical Ear Exercises is that in which the attention is directed towards a particular tone which has to be discovered from a group of others. In conducting this form of exercise the teacher indicates the tone to be studied, questions on its mental effect, then directs pupils to listen while the teacher sings, and try to discover at which point the tone in question is sung. The numerals 1 2 3 4 may be written on the black-board and pointed to while the tones are being sung. This will enable pupils to express a definite opinion as to the location of the tone. The teacher, of course, must sing all the tones to one syllable, *laa* being usually preferred. When mistakes are made corrections should be made by the pupils themselves, in response to questioning on the mental effect, as: Was number three firm enough for *doh?* etc. In the following exercise no key is given, as the key should be frequently changed in order that the relation of the tones may be understood in any key.

Which is **d**?

s m s d || m d s m || s m d s | d s m m ||

Which is **s**?

d m d s || d s d m || d m s d || s m m d ||

Which is **m**?

d s d m || d m d s || d s m d || m s s d ||

Which is $\mathbf{s}_1$?

d m d s_1 || d s_1 d m || m d s_1 d || s_1 d m d ||

Which is $\mathbf{d}^1$?

d m s d^1 || s m d^1 d || d^1 s m d || s d^1 m s ||

If the foregoing have been sufficiently practised no difficulty should be experienced with the form of exercises which follows. This consists of the reverse of the preceding, *viz.*, in listening to one number only and naming the tone to which it is sung. Pupils will be instructed to give attention to number while the teacher sings to *laa* as before, while pointing to the numerals. Corrections should be made as above by questioning on mental effects, as, Was that bright enough for *soh*, or firm enough for *doh?* etc. A number of exercises may be given consecutively and the answers written, and examined at the close. Young pupils will be interested by having a bird drawn in place of number four, and will readily tell which tone the bird sings.

Which tone is sung on number four?

FIRST STEP.

d s m d || d s d m || m s s d || d s m d^1 ||

m s s d || d m d s || m s d s_1 || s_1 d m d ||

s d m s_1 || s d s m || m s d^1 m || d s s d ||

SECOND STEP.

d s m r || m r s d || s t s d^1 || d^1 t d^1 s ||

m s r m || d t_1 d s || s r t_1 d || m d r t_1 ||

r s t_1 d || m s_1 r d || m r d t_1 || d s_1 t_1 r ||

s t d^1 r || d^1 t r s || s d^1 r t || s^1 s m ||

The manual-signs may be used to advantage in the above. Example:—Teacher intimates that those who know which tone is sung on a particular number (any number may be taken equally with four) will make its manual sign and cover it until the command "hands out," is given. All will then raise hands *instantly without looking at the others.* The teacher will then perceive at a glance how many have the correct answer. Much depends on the simultaneous indication of the manual-signs, as if done slowly copying will certainly be the result. See Ear Cultivation, page 52.

Primary Department.

HOW WE MAY CONDUCT OPENING EXERCISES.

ARNOLD ALCOTT.

"THOU must be true thyself
If thou the truth would teach;
Thy heart must overflow,
If thou another's soul would'st reach."

While visiting one of the best rooms in a Model School at one time, I was deeply impressed with the earnestness of manner and devoutness of spirit shown by the children during these exercises. These feelings were produced in the pupils by the teacher's influence, which was *felt* rather than seen. This reverential attitude should not cause surprise; it should not be a novelty. Nevertheless, let me ask, "Is it by any means as general as it should be?" "How are we to get these youthful minds attuned properly to these exercises?" Perhaps the writer may be able to offer a few helpful suggestions.

The most advanced educators of to-day tell us that one of the best methods, and, in fact, *the* method of intelligently interesting our pupils, is by making them self-active.

SELF-ACTIVITY.

This idea has not been promulgated within the last few years, but comes reverberating through the centuries. Even from Ratich, from Fröbel and from Kant, we hear the golden axiom, "Learn to do by doing." Or, in the words of a noted friend of the new education, we are told that in order to "grow" we must "go right on working—grow."

But we have not caught the true spirit or the genius of this term "self-activity," which has relation, I believe, not merely to the *worker*, but also to the *motor power*.

We have been content with keeping our pupils busy, but hitherto sufficient attention has not been directed towards the *motives*. In the past the teacher has been supplying the motives; but is this the most developing plan? We say decidedly that it is not. Now let us take a "right about turn," begin a new *règime*, and direct our attention toward getting the children to be the *motive agents*. Then we shall have the grandest results; because they will work from their own motives, which we, of course, must direct in the right channels.

Then, when in another decade, we meet on the highway of life, "our boys and girls" whom we trained to get motives for themselves, and whom we assisted to good habits, which have since become automatic, do you not think that we will be rewarded on noting the sturdiness of manhood, and the gentle, quiet refinement of these citizens of the land?

Now for the *practical* side of our subject.

First of all, I noticed that the teacher said "Good morning" to her little friends, to which they responded very nicely by saying, "Good morning, Miss Allen," and at the same time the boys saluted and the girls curtsied.

Next, the girls wished "Good morning" to the boys, and they gallantly responded.

You look surprised! Why so? Is there any reason why these friendly greetings between the girls and the boys should not be exchanged? Methinks I hear some one say, "My class would be so awkward. I'm sure they would laugh, and that it would end in a failure." I grant you that it is probable that success will not attend the first efforts, but is that any reason why you should not *try*, and "try, try again?"

It is in these "baby classes" that true, pure, genuine, open-hearted friendliness should be developed between the boys and girls. They should not realize that they are boys and girls, but should be perfectly natural. Let us begin to inculcate this spirit in the primary classes, and then we shall do away with the nervousness and shyness, with the sentimentality and conventionality which we observe in so many of the youth of to-day.

The next item was singing; and a beautiful morning hymn left its hallowing influence on the class.

Then the class chanted the Lord's Prayer.

And next came the Scripture verses. It is to the manner in which these were arranged that I wish to especially direct your attention. The verses for the day bore always on *one topic*, such as Honor, Love, Thanksgiving, etc. The subject was dictated the previous day, and the pupils were told that they would be expected to take charge of the Bible verses the next morning. The teacher requested her scholars to use their Bibles, or if too small to read them, it was suggested that mamma or papa help them. The next morning the teacher said, "I found a beautiful text on our subject 'Love,' and I thought so much of it that I committed it to memory. Let me tell it to you—

"'God so loved the world that He gave—'"

Then she asked those pupils who knew texts, and received responses such as:

"God is love."

"If ye love me keep my commandments."

"Love worketh no ill."

"Love one another."

Then the *harmony* which was so noticeable in all the work, was still preserved, for the class sang the appropriate hymn, "Jesus Loves Me." Then again little thought gems were blended in this work.

"What," you say, "do you commingle the religious and the secular?" I answer, "Why not"?

These gems bore on "Love," and we heard such expressions as—

"Flowers are lovely; love is flower-like," and so on, even to the nursery rhyme—

"Why does the lamb love Mary so?"
* * * *
"O, Mary loves the lamb, you know."

In the higher classes the pupils were formed into a committee which decided on the verses, and the pupils conducted the exercises without the aid of the teacher, for everyone knew just when his turn came, as this had been settled previously.

Also, as a variation, the pupils may write out the verses at home on slips of paper and put them in the "Letter-box," which I think we should all have in our school-rooms. The teacher might have these distributed before school opens.

There are many ways of varying this interesting work.

Why interesting? Because the pupils do the work, and because later on they are able to suggest their own topics: that is, they have become the steam engines supplying the motor power, which runs so smoothly and beautifully that intricate and delicate machine known as the "School."

GEOGRAPHY.

RHODA LEE.

ONE of the first ideas we wish to develop in our work of Geography, in the primary department, is that of direction. This, in its development and application, will prove to be an interesting part of the work, and a very necessary part of the basis necessary to the study of structural geography.

The subject of direction may be introduced in a variety of ways. Anything in the form of a story interests the little ones, and the more realistic and vivid we can make the pictures, the better and more lasting is the impression. One method of introduction I employed was an adaptation of the old story of Hans and Gretchen, who were lost in the woods. "They were forced to remain in the forest all night, as they could not find the path, but at last the grey light spread over the country, and soon they saw a great ball of fire shining through the tall trees that surrounded them." After relating this part of the story, the children were eager to tell what the ball was, and were also able to state out of which windows at home they saw it rise. We also found out into which of our school-room windows it peeped in the morning, and thus our first point of the compass was developed.

We followed Hans and his little sister in the woods, and saw the sun rise higher and higher,

until it began to go down again, and at last sank in the *west*. We then talked about the cold winds that blew from the *north*, chilling Gretchen so that Hans wrapped his coat around her, and how the little birds, wishing to escape these cold winds, flew to the *south*. These cardinal points should be developed slowly, by careful questioning, drawing as much as possible from the children. We might at this stage speak of some of the advantages derived from this knowledge of direction, relating some interesting little stories of explorers and sailors, and the dangers and shipwrecks they escaped.

We should at first confine our application of the ideas of direction to the school-room, then we will be able to take imaginary walks through the city or country, and afterwards, with a little preparation, make the transition from the horizontal position to the map.

There are so many expedients which may be used in teaching direction, that it is positively difficult for me to choose, but my aim shall be to give those which will suggest, and bring in their train others of an instructive and attractive nature.

One of the simplest and first plans used is to ask the children to point in the different directions. For variety, you might have them stand and turn towards the north, south, east or west, and, if your school permits, walk, in a class or individually, towards the points named. Then reversing this, you may point, or walk about the room yourself, asking the scholars to name the various directions.

We might also, as an oral or written exercise, observe the objects on the different sides of the room.

After considerable application of the principal points, we may proceed to the secondary, illustrating these by the corners of the room. Just here I am reminded of those blessed institutions known as *geographical games*, one of which we often have recourse to on Friday afternoons. We call it "puss in the corner." A scholar is sent to each corner of the room, and also one to each of the four sides, "puss" standing in the centre of the floor. The children are now known by the names of the positions they occupy, and any two are asked to change places. When any one makes a mistake, he takes the central position and "puss" gets a corner. Frequent changes are made, so that no one is left out. These games are good, as their basis is *action*. We learn by doing, and our aim should be in every subject to make our rooms, as far as possible, active, animated workshops. Let there be busy, active participation and doing, in every lesson, for it is thus knowledge becomes a part of ourselves, assimilated and lasting.

