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Editorial Notes.

THE discussion of the "Supply" question still goes on, and seems to be awakening considerable interest. As our space is limited, we must urge our correspondents to be brief and to the point.

IN reading the correspondence of various kinds which comes into our hands we are often struck with the failure even of teachers, and in some cases of those who write well, to discriminate correctly in the use of *shall* and *will*, *should* and *would*. Every teacher should see to it that his pupils understand clearly the difference. This, of course, implies—well, what it implies is obvious.

"PERMIT me to congratulate you on the excellence of the last number of the JOURNAL. It grows better all the time." So writes a friend whose opinion is valuable, in a note just to hand. The pleasing commendation is a sample of those which we are constantly receiving, and which afford us much gratification and encouragement. Roll up our subscription list, friends, and we will do our very best to make the JOURNAL second to no educational paper in America. With your help we can do it, not without.

As our readers may have observed, a mistake was made in the paging of our last two numbers. The new volume commenced with the issue of February 15th, which should accordingly have been numbered Vol. II., and commenced with page 1. By some oversight, while the number of the volume was properly changed, the numbering of the pages in both that and the following issue was continued as if they had been continuations of Vol. I. In this number we commence with page 37, the correct figures had the two previous numbers been properly paged.

WE congratulate our valued contributor, Mr. Charles Clarkson, M.A., on the elevation of the Seaforth High School, of which he is Principal, to the rank of a Collegiate Institute. Mr. Clarkson is well and favorably known to our subscribers as the editor of our Mathematical Column, and they will be glad to learn that he will continue to conduct that indispensable department of the JOURNAL. We have no doubt the Seaforth Collegiate Institute will continue the prosperous career which has marked the course of the Seaforth High School under his able management.

A SPECIAL feature of the annual convocation of McGill University this year was the conferring for the first time of degrees on female graduates. Sir William Dawson, in replying to the valedictory of the Donalds class, said that the success of the enterprise had surpassed the highest expectations he had cherished, and alluded with a very natural gratification* to the further enlargement which Sir Donald Smith is understood to contemplate, and which will place in affiliation with McGill "a college for women equal to those great institutions of the United States, which we have hitherto regarded with envy; and, indeed, superior to them in the advantages to be derived from immediate association with a great University."

WE remember to have seen a year or two since a good illustration of the way in which a necessary punishment may sometimes be made to enforce a useful lesson. A lady teacher overheard one of her boys swearing at another in words that made her blood curdle. She immediately led him into a corner of the room to remain there until the school had been duly opened. Then, before a lesson was recited, she took him out before all the scholars and, then and there, washed out his mouth with a sponge wet in pure castile soap-suds which she had prepared; after which she urged earnestly and tenderly upon the boys the duty of keeping their mouths clean. Truly an effective way of converting an act of discipline into a moral object lesson.

"No teacher should have under his charge a greater number of pupils than he can know personally and thoroughly. He should know each character as well as he does the subject upon which he is giving instruction, and should be able to lay his hand upon its every motive spring." So says an American educational writer. This view has been controverted on the ground that moral development depends upon the parent rather than the teacher. Passing over many exceptions that might be taken to that proposition, we doubt seriously whether it is possible for the teacher to achieve the highest success in the more purely intellectual part of his work, or teaching proper, without an intimate knowledge of the mental habits and traits of his respective pupils.

THE method of instruction by correspondence employed by the Chautauqua College of Liberal Arts has inaugurated a great system, the success of which is no longer an open question, for it is fast coming to the front in educational circles.

It has stimulated many institutions to make special provisions for non-resident and correspondence work. Among these may be mentioned the universities of Syracuse, Rochester, the City of New York, Yale, John Hopkins and Harvard. The Correspondence University of Chicago is an adaptation of the Chautauqua method. These are but expressions of the idea that education ought to be carried to the people, so that every person who desires it may have a chance for a college training. This must be done by non-resident study, which must be conducted by wise correspondents.

REV. DR. DEEMS, of New York, has discovered that a disease, prevalent in ancient times, and alluded to by the Apostle James, is a raging epidemic in many places at the present day. "St. James would call it in English 'polydidascal,' which is nearly its name in Greek. It is an internal disease, discovered by its eruption, which appears ordinarily on the tongue, and sometimes on the right hand which holds pen or pencil. It proves the presence in the afflicted individual of 'much-teachingness,' a disposition to be always taking the chair, much given to finding fault, correcting, playing the censor, putting on professional airs, having an opinion on every subject, with great readiness to give it dogmatically, dictatorially, pontifically, as being paramount, final, infallible, from which there is no appeal." Do any of our readers recognize the symptoms?—in their neighbors, of course, we mean.

MISS RITCHIE, the lady valedictorian of McGill University, referring to the fact that ladies are still refused admittance to the course in medicine, said:—"The doors of the Faculty of Arts opened four years ago; those of medicine still remain closed. When will they be open? Not only are medical women needed at home, but are invaluable as missionaries. Is it right to deprive us of this great opportunity for doing good?" Some of the students, let us hope for fun rather than from narrow and selfish prejudice, cried out, in answer to the first question, "Never!" Miss Ritchie rightly declared that it was only a question of time. There is perhaps no occupation or sphere which can be mentioned which offers larger opportunities for usefulness to women, or in which their services are so urgently needed. The spirit which denies them the only opportunities for acquiring the necessary training is unworthy of the age.

TEACHERS and ministers will do well to study the announcement in another column of the summer schools to be held at the Niagara Assembly, the Canadian centre of the Chautauqua System. The array of subjects to be taught is almost as bewildering as the bill of fare at a first-class hotel. One of the most important announcements is that of the holding of a ten days' session of Dean Wright's celebrated school of New Testament Greek. While this may, by some, be passed by as belonging exclu-

sively to the clergy, others, better informed, will gladly avail themselves of the opportunity to acquire, at least, a rudimentary knowledge of this important branch of study, such as Dr. Wright will certainly help them to. Every teacher who sees this notice will do well to send for the detailed programme promised. It will be seen that the exercises are not all profound study. Relaxation and recreation are offered in abundance in the way of lectures and entertainments, as well as all kinds of out-door sports.

THE work being done by such philanthropists as Miss MacPherson, Dr. Barnardo, and others, in gathering up the child waifs in the overcrowded cities of England, subjecting them to a course of manual, mental, and moral training, and then distributing them in Canadian homes, where they may be trained up into self-respecting men and women having a future of independence and usefulness before them, seems to ordinary thinking to be a most benevolent work and worthy of every encouragement. Objection is now, however, being strongly urged by some medical gentlemen in Parliament against the admission of such children, on the ground that many of them have inherited physical and moral taint from vicious and depraved parents, and that they are sure to convey and transmit such taint. The point is certainly of great importance, and demands searching investigation. But surely some means of examination and discrimination may be employed, without putting a stop to the immigration, which is, on the whole, a benefit to Canada, while to multitudes of the poor children it must be as "life from the dead."

WE feel that we shall be doing a service to our readers in calling their attention to the advertisement of the National School of Elocution and Oratory, in this issue. This school, which was founded at Philadelphia in 1874, by the late Prof. J. A. Shoemaker, M.A., has enrolled upward of twenty-two hundred students, who have come from all parts of the United States, from Canada, England, and the West Indies, many of whom are representative men and women in the various professions to which they belong. It is the oldest school of elocution in the country, and is probably more extensively known than any other institution of the kind on this continent. The summer session of six weeks at Grimsby Park, will afford an excellent opportunity to teachers who wish to improve themselves in the science and art of reading and elocution. This session will be the sixth of the kind held in Canada. It offers for the first time, however, the special advantages to be derived from the presence and lectures of Mr. James E. Murdoch, the well-known Shakespearean scholar and talented elocutionist. Mr. Murdoch has lately been elected to the Presidency of the Faculty of the College. He is announced to spend four weeks at Grimsby and to deliver two lectures per week, on subjects chosen from Shakespeare and the Bible. Mr. Murdoch has been recently described by Mr. Howard N. Ticknor, of Boston, the distinguished critic, as "the master of masters in his art," and "the greatest living master of the human voice, as legitimately applied to spoken language."