We might have a little post-office practice in connection with direction, and this will add incidentally some useful knowledge concerning weights and rates of postage. Establish some make-believe offices on the north, south, east and west sides of the room, and allow the scholars to carry the letters to the different postmasters.

Buy a package of envelopes; obtain a few blue and yellow ones, if possible, for variety, and add also to your supply one or two papers. Address these, affixing some old stamps, and send off the letters in the directions named. This plan, which has proved very successful, may be varied in a number of ways.

We may now turn our attention to the streets, asking:

1st. Which streets are east or north of the school-house block?

2nd. Which streets run east and west or north and south?

3rd. In what direction does Main or King street run?

Another plan the children enjoy greatly is to direct the teacher to their house, telling the exact direction of each street or road. This we occasionally vary by all going on an imaginary excursion to some resort or place of interest near by.

We may now venture on a careful application of the knowledge acquired to the map. Before attempting this, however, you must be sure that the children understand clearly that when we are standing with our right hand extended to the east and our left towards the west, the north is directly in front of us and the south behind.

If necessary, let the scholars turn in their seats so that they are in this position, holding the slates directly in front of them. Then ask each child to draw on his slate a picture of the floor, marking on the sides the proper names. The idea of a *picture* will of course have been developed before this.

Now the slates may be raised from the horizontal position to the vertical. It is now found that the right hand side is still east, the left west, but the top is north and the bottom of the map south. Drill on this, both on the slates and on the blackboard. We may now have lessons in direction on the map, moving the pointer about to indicate imaginary balloon and sea voyages, the class naming or indicating the directions.

A novel idea, and a new use for business cards containing figures, was given to me not long ago by one of our teachers. The cards used were those containing distinct pictures of people, horses, dogs, and other animals. These were distributed among the children, and the work was to discover in what directions the figures were supposed to be moving. This is specially helpful in the introduction to the map.

Another device formed very great entertainment for Friday afternoon, and might profitably be given as home work. The teacher sketched lightly, upon squares of cardboard, the different points of the compass, and the pupils sewed them with brightly-colored wools, making a very pretty, while very useful, effect.

Knowledge, as we have all proved by experience, when applied in this way, will last, for,

"That which strikes the eye
Lives long upon the mind; the faithful sight
Engraves the knowledge with a beam of light."

Think of the numberless ways in which we can utilize this thought in geography. It is objective teaching, and should abound in seeing and doing, and then, and then only, should the idea be expressed.

Question Drawer.

1. SUPPOSING I have a daughter teaching and holding a Second Class Professional certificate. May I, if I be trustee, and another trustee, all of the same section, engage my daughter to teach in the section for which I am trustee? Is such lawful?

2. Again, if the trustees of a section hire or engage a teacher who, the said trustees know, is not liked by the majority of the ratepayers, has the section for which they are trustees to accept this teacher? Or has the said section power to refuse or object to the engagement?

3. May trustees be punished in any way for not attending to their duty?—A SUBSCRIBER.

[1. There is nothing in the law to forbid, though such an arrangement might not look well. 2. The trustees, duly elected, have the matter in their own hands. The only resource of the ratepayers is to elect men who will do what is reasonable and right. 3. The law provides that "if any person chosen as trustee refuses to serve he shall forfeit the sum of $5," and that any one so chosen who has not refused to serve, and who at any time refuses or neglects to perform the duties of the position, "shall forfeit the sum of $20, to be sued for and recovered before a Justice of the Peace, by the trustees of the school section or division, or by any person whatsover for its use."]

1. IF a teacher has an honest suspicion that one of his pupils has a contagious disease, can he prevent the pupil and other members of the afflicted family, on his own authority, from attending his school?

2. If, in an agreement between trustees and teacher, the following clause is contained: "The trustees and teacher may, at their option respectively, terminate this engagement by giving notice to the other of them at least three calendar months previously, and so as to terminate on the last day of a calendar month," is a notice given on the 15th day of September legal or valid?

3. Which, in your opinion, is the best method to use in teaching primary reading—the word method or the phonic method?

[1. Yes, he not only can but is required to do so. It is also his duty, however, to notify the medical health officer, or local board of health, on the forms provided for that purpose, in order that the case may be investigated. 2. It would be valid to take effect on the 31st December, not before. 3. We have found the word method useful when combined in very moderate measure with the phonic, but if required to choose one or the other, we should unhesitatingly choose the phonic. By the use of the word method the pupils' knowledge of words is increased by the addition of units, one at a time. By the phonic method it is increased by a process akin to arithmetical progression.]

AT the last annual school meeting in a certain section the trustee who had served a term of three years, and the one who had served a term of two years, both claimed that their terms had expired, and many present were in doubt as to which was right, as the secretary's book did not show the matter properly. Finally, the trustee of only two years' service said he was willing to resign, and a new trustee was appointed to fill his place. Some weeks after the meeting the trustee who had resigned claimed that he was still trustee, as his three years had not expired, and since that time he has been doing the school business as before. Please make plain which of these men is the legal trustee—the one who is serving the four years term or the one who resigned at the school meeting.—T. F. B.

[The School Act provides that each trustee regularly elected shall continue in office for a given number of years, "and until his successor has been elected." It provides also that "any trustee may resign with the consent, expressed in writing, of his colleagues in office." As no trustee has been elected to take the place of the one whose term had really expired, it seems clear that he is still in office, and the only question that remains is whether the trustee who is said to have resigned, did legally do so, in the manner above described. If so, he can be no longer a trustee until re-elected, and the man elected to succeed him is entitled to fill out his (the resigned trustee's) term of office. The case, however, seems to need the Inspector's attention.]

Is it legal for the headmaster of a public school, without consulting his inspector, to employ the services of an assistant teacher whose certificate has expired, he being responsible for the progress of the school?—A SUBSCRIBER.

[No. He has no authority to employ an assistant not legally certificated.]

1. WHAT and where is Aberbrothock?

2. What is the county town of Nipissing?

3 Give the names of books on Euclid and Algebra that are authorized.

4. Can the trustees of a country school compel a teacher to teach pupils who have passed the Entrance examination?—G. D.

[1 and 2. Perhaps some teacher can answer. 3. *Geometry:* McKay's Elements of Euclid, Todhunter's Euclid. *Algebra:* McLellan's Elements of Algebra, Robertson & Birchard's High School Algebra, Todhunter's Advanced Algebra. 4. The trustees have power to say whether a fifth form shall or shall not be taught, but it would ordinarily be unreasonable and unwise to order fifth-form work done, without providing an assistant teacher.]

WHAT is the reason that white frost dries the air more than the heat of the sun?—J. H. C.

[Assuming the result to be as stated, a ready explanation is found in the facts that the heat of the sun is continually filling the atmosphere with moisture as the result of the evaporation it causes from land and water. The cold, which produces the frost, not only checks evaporation but condenses the vapors already suspended and precipitates them.]

PLEASE tell me, through the columns of your journal, where I would get perforated drawing sheets; also a book of useful games for school children.—(MISS) S. J. R.

[The latter, and perhaps the former also, could, no doubt, be had from W. J. Gage & Co., or the Map & Supply Co., of this city]

1. WHAT was the population of the United States in 1812?

2. When is the "Public School Agriculture" expected to be published?—A TEACHER.

[1. About nine millions. 2. Probably about the end of the year.]

Educational Meetings.

STORMONT TEACHERS' INSTITUTE.

THE regular meeting of this Institute was held in the Public School building, Cornwall, Oct. 17th and 18th, the President, Mr. McNaughton, I.P.S., in the chair. There was a very full attendance of teachers, a circumstance that augured well for the success of the meeting.

A feeling of profound regret prevailed in consequence of the absence of Dr. McLellan; but some of the leading teachers stepped in and very profitably occupied the time that had been appropriated to Dr. McLellan in the programme.

After preliminaries, Mr. Talbot, Principal of Cornwall Public School, gave a lecture on "The Art of Questioning." He divided the subject into various divisions and subdivisions, using the blackboard to aid the memory of his listeners. It was a very practical treatment of the subject and the teachers appreciated it highly.

An instructive lesson in Grammar was given by Mr. Kyle, of the Cornwall Public School, to a class of boys and girls. By means of simple sentences and skilful questions, the teacher led his class along until they could clearly distinguish the different voices of the verbs and define them.

The President referred in a very feeling manner to the loss the teaching profession had sustained in the death of Mr. W. H. Relyea, which had occurred during the year; and a committee was appointed to prepare a resolution of condolence to be sent to the bereaved family.

A discussion of the Promotion Examinations and how to make them more effective, and the appointment of the various committees to deal with the business of the Institute, closed the work of the first day.

SECOND DAY.

After the usual roll call, etc., Mr. Nugent, of the Cornwall High School, gave a lesson in Percentage to a class of children brought in for the occasion. The lesson itself was a fine specimen of genuine teaching, the principles of the art exemplified in it being applicable to the teaching of any subject.

Promotion Examinations again came up for consideration. Some conclusions were reached and the remaining arrangements were left in the hands of the Inspector and Messrs. Snyder and Shanks. Mr. Brown, I.P.S., from Dundas, gave an account of method of procedure in that inspectorate, and Mr. Ventresse, who had attended the Glengarry Institute, reported as to the discussion on the same subject there.

A paper on Discipline was read by Mr. Johnstone, Principal of Cornwall High School. The article was an elaborate presentation of all the beautiful theories which, if practised by the teacher, would certainly make success in maintaining order a certainty. No synopsis of the lecture could do it justice.

The next was a unique production on the subject of Education by Mr. Bisset, of the Cornwall Public School. Some startling suggestions were made by Mr. Bisset, and so plausibly presented that the teachers passed a resolution requesting him to allow his article to be published in the local papers, that they might have an opportunity to give it the consideration it deserved.