Educational Thought.

If we ask a boy to take his place at a carpenter's bench, it is not that we wish to make a carpenter of him, but that we wish to make him more of a man. We know that there is only one chance in fifty that he will use the saw, the chisel, the plane, the hammer, as the tools by which he earns his bread; but if he has had proper training in their use, he will carry to his work in life, whatever it may be, not only a better hand and a better eye, but also a better mind, a mind more perfectly filled and rounded out on all sides.—*Francis A. Walker.*

A MAN engaged in a profession, as distinguished from a mere handicraft, ought not only to know *what* he is doing but *why*—the one constituting his practice, the other his theory. He cannot give a reason for the faith that is in him unless he examines the grounds of that faith, unless he examines them *per se*, and traces their connection with each other and with the whole body of truth. The possession of this higher kind of knowledge—the knowledge of principles and laws—is, strictly speaking, his only warrant for the pretension that he is a *professional* man and not a mere mechanic. Dr. Arnold aptly stated our obligation to equip ourselves for the profession of educator when he said, "In whatever it is our duty to act, those matters it is also our duty to study."—*Joseph Payne.*

IT is as natural for the child to think and study and work intelligently, as it is for the stomach to digest. The one was made to think, feel, and will, the other to digest. As the digestive powers may be impaired by supplying the stomach with too much food, or with unwholesome food, so the thinking powers may be injured by carelessly or ignorantly giving to the child too much mental food or not the right sort. There is a mental dyspepsia, as well as a stomach dyspepsia, a great difference between the two being, that in the former case, the teacher is generally to blame, in the latter, the patient. There are perhaps comparatively few persons who do not suffer more from too much food than from too little. Can we not find a parallel to this in teaching? Are we not more inclined to give too much work to our pupils—more than they can thoroughly master, than to give too little? Would not a great barrier in the way of developing thought-power be removed, if we would adapt our requirements to the capacities of the child? Mental, as well as physical powers, can best be developed by moderate exercise. Too much exercise can but exhaust energies, and unfit faculties for their work. Too much work also discourages pupils and has a tendency to make them careless and indifferent.—*Exchange.*

A CONSTANT sense of the beyond in teaching is the best possible regulator of schoolroom practice. Nothing so narrows and mechanicalizes teaching as shutting it up in the schoolroom, limiting it to school tests and measuring it solely by school standards. Life is the proper test of it, and when this is recognized all its processes are broadened and vitalized. This piece of work is done, we say, that it may bear such and such fruit in life. The boy is to be taught to think about things he has to deal with, and this lesson in physics has been so managed that he did see for himself and think for himself. He is growing observant and thoughtful and will not be likely to depart from the practice when he leaves school; therefore the classwork is profitable to him. Or, again, these pupils are acquiring a genuine taste for good literature. They enjoy it, recognize its beauties, enter into its ideals, are eager to increase their acquaintance with it. That determines one element of their lives; a wholesome, elevating pleasure has been added to their existence, and they are not likely to abandon it; therefore the teaching is good. Once more these scholars are becoming careful and critical in their work. They guard intelligently against errors in spelling, their use of capital letters and punctuation is discriminating, they form their sentences correctly and put together what they wish to say in an orderly, intelligent fashion, having with some sense of vigor and elegance in their diction. It is well. They probably will not depart from such ways. These are good tests of school work. Whatever cannot bear the intelligent application of such tests may be cast aside as rubbish of the schools.—*Exchange.*

Special Papers.

SCIENTIFIC TEMPERANCE TEACHING.

BY HENRY A. FORD, A.M.

THE new laws for teaching in the public schools the effects of stimulants and narcotics upon the human system, open the most hopeful future for true and enduring reform of any steps or measures ever taken. They now prevail in no less than thirty-three states and territories of the American Union, including by Act of Congress all of the latter, as also the District of Columbia and every other spot directly dominated by the General Government. At least two-thirds of the children in the public schools of the United States by legislative enactment must thus be taught a physiology and hygiene of the highest order of importance. In some states the prescription is to teach "all the pupils in every school." In a number of our commonwealths pains and penalties are provided, imposed upon either the school district or the Board of Education, for neglect to observe the Act. In Pennsylvania, and I think a few other states, the offending district is deprived of its share of the public money.

These laws are expected to supply the "ounce of prevention." I do not forget the wide difference in average humanity between knowing and doing, nor that considerations are often addressed to the intellect that never reach the moral nature. Large numbers of the school-children—some from hereditary alcoholism, others under stress of temptation—will still become drunkards in later life, however carefully trained in formulas of words and the facts of scientific temperance. But many will be saved. They will have digested and assimilated the information received, and transmuted it into moral force and regulative principle; or at the moment of the tempter's approach they will recall the warning facts in memory or bring into the field of consciousness the terrible object lessons received from chart or experiment, and by them will be guarded and preserved.

And now the experiment of this law is being tried in the Province of Ontario. I need not argue before the constituency of the EDUCATIONAL JOURNAL its importance, nor the vital necessity of such instruction to the highest interests of the body-politic. So far as I can judge, from the reception of this theme at the several institutes and popular assemblies to which I have had the honor to present it, there is a very general feeling among the teachers of Ontario in support of the law, and among the people in support of the teachers as they proceed to its execution. Associated in no way necessarily with Scott Act or third-partyism, with any form of legislative regulation of the liquor traffic or combined effort for the redemption of the intemperate, it makes direct and pure appeal to the common sense, the philanthropy, the plain duty of the public instructor. That appeal, I am sure, will scarcely be heard in vain in any nook or corner of the great Province.

It is gratifying to notice that the Department of Education has been prompt and intelligent to move in the prescription of this branch in the school courses, and in the approval of an adequate textbook. The compact little volume of "Lessons on Alcohol, and its action on the body," by the very eminent Dr. Richardson, perhaps the highest authority in the world on alcohol and its involvements, seems to me incomparably the best, for its size and price, that I have seen. Somewhat numerous as my own collections of the related literature are, I have nothing in like compass that I prize above this. Coming into my possession but a month ago, it has already been of material service in the revision of my lectures, and I intend to use it more in detail in preparation for a California campaign next summer in behalf of the enforcement of the law, following the great educational meetings in San Francisco. Teachers will find it everywhere on the advanced line of chemical and physiological science, and of practical temperance reform.

Many teachers, however, must teach partly without book, even with classes using the "Lessons," and altogether in general exercises with the school or oral work with a division of it. I trust that for such instructors a supplementary little work may be prepared, of experiments and text for object-

lessons, or that the JOURNAL may secure a series of brief papers to the same end. Meanwhile any chemist or physician can suggest a few simple but effective experiments for classwork. The sad effects of alcohol upon the albumen which mainly constitutes the brain—and so by consequence upon the mental and moral nature—can be easily and inexpensively shown by beating the white of an egg with a small portion of alcohol, making successive additions as the material becomes ropy, then curd-like, and finally solid. The volatile character of alcohol, the chilling results of alcoholic elimination through the skin, and so the otherwise demonstrated fact that a drunkard freezes to death much quicker than an abstinent man, may be impressively exhibited by dipping the finger repeatedly in the fluid and letting it dry in the air, growing colder each time. The drying and antiseptic qualities of the old enemy, rapidly abstracting water and holding food unchanged in the stomach until the fiery element has passed away, instead of proving an aid to digestion, as many hold, is made patent from the immersion for a few hours in alcohol of a bit of fresh beefsteak, or any animal or vegetable tissue; and if desirable the interesting relation of this phenomenon to the preservation of curiosities in cabinets and museums may here be indicated. A little book or two of such experiments have already appeared in this country, which—or skillfully adapted reprints of them, as in the case of the Richardson book—may early find their way into the provincial work, pending the final preparation of something better.