The questions from the question drawer were answered and commented on by Messrs. Nugent, Johnstone, Keating and Ventresse, respectively. This part of the programme proved to be of especial profit, as the questions were numerous and pertinent, and the answers very full and satisfactory.

A paper on "The Teacher's Profession," was read by Mrs. Bigelow, of Aultsville. There were several points of much importance to the profession made in this article, but lack of time prevented the discussion which should have followed.

The teaching of History in the Public Schools was next treated by Mr. Talbot. Mr. Talbot's methods could not but commend themselves to every teacher, and the clear, concise way in which the whole matter was presented could not but be helpful to those engaged in the work

The reports of the various committees were dealt with. The officers elect for the ensuing year are: Mr. McNaughton, I.P.S., President; Miss McDonald, Vice-Pres.; Geo. Bigelow, Sec.-Treas.; Jnd Messrs. Keating, Nugent, Bisset, Shanks and aohnstone, Committee of Management.

The following resolution was passed at the recent meeting of the Stormont Teachers' Institute:

"*Whereas* it has pleased the Omnipotent Being in His infinite wisdom to remove, by the hand of death, one of our oldest and most faithful teachers in the person of W. H. Relyea, the loss of whose congenial presence from our annual gathering we feel deeply to deplore; be it therefore *Resolved*, that the members of the Stormont Teachers' Institute tender to the bereaved widow their heartfelt sympathy in her sad bereavement."

After the usual complimentary votes the teachers separated, feeling that they had enjoyed a very pleasant as well as profitable time throughout.

THE FRENCH SCHOOLS.

OFFICIAL REPORT OF THE TEACHERS' INSTITUTE MEETING HELD AT PLANTAGENET.

IMMEDIATELY on the receipt of the report of the Commissioners on French schools, in which it was recommended that a Teachers' Institute should be held for the improvement of the teachers engaged in bi-lingual schools, arrangements were made through the Education Department with the Inspectors of Prescott and Russell for the holding of an Institute at Plantagenet, in the centre of the district more immediately to be benefited.

The details for conducting the Institute were carried out very satisfactorily by Inspectors Summerby and Dufort, and as the result of the interest taken in this matter, out of fifty-three teachers employed at the time the Institute was held there were forty-eight present. Some teachers came from forty to seventy miles, and continued during the four days of the session. The greatest interest was manifested throughout, not only by the teachers present, but by the residents of the neighborhood. Several trustees from adjoining sections showed their interest by attending some of the sessions.

The proceedings were opened on Tuesday morning, 1st October, by an address from Mr. J. J. Tilley, Inspector of Model Schools. Mr. Tilley also took up during the sessions of the Institute the best method of teaching English to elementary classes, and reading illustrated by class teaching. Mr. Tilley delivered in all eight lectures. Mr. Scott, B.A., mathematical master of the Ottawa Normal School, took up the principles of education and the teaching of elementary arithmetic, and delivered four lectures. Mr. McGuirk delivered three lectures on drawing, and how to teach it in Public Schools. Mr. Summerby, Inspector of Public Schools, discussed discipline, school management, and desk work for junior pupils. Dr. Dufort, Inspector of French schools, took up French reading, composition, and how to keep registers and prepare departmental reports.

Several teachers took part in the discussions, and showed their interest and appreciation of the lectures, as well as their knowledge of English, by their intelligent questioning. Full notes were taken by all the teachers.

The Minister of Education supplied each teacher with a copy of the bi-lingual primer, and the best method of teaching it was explained by the Inspector. The following resolution was unanimously passed at the close of the session:—

Moved by T. Stewart, seconded by L. Parent, that the following resolution drafted by the committee be adopted, and that a copy of it be sent to the Hon. Minister of Education:—"That the thanks of the teachers present are due to and are hereby tendered to Messrs. Tilley, Scott, McGuirk, and our Inspectors, Messrs. Summerby and Dufort, for the thoroughly practical course of lectures that they have delivered during the past four days; and we desire to convey to the Hon. Mr. Ross our appreciation of the interest he is taking in the educational affairs of these counties:—1. In appointing a commission of enquiry, that the people of Ontario might have an authoritative exposition of the true state of affairs in our schools; 2. In affording such valuable aid at this Institute for French teachers; 3. In taking measures for the establishment of a training school wherein our teachers may obtain a professional education similar to that given to the other teachers of the province. We also desire to assure the Hon. Minister that he shall have our hearty co-operation in his efforts to improve the standing of our schools, and especially that we shall endeavor to carry out the regulations relating to the more efficient teaching of the English language in our schools."

[The above should have appeared in a previous issue, but has been crowded out till now.—ED.]

OXFORD TEACHERS' INSTITUTE.

THE semi-annual convention of the teachers of Oxford county was held at Ingersoll, on the 24th and 25th ult. Mr. J. D. Hogarth, of Norwich, presided. About one hundred were present at the opening.

Principal McDiarmid drew attention to the rapid increase in the amount of entrance literature and memory selections, and moved, seconded by Mr. Beattie, that Messrs. Carlyle, Briden, Garvin, E. S. Hogarth and McDiarmid be a committee to frame a resolution bearing on the subject, and to submit the same for the consideration of the Convention.

Messrs. Briden and J. D. Hogarth, delegates to the late Provincial Association of Teachers, submitted acceptable reports.

Inspector Carlyle then exemplified his method of teaching Literature to a third class. He displayed a thorough grasp of the Socratic method of developing the mind. By judicious questioning and appropriate illustrations the pupils were led to think out for themselves the author's meaning and to develop a literary insight otherwise unattainable. In some remarks to the audience Mr. Carlyle emphasized the following points: (a) Pupils should have an opportunity to prepare the lesson before it is taken up in the class. (b) Let the skeleton of the lesson be first constructed and grasped. In other words, the leading thought of the selection must be first apprehended, and then the literary subjects of the paragraphs. (c) Sentences, clauses and phrases should then succeed one another. (d) Isolated words should never be taught. (e) Pupils must be induced to think vigorously. In no other way can they gain independence of thought.

The above remarks will also apply to the lesson in Fourth Book Literature taught on Friday by the Inspector.

Illness prevented Professor Wolverton from being present to read his paper on Manual Training, but it was read by Principal Huston, of the Woodstock Baptist College. The following is a synopsis:—A manual training school is not a playground, nor manufactory, nor place to learn a trade in. In its management financial profit is left out of consideration. Mechanical principles are embodied in the concrete. The great function of manual training is to train the boy to observe, to compare, to judge. The department is a workshop wherein we call to our aid tools, machinery and material. What the observatory is to the astronomer, the laboratory to the chemist, fields to the botanist and mines to the mineralogist, that the workshop is to our students in manual training. Manual training is of great value in developing mental power. Drawing forms the foundation of this work. The idea must first be expressed by pencil on paper. The instructor here exercises judicious criticism. Then the idea is exactly reproduced in wood or other material.

In answer to questions Mr. Huston said there was a danger now-a-days of the teacher doing too much for his pupils. Natural science and manual training teach boys and girls to rely upon themselves. He believed with Herbert Spencer that in the choice of subjects practical utility as well as value as a means of mental development should be considered. The subject that embodied both should have the preference. The manual educator must be a teacher. In the opinion of many cities and towns in the United States, and in his, manual training had come to stay. With the increased demand would come the required teachers. Prof. Wolverton was of the opinion that only primary work would be suitable to our public schools. He would not advise public schools to use steam or water power. After explaining a four years' graded course, Mr. Huston closed by extending a cordial invitation to the Association to convene for one day during the Easter meeting at the College, where could be seen in active operation in the concrete what Prof. Wolverton had expressed on paper.

Mr. A. D. Griffin, Woodstock, believed that much manual training could be given in our public schools

without much expenditure. He directed the attention of the teachers to several articles which had appeared in the *Century* magazine, and which illustrated this fact.

A public meeting with an interesting programme of exercises was held in the evening, at which Dr. O'Hagan's recitals, in particular, elicited hearty approval.

FRIDAY—FORENOON SESSION.

Mr. J. Edgington drilled a class in Arithmetic. His method commended itself to the judgment of the teachers. By judicious questioning he drew from the pupils perfect explanations of every step in the solutions, and prevented the interest from flagging.

Calisthenics was the next subject by W. Briden, B.A., Principal of Ingersoll Collegiate Institute. The word calisthenics came from two Greek words meaning beauty and strength. Hence calisthenic exercises were intended to produce beauty of form and strength of bone and muscle. In the schoolroom they were invaluable, as they (a) prevented drowsiness ; (b) gave rest to the mind ; (c) were a valuable disciplinary aid ; (d) taught obedience ; (e) gave opportunities for ventilating rooms ; (f) promoted attention, and hence education ; (g) prevented deformities of spine or other bodily organs. The speaker contended that the best development, moral, physical and intellectual, could not be secured unless the physical conditions were favorable.

Inspector Carlyle followed with a lesson in Fourth Book Literature. As the pupils were bright and answered the questions readily, the lesson was a most interesting one.

AFTERNOON SESSION.

Moved by J. W. Garvin, seconded by H. W. McDiarmid, that—

"*Whereas* the majority of the 'teachers-in-training' now in attendance at our Provincial Model Schools possess non-professional 1st or 2nd class certificates, and

"*Whereas* those who have non-professional third class certificates are, as a rule, not older than seventeen or eighteen years of age, and hence, necessarily immature in thought and character,

"*Resolved*, that in the opinion of this Convention it would be in the interest of the pupils of our public schools if non-professional certificates were no longer issued as a basis of qualification for entrance upon professional training ; and

"*Resolved* further, that a copy of this resolution be forwarded to the Education Department."

Both mover and seconder ably supported the motion. The following arguments were emphasized : (a) The immaturity of thought and character referred to cast no reflection on such youthful teachers. (b) Nearly three-fourths of the public school teachers in Ontario to-day are teaching on third class certificates, and are under twenty-one years of age. (c) Because of their youth they are willing to work for very low salaries -the large majority working for less than $300 each per annum, and many for less than $250. (d) Result—The mature, experienced and cultured teachers are driven from the profession, while the young, inexperienced and immature take their places. (e) Many of those, through the opportunity given them, make it a stepping-stone to other professions. (f) That our profession is, in consequence, degraded in the public estimation, is evidenced by the status of teachers in society. (g) Imitation being a fundamental law of human nature, the influence for harm of such youthful, uncultured teachers can scarcely be estimated.