DETROIT, MICH., April 28th, 1888.

Educational Meetings.

WILMOT TEACHERS' ASSOCIATION.

THE following is a report of the proceedings of the Wilmot Teachers' Association, held at Baden, the 28th of April.

Mr. W. R. Wilkinson gave some very good suggestions on uniform promotion examinations. This subject was well discussed by the association.

Moved by Mr. W. R. Wilkinson, seconded by Mr. W. Linton, that in the opinion of this association a system of uniform promotion examinations in the public schools throughout the province, to all classes higher than the second, would be in the interests of education. Carried.

Public school temperance was briefly discussed by the Association.

Mr. C. G. Fraser presented a series of drill exercises in primary arithmetic. His method was very much appreciated.

English literature was then discussed by Mr. W. Linton, who described a very good method of teaching it. He also dictated a set of selected questions on Entrance Literature, which were admired by all.

SOUTH SIMCOE TEACHERS' INSTITUTE.

THE annual meeting of the South Simcoe Teachers' Institute was held in Alliston public school on Thursday and Friday, 12th and 13th April. Owing to some failure in the arrangements the programme was not as full as it generally is at these conventions.

The president, Rev. Thos. McKee opened the convention with a few words of counsel and encouragement to the teachers, to whom his words are always welcome.

Rev. Mr. Burnett, of Alliston, on behalf of the citizens, welcomed the teachers most cordially.

Dr. McLellan addressed the teachers on "The Training Faculties." His address was one of the most practical and instructive ever delivered to the teachers of South Simcoe.

In the evening a public meeting was held in the Town Hall, presided over by Mr. Hood. A choice programme of songs, recitations, and instrumental music was provided; but the treat of the evening was Dr. McLellan's address to "Parents and Teachers."

On Friday (second day), Inspector McKee and Mr. W. F. Moore (Cookstown), gave a report of the meeting of the Provincial Association, to which they were delegates.

Mr. McPherson (Beeton), gave an excellent paper on "Drawing," with particular reference to "perspective."

The following officers were elected:—President, Rev. Thos. McKee (re-elected by acclamation); vice-pres., Dr. Forrest, principal Bradford high school; secretary-treasurer, Geo. E. Scroggie, Ivy public school. Committee: Messrs. Whitebread (Allandale), Gilbert B. Wilson (Thornton), George Wilson (Lisle), George Sutherland, Dr. J. Dunn, and Misses Wanless and Morrow. Delegates to the Provincial Association, Messrs. McKee and Hoath (Alliston).

SOUTH YORK TEACHERS' INSTITUTE.

The Teachers' Institute of South York met Thursday morning in Parkdale Model School. Inspector Fotheringham in the chair. Messrs. Hand, Wismer, Rutherford and Jewett were appointed a committee on Nominations. Mr. Steele, of Parkdale Model School, gave a short paper on "Introduction to Latitude and Longitude in Geography," and one on "Letter writing" was given by Mr. R. Cowling, Woodbridge. Lively discussions followed the reading of these papers.

In the afternoon at the South York Teachers' Institute Mr. Wm. Douglas, of Milnesville, illustrated his method of teaching writing. He would teach the elementary principles first, give the time to the class by counting and requiring rapid execution from the first. Mr. J. J. Tilley, director of teachers' institutes, then gave a model introductory lesson in technical grammar to a junior second book class. He referred to former incorrect methods of teaching the subject, and instanced a good illustration of a more logical method. His paper was well received and he was accorded a cordial vote of thanks.