When submitted to the meeting the resolution was carried almost unanimously—but two opposing it.

The committee appointed to draft a resolution relative to the increase in Entrance Literature and Memory Selections, reported as follows :

"Mr. President—Your committee on the subject of Entrance Literature prescribed by the Department of Public Schools, beg to report that :

"First, the amount of literature has steadily increased from nine lessons to eighteen for June, 1890. The latter amount is excessive and necessitates devoting undue time to the subject or superficial preparation.

"Second, twenty-seven extracts are to be memorized, covering six pages ; those to be committed cover nineteen pages ; and also passages of beauty from all the literature selections are to be memorized, making nearly sixty pages to be committed to memory. The amount of memoriter work we regard as excessive.

"Third, your committee would also suggest that more appropriate selections could be made for memorizing than several of those prescribed in the present list.

"(Signed) WM. CARLYLE,
"Chairman."

The report was adopted and a resolution passed to the effect that copies thereof be sent to the Minister of Education and to the secretaries of the other Institutes throughout the Province.

KINDERGARTEN.

The convention was now entertained by a charming little class of kindergarteners, under the direction of Miss Bedwin. With splints they constructed squares, oblongs, spades, houses, pumps, etc., with much rapidity and accuracy, notwithstanding that it was a new lesson. In answer to questions Miss Bedwin stated : (a) That $75 would equip a room suitable for Kindergarten purposes, and $400 engage a teacher who could superintend the training of fifty pupils. (b) That she would not accept children under four years of age, but thought that they could remain with advantage until eight years old. (c) That Kindergarten principles and methods promoted obedience through self-activity and the symmetrical development of the soul's moral, physical and intellectual powers. (d) That the thing was ever taught before the sign, the concrete before the abstract, and the constructive and creative imagination cultivated.

Reading to an advanced class by J. Fletcher. Before taking up the lesson Mr. Fletcher laid down the following principles : (a) In teaching reading always have a definite aim in view, viz., to get from the pupils the author's thought and feeling. (b) These should be expressed by voice and action. (c) Errors in pronunciation of unaccented syllables and indistinct utterance of final consonants, should be incidentally corrected. (d) Mechanical reading must be guarded against. (e) Fluency can be acquired only by practice ; hence pupils should be encouraged to read aloud at home. (f) "One thing at a time" applies to teaching reading. Emphasis, pause, force, pitch, quality of voice, etc., should be taught separately. Mr. Fletcher then took charge of the class and proved himself a successful teacher.

Mr. Lennox read an able paper on Zoology, of which no synopsis is given in the report sent us.

For Friday Afternoon.

THE ELEPHANT WHO HAD A GOOD MEMORY.

FOR REPRODUCTION.

SOME boys went to look at caged animals one day, and among the number was an elephant. They gave the elephant candy, apples, etc., and quickly he would take them in his long trunk and carry them to his mouth. Charlie Peters thought it would be fine sport to give the elephant an apple core filled with tobacco. The elephant took it to his mouth, and soon began to howl with rage and pain. Five years after that Charlie Peters went again to look at some caged animals. While looking at the elephants one of them raised his trunk and hit the boy, breaking his arm. The boy did not know it was the elephant to whom he had given the apple core filled with tobacco, but the elephant remembered the boy.

THE PRICE OF A DRINK.

JOSEPHINE POLLARD.

"FIVE cents a glass!" Does any one think
That is really the price of a drink?
"Five cents a glass," I hear you say,
"Why, that isn't very much to pay."
Ah, no, indeed! 'tis a very small sum
You are passing over 'twixt finger and thumb ;
And, if that were all that you gave away.
It wouldn't be very much to pay.

The price of a drink? Let him decide
Who has lost his courage and lost his pride.
And lies a groveling heap of clay,
Not far removed from a beast to-day.

The price of a drink? Let that one tell
Who sleeps to-night in a murderer's cell,
And feels within him the fires of hell.
Honor and virtue, love and truth,
All the glory aud pride of youth,
Hopes of manhood and wreath of fame,
High endeavor and noble aim—
These are the treasures thrown away
As the price of a drink from day to day.

"Five cents a glass?" How Satan laughed
As over the bar the young man quaffed
The beaded liquor ; for the demon knew
The terrible work that drink would do ;
And, ere the morning, the victim lay
With his life-blood swiftly ebbing away ;
And that was the price he paid, alas!
For the pleasure of taking a social glass.

The price of a drink? If you want to know
What some are willing to pay for it, go
Through the wretched tenement over there,
With dingy window and broken stair,
Where foul disease like a vampire crawls
With outstretched wings o'er the mouldy walls.
There poverty dwells with her hungry brood,
Wild-eyed as demons for lack of food ;
There shame, in a corner, crouches low ;
There violence deals its cruel blow ;
And innocent ones are thus accursed
To pay the price of another's thirst.

"Five cents a glass!" Oh, if that were all,
The sacrifice would, indeed, be small!
But the money's worth is the least amount
We pay ; and, whoever will keep account,
Will learn the terrible waste and blight
That follows the ruinous appetite.
"Five cents a glass!" Does any one think
That that is really the price of a drink?

LOOK FORWARD.

'TIS the part of a coward to brood
O'er the past that is withered and dead ;
What though the heart's roses are ashes and dust?
What though the heart's music be fled!
Still shine the grand heavens o'erhead,
When the voice of an angel thrills clear on the soul,
"Gird about thee thine armor, press on to the goal!"

If the faults or the crimes of thy youth
Are a burden too heavy to bear,
What hope can rebloom on the desolate waste
Of a jealous and craven despair?
Down, down with the fetters of fear!
In the strength of thy valor and manhood arise,
With the faith that illumes and the will that defies.

"Too late!" Through God's infinite world,
From His throne to life's nethermost fires—
"Too late!" is a phantom that flies at the dawn
Of the soul that repents and aspires.
If pure thou hast made thy desires,
There's no height the strong wings of immortals may gain
Which in striving to reach thou shalt strive for in vain.

Then up to the contest with fate,
Unbound by the past which is dead!
What though the heart's roses are ashes and dust?
What though the heart's music be fled!
Still shine the fair heavens o'erhead ;
And sublime as the angel who rules in the sun,
Beams the promise of peace when the conflict is won!

—By the late Paul H. Heyne.

WORK for the good that is nighest ;
Dream not of greatness afar ;
That glory is ever the highest
Which shines upon men as they are.

—Punshon.

TEACHERS' CONVENTIONS—NOVEMBER.

Peterborough (Town and County), at Norwood, November 14th and 15th.

North Simcoe, November 14th and 15th.

An entertainment, musical and literary, will be held in each case, on the evening of the first day.

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

Editorial.

TORONTO, NOVEMBER 15, 1889.

GERMAN SCHOOLS IN ONTARIO.

THE Commissioners appointed some time ago to report specially on the state of the schools in the French and German districts of the Province, have followed up their report of a few weeks since on the French schools, with a second report dealing with the German schools in Waterloo, Perth and Bruce counties. The following facts culled from the report will be of interest to our readers :—

"The schools in question are found in districts that were settled many years ago by Germans, and that are still occupied almost exclusively by people of that nationality. The original settlers came, some of them from Europe, and others from German settlements in the United States. The Commissioners say—When schools were first established, the children being unable to speak English, teachers familiar with the German language were engaged, and German text-books were introduced into the schools. In the year 1851, when official recognition was given to French schools in the regulations then issued by the Council of Public Instruction, the German language also was officially recognized, and a knowledge of German grammar on the part of the teachers was allowed to be substituted for English grammar. Klotz's German grammar was authorized. For a number of years many of these schools were conducted entirely in the German language. As the surrounding district became occupied by English-speaking people, the German language gradually gave way to the English, so that now the schools, though attended by German children, and making some use of German, are practically English schools, and the German language is no longer used as the medium of instruction in any of them, except so far as may be necessary to give explanation to those pupils who, on coming to school, know but little English. In the districts visited, the population continues almost wholly German, but the people can generally speak English. Their children, therefore, on entering school, though speaking German at home, have in almost all cases some familiarity with the English language, so that they can be taught by English-speaking teachers. While the German people recognize the necessity of having their children learn English, many of them desire that some instruction in the German language shall also be given."

All the teachers in these schools, with two or three exceptions, have regular certificates. The only German text-books in use are German Readers and Klotz's Grammar. These books are not authorized. The authorized English text-books are used in all the schools. It is usually left to the parents to decide whether their children shall learn German or not. Of the 2,412 German children on the roll in the schools visited, only 602 were learning German, and of the 483 English children only 56 were learning German. The time given to the teaching of German averages 4⅓ hours per week, or 52 minutes per day. The teaching of German consists almost entirely of reading and writing, with some translation. German grammar is taught in only four schools. All the subjects on the Public School programme are taught in the English language, and German is taught in every case as a separate subject. In a majority of the schools the pupils take German in the 2nd, 3rd and 4th classes only. In four schools the pupils begin in the lowest class. The German pupils who were learning German were quite as well advanced in their studies as those who were not learning German. The learning of German does not seem to have interfered with the progress of the pupils in English or in other subjects. Religious instruction from the Roman Catholic Catechism is giv. n during school hours in four schools. Further religious instruction is also necessarily involved in the use of the German readers mentioned above, which contain religious teaching. In the other schools there are no religious exercises beyond what are allowed in the regulations.

The Commissioners do not deem it necessary to recommend any special measures for providing teachers for these schools, because a sufficient supply of duly qualified teachers who can either speak German, or who are somewhat familiar with that language, can readily be obtained. As only a small proportion—about one-fourth—of the German children learn German in the schools, and as a large majority of these on coming to school understand simple English sentences, they do not think it necessary to recommend any special provision, such as a bi-lingual series of readers, to facilitate elementary instruction in English. They do, however, recommend that a series of German readers be authorized for use in these schools, that the use of all other German readers be discontinued, and that the attention of trustees and teachers of those schools in which the regulations governing religious exercises are not observed, be called at once to the provisions of the law governing the same.

SOME PEDAGOGICAL HINTS.

SOME one has said that very much of the value of an opinion depends upon whether or not there is a man behind it. The remark is worth remembering by the teacher who is every day called upon to pronounce decisions upon matters in dispute, theoretical and practical. An excellent rule is never, if it can be avoided, to express an opinion which has not been carefully considered, or to pronounce a decision which there is not both power and determination to enforce. Let the pupils feel that their teacher is one whose words are weighty, and who can give a reason for them, and one who makes laws and enforces them carefully, deliberately, and conscientiously. We have known teachers who, in their desire to appear ever-ready oracles, would give hasty, ill considered answers to questions, only to be chagrined by afterwards discovering that their guess was wrong, and by suspecting that some of their bright pupils had discovered the same fact. Many teachers, too, are constantly uttering hasty threats, which they afterwards find they cannot, or must not, carry out. Others, again, are every day announcing new regulations, or prohibitions, three-fourths of which are either forgotten or found impracticable before a week has passed. There is no force in the school-room like that of character in the teacher; but the character must be real, genuine, and such can be formed only by patient thought, and powerful self-control. Learn to think clearly, to speak carefully and wisely, and to act calmly, and you will be astonished to find how much deference will be paid to your opinions and wishes, in school and out.

The wise teacher never guesses at truth. It has been truly said that children and fools may easily ask questions which sages cannot answer. Yet just here rises a form of temptation to which the young teacher is specially exposed. Some bright pupil puts a question in history or science, or it may be in grammar or arithmetic, which the teacher is unable, on the spur of the moment, to answer. The danger is that, through fear of losing the respect and confidence of the school, whose eyes and ears are open, a guess is made, and announced as a matter of knowledge. In fact, we think we have heard young teachers sagely advised never to appear not to know what answer to give in such a case. The supposition is that a confession of ignorance will lower the standing of the teacher in the eyes of the school. Even were it necessarily so, this would surely be better than the virtual falsehood which is perpetrated when one pretends to know what he, in reality, does not know. But the danger is purely imaginary. Children soon learn that not even parents or teachers know everything. A frank admission of present ignorance will often increase the respect of pupils for the character of their teacher. It is an object lesson in candour and truthfulness. If, in addition, the teacher never fails, when possible, to find out and give the correct answer another day, another valuable lesson is imparted in regard to the true way of acquiring knowledge.

One of the best tests of the discipline of a school is the extent to which the public sentiment of the pupils supports the teacher. In schools, as in larger and older communities, public opinion is the most potent force on the side of good government. Under the old regime, with which many of us were familiar in

our school-days, the triumph of order, or disorder, was too often dependent upon the outcome of a perpetual contest between absolute authority, as represented by the teacher, and the spirit of resistance to what was regarded as tyranny, in the school. Under such conditions, the position of the unhappy master was truly that of one "against a host," and it was little wonder that he soon lost all sympathy, if he ever had any, with childhood, and yielded most of his school hours to the domination of ill-temper and caprice, thus making it easy for the boding tremblers to trace, too often, "the day's disasters in the morning's face." To many not past middle age there are few things more vivid, or more pathetic, in the memories of boyhood than the recollection of the anxiety with which they used, every morning and afternoon, to scan the master's countenance, as he entered the school room, in order to discover whether he was in good or bad temper. We wonder if these old pictures have still their counterparts in any Ontario schools to-day. Both teacher and pupils are to be pitied in such a case.

It is to be hoped that a very different state of affairs is the rule to-day. A more excellent way has been found. The true teacher has learned to rely upon the sympathy and co-operation of the great body of his pupils. He has learned that confidence, to be genuine, must be mutual. He trusts his boys and girls, and they, in turn, trust him. Without announcing it, perhaps, in so many words, he creates the feeling that the maintenance of quiet and order is but a means, a necessary means, to an end; not as it used to appear, the great end itself. The school is henceforth ours, not mine. He is laboring for his pupil's good, and when this is done in sincerity, the pupils will not fail to feel and recognize it. In proportion as he is successful in stimulating mental activity, and ministering wisely to the child's innate thirst for knowledge, he may dismiss all anxiety about order in the school. The boy or girl who is intent on learning, who is intellectually wide-awake, will be the first to resent that which makes study difficult or impossible. All the moral forces of the school are thus enlisted on the side of the teacher, because that is the side of reason and right. If there are, as there most surely will be, in almost every school, idle, mischievous, turbulent incorrigibles, they are held in check, no less by the disapproval of their school-mates than by the frowns of the teacher, for it is no less true of juvenile than of adult evildoers, that conscience makes cowards of them all. To the teacher who succeeds in thoroughly winning the confidence and love of his pupils, or even of the majority of them, so as to make them feel that their interests and aims are identical with his, the school-room is no longer a prison house, but a scene of agreeable and profitable labor, and often of positive enjoyment.

I NEVER saw a school rise above mediocrity when the teachers were frequently changed.—*Inspector Tilley.*

Literary Notes.

THE October number (No. 43) of the Riverside Literature Series (published quarterly during the school year 1889-90 at 15 cents a number, by Houghton, Mifflin & Co., Boston) contains the Story of Ulysses among the Phæacians, from William Cullen Bryant's Translation of Homer's Odyssey.

Our Little Men and Women for November (D. Lothrop Company, Boston) is a fine specimen of this charming magazine for the little folks. The large, clear type, the taking pictures, the interesting stories, descriptive pieces, bits of verse, etc., all unite to make it a delight to the eyes and the hearts of the juveniles. Almost every page has its illustration.

Treasure-Trove for November (Treasure-Trove Co., 25 Clinton Place, New York,) is to hand with its usual freight of good things for the young folks. Its variety of intstructive and healthful short papers and stories, its department for "The Little Ones," in large, attractive type, its letter-box and other interesting features, cannot fail to make *Treasure-Trove* one of the most welcome among the many journals for the young which constitute a marked feature of the periodical literature of the period.

Scribner's Magazine for November contains a third African article—a valuable addition to the notable papers of Professor Henry Drummond and Joseph Thomson; a discussion of some startling problems in international law affecting the United States in the event of another European war; the description of an old Spanish university by a well-known novelist; an explanation of the relation of electricity to health by a high medical authority; an army surgeon's account of the modern sanitary corps which relieves the sick and wounded; and interesting essays, fiction, and poems. Most of the articles are richly illustrated.

THE November number of *The Chatauquan* contains an article entitled "What shall the State do for me?" by Thomas B. Preston. The author defines clearly the principles which he considers the boundary lines of personal freedom, and shows why that freedom is necessarily limited. Professor A. S. Hardy, who is writing a series of articles for *The Chautauquan* on "The Uses of Mathematics," considers in the November number the Theory of Probability in its application to insurance risks. Albert Shaw, who has spent the past year in France, discourses on The French Constitution, and quotes the statements of prominent French statesmen as given to him in personal interviews. These are but a few samples culled from a full and varied table of contents.

NOVEMBER begins the twentieth year of *The Century Magazine.* The opening pages are devoted to a generous instalment of the long-expected autobiography of Joseph Jefferson. The same number begins several other serials; notably, Mrs. Barr's novel, "Friend Olivia," in which it is evident that the selfish and fascinating Anastasia is to divide with the saintly Olivia the interest of the story. The scene is laid in Cromwell's time, and Cromwell and Fox figure in the plot. The first of the "Present-day Papers" is entitled "The Problems of Modern Society," and it has a preface signed by the group who are putting forth these timely essays. Dr. Langdon writes this paper. Mark Twain's contribution to this number, "A Connecticut Yankee in King Arthur's Court," is one of the most daring of the inventions of this most famous of American humorists. Other articles and poems which we have not space to mention by name make up the number of this always first-class magazine.

THE *Popular Science Monthly* for November is just to hand. Amongst the articles in the Table of Contents, which promise to be of special interest, are Mr. Joel Burton's, on "The Decadence of Farming," Col. Garrick Mallery's Address, delivered at the American Association, on "Israelite and Indian," and Mr. Hyland C. Kirk's, in answer to the question, "Is the Human Body a Storage Battery?" The history and fate of "The Lucayan Indians," or inhabitants of the Bahamas, the first aborigines seen by Columbus, as related by Prof. W. K. Brooks, who also delineates their physical characteristics as deduced by him from studies of skulls and other bones which have been recovered from the caves of New Providence, promises also to prove most interesting. The leading editorial article, while admitting that the followers of Herbert Spencer may as yet be a minority, denies that they are a sect any more "than were the adherents of the Copernican system of astronomy, or than are the believers in the Darwinian theory of natural selection."

THE complete novel in *Lippincott's Magazine* for November is entitled "A Belated Revenge" the scene of which is laid in Virginia in pre-revolutionary times. Edward Heron-Allen contributes an entertaining article on "The Violin," which gives much valuable and interesting information concerning that king of instruments. The poetic critic, R. H. Stoddard, continues his series of papers upon American authors, by contributing a sketch of William Cullen Bryant. In "Does College Training Pay?" D. R. McAnaly severely arraigns the methods of instruction in our colleges, and hurls some hard facts at the dons. "The Question of Pure Water for Cities" is a timely and important article contributed by William C. Conant, editor of *The Sanitary Era.* It contains valuable and practical suggestions for rendering water pure and drinkable, suggestions that should be acted upon by the authorities in every large city. "The Seamy Side of Literature," by J. K. Wetherill, is an amusing little skit, illustrating the persistency of would be-authors. Melville Philips, one of the editors of the Philadelphia *Press*, tells "What it Costs to Issue Big Newspapers." Poems are contributed by Barton Hill and William H. Hayne.