Mr. W. A. Hicks, of Parkdale, introduced the question of establishing a teachers' professional library in South York. He stated some of the causes of failure to maintain libraries and advocated the forming of one, however small. After some discussion it was resolved to take steps towards forming one and the matter was left to the Committee on Nominations. Miss Cruikshank, of Fairbank, after outlining her method of teaching literature to junior pupils, exemplified it in a pleasing manner with a class of little girls.

The second day's session of the South York Teachers' Association's meeting, Friday, in the Parkdale Model School, was attended by about one hundred and fifty teachers. In fact all the teachers in South York were present, with the exception of seven. The first order of the day was the election of officers. Inspector Fotheringham was elected president, Jas. Hand, Stouffville, vice-president; J. A. Wismer, Parkdale, sec.-treas.; R. W. Hicks, Parkdale, corresponding secretary; Executive committee, Messrs. S. Jewett, W. Wilson, R. Cowling, H. Sampson, J. Latter. A committee was then appointed to purchase books for a teachers' professional library, consisting of Messrs. J. A. Wismer, W. Wilson, and Inspector Fotheringham. A resolution was also passed appointing Messrs. Wismer and Hand delegates to the Ontario Teachers' Association meeting and instructing them to move for amendments to the constitution making the said association more strictly representative of the teaching profession of the whole province. Mr. Rennie read a paper on Temperance.

In the afternoon Inspector Fotheringham delivered a lecture on "Discipline," taking Fitch's lectures on that subject as a basis. Miss Anderson taught a lesson in English composition, and was followed by Mr. Dawson, who introduced the subject of making teachers members of the County Board of Examiners. Mr. Dawson put his arguments so clearly before the meeting that a unanimous motion was passed endorsing the same. Mr. Tilley also delivered a lecture on "Professional Fellowship Amongst Teachers," which was listened to attentively and evoked great applause.

NEVER value anything as profitable to thyself which shall compel thee to break thy promise, to lose thy self-respect, to hate any man, to suspect, to curse, to act the hypocrite, to desire anything which needs walls and curtains.—*Marcus Aurelius.*

English.

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

We are glad to express our satisfaction at learning that the series of papers on the Entrance Literature still proves acceptable to the teachers generally. The closing papers are proving just as interesting and useful as those that appeared earlier. No two contributors have covered the same ground, and no two lessons have been treated in exactly the same way. Hence to the thoughtful teacher there has been given an opportunity to pick up a number of valuable ideas for testing in his own work.

We regret that, through an oversight, our custom of giving the name of the school in which the writer of each paper teaches, was not observed in the last number. It is perhaps not too late to state that the admirable paper on "The Face against the Pane" was contributed by Miss M. E. Henderson of the Oshawa High School. The paper itself is proof enough of the writer's especial fitness, and unusual success, in teaching English literature. In this issue we give two papers in order that the two extracts that still remain may be treated in good time for use in classes preparing for the coming examinations.

QUESTIONS AND ANSWERS.

I. WILL you kindly answer the following in the next JOURNAL. In "After Death in Arabia," who is "Abdallah?" and where is "Azan?" Translated "La Allah illa Allah." Paraphrase "To a Skylark," page 187 Fourth Reader. H.B.

II. WOULD you please let me know the Literature Selections and Extracts H. S. Entrance Examinations in July, 1888? WM. H. B.

ANSWERS.

I. This question has been answered in previous numbers.

II. Consult the English column of the EDUCATIONAL JOURNAL beginning with March. The extracts have been already discussed, or will be, before the end of the school year.

THE CONQUEST OF BENGAL.

PAGE 222 FOURTH READER.

By W. K. T. Smellie, B.A., Head Master High School, Gananoque.

THE whole extract should be read through with the class so that they may be able to talk about the chief incidents in the story. It should then be divided in a natural way into a series of lessons. It might be taken up under the following heads:—

1. The attack on Calcutta.
2. The Blackhole of Calcutta.
3. Preparation on the part of the English for revenge.
4. Clive's one council of war and arrangements for the battle.
5. The battle of Plassey.