THE November *St. Nicholas* appears in a larger and plainer type, and with more than enough extra pages to accommodate the increase of size without loss of material. It has an article on "Inter-collegiate Foot-ball in America," by Walter Camp, certainly a good authority on these matters. Two contributions present in instructive juxtaposition the savage and the civilized methods of hunting the jack-rabbit of the West. Julian Hawthorne contributes an Egyptian parable called "The Child and the Pyramid," and Prof. Boyesen tells a thoroughly modern story of "The Poet of the Hempstead Centennial." Elizabeth Balch, author of the much praised replies to Prosper Merimée's "Lettres à une Inconnue," tells the almost forgotten story of the boyish quarrel between Cromwell and the little prince whose death-warrant he was to sign in later years. One of the cleverest things in the number is the short drama, "Sir Rat—A Comedy," written and illustrated by Oliver Herford. Though a tiny bit, it is most amusing in its way. There are many other racy pieces in prose and verse, and enough pictures, information, and amusement to crowd the pages of this magazine, which not only delights young readers, but will well repay their elders for the time it takes to examine it.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1888.

TRAINING INSTITUTES.

SCIENCE OF EDUCATION.

Examiner—J. A. McLELLAN, LL.D.

NOTE.—State points concisely, and illustrate by examples.

1. What do you conceive to be the relation between psychology and educational methods?

2. Give some account of the doctrine of *Association* under the following heads:—*Conditions, Varieties, Results.* What educational principles may be deduced?

3. Discuss *Attention* with reference to its *Uniting, Adjusting* and *Relating* power. Show explicitly the bearings of this doctrine on education.

4. Discuss, giving illustrations, the following educational principles, showing their necessary limitations:

(1) Proceed from the known to the unknown.

(2) Learn to do by doing.

(3) Teach the child only what he can understand.

SCHOOL MANAGEMENT.

Examiner—J. E. HODGSON, M.A.

1. (*a*) "A discipline of terror not only fails to successfully accomplish its end, but gives rise to many of the worst vices of slavery; hypocrisy and falsehood, idleness directly there seems to be a chance of not being found out; meanness and cunning, hatred, and a train of other evils."

(*b*) "The importance of happiness to children is very great, and anything which will conduce to this should not be overlooked."

(*c*) "The pleasures of good taste are matters of slow growth, and though the effects of our efforts may not be immediately discernible. their influence will be by no means lost. The saturation-point will be reached at last. Be it remembered also, that what we want is to make children *feel*, not talk about these things—that it is the appreciation and not criticism which we have to aim at."

Develop the foregoing extracts.

2. Write notes on the following forms of punishment:

(*a*) Compulsory silence and exclusion from companionship.
(*b*) Censure and shame.
(*c*) Book tasks.
(*d*) Corporal punishment.
(*e*) Expulsion.

3. Explain fully the object and nature of lessons and written exercises assigned for preparation at home. Illustrate by reference to Form III Public School course, or Form II High School course.

4. State definitely to what extent the teacher's estimate of pupils as determined by daily recitations should guide a master in making promotions.

Point out the imperfections in a system of promotion based entirely on examinations conducted by examiners independent of the teaching staff.

HISTORY OF EDUCATION.

Examiner—H. B. SPOTTON, M.A.

1. "Before Comenius no one had brought the mind of a philosopher to bear practically on the subject of Education. Montaigne, Bacon, Milton, had advanced principles, leaving others to see to their application."

Mention the more important of these principles, and show to what extent Comenius applied them.

2. "Believing in this high aim of Education, Pestalozzi required a proper early training for all alike." What is this aim? Compare it with the purpose of Education as defined by Herbert Spencer, and show how each of these reformers proposes to reach the end in view.

3. Give Locke's views as to the proper use of rewards and punishments in a system of education.

METHODS IN ENGLISH.

Examiner—JOHN SEATH, B.A.

1. Discuss concisely the educational value of each of the following subjects in both elementary and advanced High School classes:

(1) Grammar, (2) Prose Literature, and (3) History.

2. Explain the use you would make, in teaching Poetical Literature in Form I, (*i.e.*, Public School Form V) of

(1) Paraphrasing, (2) derivation, (3) the differentiation of synonyms, (4) elocution, (5) biography, (6) figurative language, (7) sentence-structure, and (8) metrical form.

Give, from the following poem, an illustration of each point:

As ships, becalm'd at eve, that lay
With canvas drooping, side by side,
Two towers of sail at dawn of day
Are scarce long leagues apart descried;

When fell the night, upsprung the breeze,
And all the darkling hours they plied,
Nor dreamt but each the self-same seas
By each was cleaving, side by side;

E'en so—but why the tale reveal
Of those, whom year by year unchanged,
Brief absence join'd anew to feel,
Astounded, soul from soul estranged?

At dead of night their sails were fill'd,
And onward each rejoicing steer'd—
Ah, neither blame, for neither will'd,
Or wist, what first with dawn appear'd!

To veer, how vain! On, onward strain,
Brave barks! In light, in darkness, too,
Through winds and tides one compass guides—
To that, and your own selves, be true.

But O blithe breeze! and O great seas,
Though ne'er, that earliest parting past,
On your wide plain they join again,
Together lead them home at last.

One port, methought, alike they sought,
One purpose hold where'er they fare—
O bounding breeze, O rushing seas!
At last, at last, unite them there.

3. Outline a scheme of a first lesson on Mood in Form I, using as your illustrations the verbs in each of the following sentences:

(1) He has gone to see his friend; (2) He would not go; (3) What should it be, but this? (4) Tell me not sweet, I am unkind; (5) I could not love thee, dear, so much, loved I not honor more; (6) What must I do to be saved?

4. Explain how you would teach Spelling in Form I, giving the reason for each step in the process.

MIDSUMMER EXAMINATIONS, 1889.

THIRD CLASS TEACHERS.

DRAWING.

NOTE.—Only seven questions are to be attempted, two of which must be selected from group A, two from B, two from C, and the one in D.

A.

1. Draw a pair of plain scissors, opened to full extent; length 6 inches.

2. Draw a square, length of side 6 inches; draw diameters; place in first small square a Maltese cross; in second, a unit of a design in reversed curves; in third, a natural maple leaf; in fourth, same conventionalized.

3. Draw a simple object, derivable from the ellipse or the oval.

4. Show, by the drawing of an ordinary kitchen table, the application of elevations.

B.

5. Draw a rhombus, whose sides shall be 2 inches in length, and whose acute angles $37\frac{1}{2}°$.

Inscribe a circle in the rhombus.

6. Draw a triangle, whose sides are 2, 3, and 4 inches respectively; produce any two sides and describe a circle to touch the third side and the produced parts of the other two.

7. Draw three circles, diameters 2 inches each; each circle to be in contact with two others; about these circles draw the circumscribing circle.

8. The diagonal of a square is $2\frac{1}{2}$ inches; construct it; divide it into three equal parts by lines drawn from an angular point.

C.

[NOTE.—In following problems consider height of spectator's eye, 6 ft. Distance from the picture plane 4 ft. Scale. $\frac{1}{4}$ inch equals 1 ft.]

9. Draw a circle, diameter 4 ft., plane of circle perpendicular to both P.P. and G P., and touching both, centre of circle to be 4′ to the left of spectator.

10. Draw a regular hexagon, whose sides are each 2 ft.; hexagon to be parallel to G.P. and 8 ft. above it: two sides of the hexagon are to be perpendicular to the P.P.; centre of hexagon to be 4 ft. to the right and 4′ within the P.P.

11. Draw the frustum of a square pyramid; edge of ends 3 and 4 inches respectively; height 5 ft.; the pyramid rests on the G.P. and touches the P.P. 4 ft. to the right.

On this frustum, place centrally a sphere so as to touch the P.P.

12. Draw a square whose sides are 4 ft. in length; the square is perpendicular to and touches the G. P. 4 ft. to the left and 2 ft. within the P.P.; the horizontal sides of the square retire towards the right, and make an angle of 45° with the P.P.

D.

13. Draw, *in outline only*, the object presented to you. Height of drawing four inches. *Use no instruments.*

School-Room Methods.

HOW TO TEACH "REDUCTION."

BY M. W. S.

A FORECAST OF THE WORK.

AT this stage of arithmetical work the pupil knows, or at least should know, the various rules and questions involved in the processes of addition, subtraction, multiplication and division, and should be familiar with all practical simple tables such as the number of lbs. in a bushel of almost all kinds of common grain, the number of lbs. in a ton of hay, etc. In fact, the term reduction is but another name for that with which the pupils are already familiar in every-day life.

For example, what is finding the number of bushels in a field of potatoes, as they are gathering them in a certain vessel, but reduction? For they have a certain value for the vessel, and reckon from that. In almost every work there is more or less of "Reduction," and the meaning of the term thus used is just the same as the meaning of that used in our arithmetics.

Therefore, after the preparatory work has been thoroughly mastered by the pupil, all that remains for the teacher to do is to impress on the pupil's mind the commonness of reduction.

As soon as the pupils have the notion expressed by the word reduction fixed in their minds, practically nothing more remains to be taught. We have to guard against dictionary significations. Practicableness is the boon which is needed.

MY PLAN IN OUTLINE.

1. *Class Work.*

A. General Points.

a. Principles underlying the teaching of the subject.

b. Exemplification of these principles in allied primary work.

B. Particu'ar Points.

c. Discussion and teaching of Reduction proper, or that more easily understood. (Descending.)

d. Questions and examples on the work taught. Examples both written and oral, both practical and abstract, but the weight should lie upon the side of practicableness.

e. Explanation of Reduction drawn from the class.

f. Reduction Ascending taught.

g. Similar steps in teaching latter as in the former process.

h. Draw from the class that there are, therefore, two kinds of Reduction. Give or get the terms, and have explanations given.

i. Questions and examples suited to impress the points taught in the lesson.

2. *Seat Work.*

a. Defining terms.
b. Classifying examples.
c. Working examples.

METHOD IN DETAIL.

1. *Class Work.*

A. (For the teacher's help.)

1. Proceed from what the child knows, in easy grades, by connection of facts, to the subject under consideration.

2. Keep constantly before the pupils' minds (by apt questioning) "The Principle of Suspense."

3. Keep up the interest and attention of the pupils by variation of questioning.

B. For a connection between the preparatory work and what is to be taught.

1. Have several examples in addition and subtraction placed on the board and worked orally by the class.

E.g., add together :

739	921	4444
412	337	7776
563	644	8392

or, find difference :

765	932	51432
497	866	13675

In addition, all examples should involve carrying, and in subtraction, all examples should involve borrowing.

2. Objects of this work are to have pupils answer readily, when questioned upon what they already know, and as a means of leading to the subject to be taught. That is, to be able to tell why we carry one, two, three, as the case may be, in addition, and why does borrowing one from a digit next above increase that for which it has been borrowed by 10.

3. As soon as the pupils understand the why of the above, of course only arrived at by the solving of numerous examples, the teacher should question rapidly on the principle involved in section 2 of step *B*. Thus : How many units in one ten? in two tens? in three? How many tens in one hundred? in two hundred? Units in one hundred? etc. Units in two tens and five units? etc. Units in three hundreds, five tens and three units? etc.

Also : How many tens in 30 units? in 25? in 15? etc. And so on.

4. Then place the examples in the form of the reduction to be taught, explaining, of course, that change of the form does not change the meaning. Always writing in full, as : In 7 tens, 5 units, find how many units.

5. Have the example worked first in the form of a question, as previously ; then lead them to see that we really multiply by ten and add the five in with it to get our result.

6. When this is understood by pupils, our lesson is almost ended.

A slight transfer is to be made. Now for step *C*.

C. The main topic in the lesson.

1. Appropriate questions should now be asked on the tables used in this practical reduction, for the purpose of refreshing the pupil's memory.

2. Place the following question on the board, and allow pupils time to inspect it. "How many cents in 740 dollars?" Then change it to this form of example : "In 740 dollars to find the number of cents."

3. They will soon tell you that there will be 100 times as many cents as dollars, since there are 100 cents in every dollar, and therefore we shall have to multiply dollars by 100 to find the number of cents.

4. Next bring in "grain" question or examples, and the pupils will work quite readily.

5. Other familiar forms of questions, such as "time examples," and examples of finding number of units in such things as a dozen, a pair, a gross, etc. Also linear questions.

6. Lastly, examples of such as contain weights of such articles as hay, butter, etc. Ask how many ounces in one lb.? in two? etc.; in 3 lbs. 7 oz.? Easily obtained by analysis. How many lbs. in a ton? in two tons? in 3 tons 384 lbs.? Also obtained by analysis. Place question thus : "In 3 tons 384 lbs., how many lbs.?"

7. After this has been done, and result (6384 lbs.) placed on the board, tell pupils to find how many ounces in 6384 lbs., which they will readily find. Ask them from what we obtained 6384 lbs.? and how? How did we obtain the number of ounces in 6384 lbs.? Now, how could we obtain the same number of ounces in another manner?

8. Probably the pupils may have some difficulty in answering the last question. But on a few apt questions being put, the teacher will very quickly see his pupils arriving at a correct solution of the question. As soon as they do, put the full form of the question on the board thus: "In 3 tons 384 lbs. how many oz.?" and have pupils work it. Work in a few ounces, for ex. 8, and now have them find the number of oz. in all, which they shall see is increased by 8.

9. Gradually extend the length of the number of terms in the question of 4, 5, etc., terms. Questions on area, solidity and capacity can be taken up when pupils have grasped the fundamental method of working examples, as it will not make any difference what the multiplier may be when they have the idea. Bring fractions under division, as, dividing a number by 4, each part is ¼ of whole. Taking ¼ of a number is simply dividing it into 4 equal parts and taking one of them. And so with ½.

D. Suitable examples on the above principle should now be given for pupils to work independently.

E. This will present no difficulty.

F and *G.* 1. When Reduction Descending has been taught, all that the teacher has to do in Reduction Ascending is to have pupils see by questioning that if, for example, in 7 dollars 50 cts. there are 750 cents, in 750 cents there must be 7 dollars and 50 cents over. And they will tell you how to get the latter result from the former.

2. Questions or examples of gradually increasing difficulty may now be given.

H. This can be illustrated most aptly by a drawing of a ladder leaning against a wall, or by a scale of spherical bodies drawn from a large size to a small, and then in similar proportions of increase, till the size of the first is again reached.

I. The teacher can either give original examples (and, in my opinion, this is better), or use examples from P. S. Arithmetic.

2. *Seat Work*, the various steps of which can be readily attended to by the teacher, should always follow class work.

ARITHMETIC.

MENTAL WORK.

1. TWO boys travelled in opposite directions, one at the rate of 6 miles an hour, the other 5 miles. How far apart were they in 6 hours?

2. How many cords of wood at $6 a cord will it take to pay for 2 tons of coal at $7 a ton?

3. How many quarts of milk at 5 cents a quart will it take to pay for 6 dozen eggs at 20 cents a dozen?

4. How many feet in a room that is 6 feet wide and 9 feet long?

5. At $2 a rod, what will it cost to fence a field that is 10 rods square?

6. How many rods in a field 10 rods square?

7. How many yards of fringe will it take to put around a table that is 60 inches long and 30 inches wide?

8. At 12½ per cent., what is the interest of $64 for 1½ years?

9. What is the interest of $30 at 10 per cent. for 2½ years?

10. If one gill of milk costs ½ cent, what will a quart cost?

11. At $10 a barrel, how much flour can be bought for $85?

12. How many pounds in 80 shillings?

13. One barrel of flour cost $8, what will ¼ of a barrel cost?

14. When ⅔ of a box of oranges cost $4, what will a box cost?

15. What will a load of hay cost if ⅔ of a load cost $7?

16. When ⅛ of a cake costs 6 cts., what is the cost of the whole cake?

17. If 8 men can do a piece of work in 6 days, how long will it take 12 men?

18. If 4 men can do a piece of work in 3 days, how long will it take them to do twice as much work?

19. 6 is ⅓ of what number? 7 is ¼ of what number? 8 is ½ of what number?

20. What is ½ of 8? What is ⅓ of 9?

21. What are the prime factors of 12? of 9? of 6?

22. Bought 6 acres of land at $8 an acre, and sold it for $75. What was the gain?

23. Bought a knife for 80 cts., and by selling it lost 25 cts. What was the selling price?

24. Bought a pair of boots for $5, and sold them for $6. What was the gain per cent.?

25. What cost a barrel of flour if ⅔ cost $4?—*Popular Educator.*

AN EXERCISE ON SIGNS WITH OBJECTS.

THE teacher, holding five sticks in one hand and three in the other, shows them to the pupils. Then she says, "See what I do." (She puts the five sticks and three sticks together.) "You may write what I have done. Pupils write 5+3=8, having been previously instructed concerning the use of the signs. Then she takes six sticks in one hand and five in the other, and shows them to her pupils for a few seconds. They write, 6+5=11. By showing objects the pupils write columns of figures quite rapidly. This exercise teaches the use of signs, promotes rapid and correct addition, and quick and accurate observation.—*School Journal.*

IMAGINATION STORIES.

FOR LOWER GRADES.

1. TELL about two children playing marbles.
2. Tell about two girls playing with dolls.
3. Tell about six boys chasing a pig.
4. Tell about boys picking apples, or cranberries, or blueberries.
5. Tell about a little girl getting lost.
6. Tell about a storekeeper and three different customers—a man, a woman, a child.
7. Tell about a little girl that lost her twin kittens.
8. Tell about a boy who found a dog.
9. Tell about a man who could not catch his horse in the pasture.
10. Tell about a woman who was afraid of a cow.
—*American Teacher.*

To Truth's house there is a single door,
Which is Experience. He teaches best
Who feels the hearts of all men in his breast
And knows their strength and weakness by his own. —*Bayard Taylor.*

THE power to think for one's self has too little standing in the school, and we do not insist enough upon the appreciation of the worth of school work. Too often we try to wheedle our children into knowledge. We disguise the name of work, mask thought, and invent schemes for making education easy and pleasant. We give fanciful names to branches of study, make play with object lessons, and illustrate all things. To make education amusing—an easy road without toil—is to train up a race of men and women who will shun what is displeasing to them. But there is no substitute for hard work in school if we are to have a properly trained people ; we must teach the value of work and overcome the indifference of ignorance.—*The Century.*

Correspondence.

THE HIGHEST MOUNTAIN.

BY HENRY A. FORD, A.M.

To the Editor of the EDUCATIONAL JOURNAL:

A PARAGRAPH in a recent number of the *Educational Monthly* argued for a peak in New Guinea, 32,763 feet high, and named Mt. Hercules as the highest mountain in the world, and mention was also made of Gaurisankur, in the Himalayas, at 29,025 feet, as overtopping Mt. Everest, at 29,002, which had claimed (and for that matter should still have) pre-eminence. Gaskill's Atlas and Capt. A. J. Lawson, of London—the latter as reported in a note to the *Indiana School Journal*—were given as authorities for the former statement. Thinking it strange that so remarkable a discovery should have escaped my attention, after some delay I submitted the matter to Prof. Russell Hinman, of Cincinnati, author of a recent and quite remarkable text-book of Physical Geography, and undoubtedly an expert upon all related topics. I am kindly permitted to give to your readers his conclusive reply. He says:

"We think there is no doubt that Gaurisankur is one of the local names, of which there seems to be several, for the high peak named Mt. Everest by the officers of the Trignometrical Survey of India in 1856 or 1857. This peak is situated in Nepal, which at that time was not open to the officers of the survey. They were not able to ascertain that this peak, discovered in their triangulation, had any local name; they consequently named it after the first Superintendent of the survey; it was but a short time afterwards when various travelers in Nepal claimed that they had discovered local names for this same mountain. This whole matter is very fully discussed in the volume for 1886 of the Proceedings of the Royal Geographical Society, to which we refer you.

"We are not acquainted with either of the authorites mentioned in your clipping, for Mt. Hercules, in New Guinea. We have never heard of Gaskill's Atlas, and we can find no trace of Capt. A. J. Lawson, of London, quoted in any of the geographical or scientific periodicals. We have looked through Petermann's Mitthcilungen, Proceedings of the Royal Geographical Society, and all the volumes of *Nature* from 1881 to date, and we find no allusion to either Capt Lawson or Mt. Hercules. We have also examined the address of Rev. Couts Trotter to the Geographical Section of the British Association in 1885, on the discoveries and explorations in New Guinea from its discovery until that date. He makes no allusion to Capt. Lawson. The same is true of Mr. Clement Markham's Bibliography of New Guinea explorations, published in 1883.

"While a man could easily be lost in London, we do not think that the discoverer of a mountain three-quarters of a mile higher than the peak which for thirty years has been considered the apex of the world, could remain unknown and unnoticed even in that large city."

MICHIGAN, *Oct. 31, 1889.*

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—Your issue of November 1st contains an editorial paragraph referring to the action taken by the Council of Queen's University with regard to the mission of Dr. Knight and Mr. A. P. McGregor to the Ontario Teachers' Association, summer session, and the manner in which those gentlemen performed it. As your information was imperfect, and your remarks, consequently, misdirected, I send you a copy of the resolution passed by the Council. It is as follows:—

"Moved by Rev. Principal Grant, D.D., seconded by Rev. A. H. Scott, M.A., that the Registrar send to the Secretary of the High School section, Ontario Teachers' Association, a letter in substance as follows:—'Your letter of 20th August was submitted by me to the meeting of the University Council held on October 16th. Dr. Knight, on behalf of the delegates, explained that they were not aware that a place on the programme had been assigned them, and that certainly there was not the slightest intention of being discourteous to the Association. Had they been notified that the programme had been changed they would have gone. The President, when applied to, had written that he would notify the Secretary and that they would hear further. They had not heard. Dr Knight also submitted that the delegates had endeavored to obey their instructions in spirit.'" Carried.

Yours, truly, R. W. SHANNON.

QUEEN'S COLLEGE, *5th Nov., 1889.*

REGULATION NO. 60.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—A correspondent in the October number of the EDUCATIONAL MONTHLY has drawn attention to the unjust regulation (No. 60) recently issued by the Department respecting *specialists* in Collegiate Institutes. The regulation referred to is so arbitrary, unjust and unreasonable that I imagine few can be found to defend it. It reads as if it were a piece of special legislation intended to benefit some friend, and as if purposely framed to exclude all others. If not, why should these privileges be confined to *graduates* when under-graduates may still become specialists? As a matter of fact, are there not many teachers now engaged as specialists who are not even under-graduates? Again, why should an applicant for a specialist's certificate have had *ten* years' experience *before July, 1889*, unless it were known that, if this restriction were not made, some one who had *nine* years' experience might qualify next year? This clause looks as if it were intended to hit somebody.

These questions the Minister will find difficult enough to answer to the satisfaction of teachers, but there is another condition still more absurd. The successful applicant for this favor must have prepared candidates for senior matriculation with first-class honors. This is not only encouraging the High Schools to do work not required, and which they should be prohibited from doing, but is actually assuming that they do it. Granting that School Boards are willing to incur the expense of engaging an extra teacher in order to accomplish this kind of work, is it desirable that the general welfare of the school should be neglected in order that a teacher may add something to his reputation? Besides, how many teachers ever get an opportunity of doing this kind of work, even if they thought it desirable? The boy who is clever enough to take first-class and who is willing to stay long enough to prepare for Senior Matriculation, is an *avis alba.* If he succeeded in getting into the second class only, must this teacher forever rank as a second class teacher?

Is a man's fate to depend on whether he has been teaching the magical ten years and whether he has captured one clever boy of good staying powers!

As if this were not enough, there still remains a way by which the Department can "choke off" an obnoxious man. He must be ranked I. by the H. S. Inspectors. Have not our Inspectors ranked some of this favorite class very low as teachers? Have they not been known to make material changes in their grading at the instigation of the Head Master? Just imagine our present H. S. Inspectors grading mathematical men! If a man who is not a specialist in a department is not allowed to teach that subject, how can a man who is not a specialist be supposed to be competent to *inspect* that department? Are not our H. S. masters, in many instances, just as competent to grade our H. S. Inspectors as they are to grade the masters? Moreover, are there not many of our *non-specialists* always ranked I. as teachers—men whose culture and general ability are never questioned?

I have not referred to the worst feature of the regulation—the fact that it is retroactive in character, because that injustice is well pointed out in the article referred to above.

The question I have to ask now is, Why "specialists" at all? The ostensible object is to keep the best places open for the best men. Does it accomplish this? Is not a man's fitness for a position best judged by the results of his work? Or, are High School Boards a set of dunces that they cannot discriminate between competent and incompetent teachers? Which alternative does the Department take?

Are High Schools of so little importance that they do not need as good teachers as the Collegiate Institutes do? Without reflecting on the Collegiate Institutes, is it not very well known that many of our High Schools are doing just as efficient work, and just as much of it, if one may judge from results, as the Collegiate Institutes situated by their side, notwithstanding the latter are coddled and pampered, and, we may add, *hampered* with multitudinous semi-digested regulations issued in feverish haste? Why, then, *distinctive names* for schools doing precisely the same kind of work? Is it merely to give three hundred dollars per annum additional to the large schools where they least need it, at the expense of the small struggling schools which need so much the Legislative aid? If the policy of the Department is to shut up the small High Schools and have only Collegiate Institutes, the sooner the people understand it the better.

Yours, etc. MAGISTER.

I WOULD go so far as to lay it down as a rule, that whenever children are inattentive, or apparently take no interest in a lesson, the teacher should always look first to himself for a reason.—*Pestalozzi.*

GARDINER'S CABINET OF MAPS AND CHARTS.

Published by Wells & Seavill Co., Toronto.

Gardiner's Cabinet contains many new and novel features well worthy of the attention of teachers and trustees who are desirous of keeping pace with the times. The Cabinet is a highly finished case of white wood, within which the maps and charts are suspended by an ingenious device, thus dispensing with the usual mounting sticks, which experience proves are liable to be frequently wrenched off in the school-room. All of the maps and charts are uniform in size. The list includes Europe, Asia, Africa, North America, South America, Oceanica, Dominion of Canada, United States, Eastern and Western Hemispheres. The standard charts include a Diacritical Chart, two Music Charts and two Writing Charts. We noticed in particular a beautiful and accurate chromo-lithographic Physical Geography Chart. In the centre is an ideal section of the earth, showing all of its physical features; at each side are the zones with representations of the plants, land and sea animals peculiar to each zone. All of the maps are in outline, and our best educators are of the opinion that only such should be used before a class. The special transparent chart is intended to take the place of a globe in the school-room, and is beyond doubt one of the most attractive and useful charts that has ever been manufactured. Edwards' Time Dial is an ingenious device for teaching the time of day, addition, subtraction and the multiplication table. The fact that it has been adopted in the schools of Boston and the leading cities of the U.S. proves its superiority. The Manikin, which forms an integral part of the Cabinet, must be seen to be appreciated. It has been prepared for school purposes exclusively, and for teaching anatomy and physicology it is simply indispensable. After a careful examination of Gardiner's Cabinet, we commend it to the Canadian public, confident that it will supply a long-felt want. Not the least of its merits is the moderate price, which places it within the reach of every Ontario school.

ENTRANCE EXAMINATIONS

TO

High Schools and Collegiate Institutes.

The next Entrance Examination to High Schools and Collegiate Institutes will be held on December 18th, 19th, and 20th.

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

DECEMBER, 1889.

1.	Clouds, Rains and Rivers	pp. 54—59
2.	The Death of the Flowers	" 67—68
3.	Flow Gently, Sweet Afton	" 98
4.	Resignation	" 105—106
5.	Lead, Kindly Light	" 145
6.	Dora	" 137—142
7.	The Heroes of the Long Sault	" 155—161
8.	Lochinvar	" 169—170
9	A Christmas Carol	" 207—211
10.	The Heritage	" 212—213
11.	Song of the River	" 221
12.	Landing of the Pilgrims	" 229—230
13.	Edinburgh after Flodden	" 277—281
14.	National Morality	" 295—297
15.	The Forsaken Merman	" 298—302

JULY, 1890.

1.	The Vision of Mirza—First Reading	pp. 63— 66
2.	" " " " Second Reading.	" 68— 71
3.	To Mary in Heaven	" 97— 98
4.	Flow Gently, Sweet Afton	" 98
5.	The Bell of Atri	" 111—114
6.	Ring Out, Wild Bells	" 121—122
7.	Lead Kindly Light	" 145
8.	The Heroes of the Long Sault	" 155—161
9.	Lochinvar	" 169—170
10.	A Christmas Carol	" 207—211
11.	The Heritage	" 212—213
12.	Song of the River	" 221
13.	The Ocean	" 247—249
14.	The Song of the Shirt	" 263—265
15.	The Demon of the Deep	" 266—271
16.	Edinburgh after Flodden	" 277—281
17.	Canada and the United States	" 289—291
18.	The Forsaken Merman	" 298—302

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

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

DRAWING.—Drawing Book, No. 5, of the Drawing Course for Public Schools. Pupils may present their school work in Drawing in any blank exercise book, so long as it covers the prescribed course, and no discrimination will be made in favor of work contained in the authorized drawing book.

AGRICULTURE AND TEMPERANCE. — Papers will be set in these as optional bonus subjects. A candidate may choose which of them he will take, but it is not compulsory to take either, and he cannot take both. Marks not exceeding 75 may be added for the subject chosen. (Reg. 38).

TIME TABLE OF THE EXAMINATION, DECEMBER, 1889.

FIRST DAY.

9.00 to 11 a.m. ..... Grammar.
11.15 a.m. to 12.30 p.m. ..... Geography.
2.00 to 3.30 p.m. ..... History.

SECOND DAY.

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

THIRD DAY.

9.00 to 11.00 a.m. ..... Literature.
11.10 to 11.40 a.m. ..... Writing.
1.30 to 3.00 p.m. ..... Temperance and Hygiene, or Agriculture.

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

ALEX. MARLING,
Secretary.

EDUCATION DEPARTMENT,
TORONTO, August, 1889.