The following questions are not intended to be exhaustive, but rather suggestive of the main lines to be followed in teaching the extract. Many are left unanswered as it is not thought necessary to do more than give the question and leave the obvious or easily-obtained answer to the teacher himself. The questions are given by paragraphs, merely for convenience of reference.

1st Paragraph.

Over what part of India did Surajah Dowlah rule?

What feature of Indian native rule is referred to in the first two sentences in the lesson? Extreme absolutism.

What is the meaning of the term Nabob?

How was this word used in England afterwards? How is it used now?

Where was Fort William?

2nd Paragraph.

What is meant by *the Company*? What was its position in India before the battle of Plassey?

What was its position in India during the twenty or thirty years prior to 1857?

Who were the rivals of the English for the trade of India? French, Dutch, and Portuguese. Which power was their rival for political influence? French. Who was Dupleix? French Governor of Pondicherry. How had he forced the servants of the Company to become statesmen and soldiers? By rendering it necessary that they, in defence of their trading interests, should support a military force to oppose his schemes, and should obtain and hold a controlling influence in the councils of certain native princes.

What is the meaning of the term *factory* as here used?

3rd Paragraph.

Notice the use of *singular* and *tremendous*.

What is odd about the expression *were left to the mercy, etc.*? Quote a similar expression.

What is meant by *summer solstice*?

What means are used in India to moderate the intense heat? Pookahs, grass curtains hung before the doors and windows and kept constantly wet by servants employed for the purpose. Other methods might be mentioned.

4th Paragraph.

"The Nabob was asleep and he would be angry if anybody woke him." This taken in connection with the known position of the prisoners illustrates what characteristics of the race with which the English had to do? Low value placed upon human life. Mention other illustrations of the same.

What is remarkable in the change of conduct on the part of the prisoners when hope deserted them? Is this the ordinary effect of this cause? Illustrate in other ways: Shipwreck, fire in crowded halls, etc.

What is the effect of a hot climate on dead organic matter? How would this affect the survivors?

Explain the force of the expression, "such as their own mothers would not have known."

Why does he call the Blackhole a charnel house.

5th Paragraph.

What is the difference between *remorse* and *pity*? Which would have been more practically useful to the twenty-five survivors? Why?

What did Surajah Dowlah hope to extort from Holwell and the others?

What would, in such a climate as that of India, be the natural effect upon their physical health, of the treatment that the prisoners received in the Blackhole and afterwards?

What is meant by the *harem* of the Prince? What are the customs of the natives of India in this connection? Polygamy. Moorsheadabad was the Capital of what three Provinces? Bengal, Behar and Orissa.

6th Paragraph.

Why is the sovereign at Delhi called nominal?

7th Paragraph.

Sketch in as brief a way as possible the previous career of Robert Clive. Wild boy at school; sent to India as much to rid his family of a black sheep as for any other reason; worked for some time as a clerk in the East India Co.'s civil service; first distinguished himself as a soldier at the defence of Arcot; rose very rapidly to prominence after this.

What were the sepoys?

Why are Louis XV. and Maria Theresa mentioned rather than other sovereigns? Because the most prominent figures on the European stage at the time referred to.

8th Paragraph.

Who was Meer Jaffier? What use did Clive make of him? He was a relative of Surajah Dowlah. Clive put him forward as a claimant for S. D.'s throne, so that under the cloak of obtaining for him his rights, he (Clive) might establish British supremacy in the three provinces.

9th Paragraph.

What were the leading features in the character of Clive? Self-reliance and decision.

What facts mentioned in this paragraph would lead one to think that these were characteristic of him?

What is a Council of War?

11th Paragraph.

Estimate the character of Surajah Dowlah. Give reasons for this opinion.

12th Paragraph.

What rendered the small body of English and Sepoys more than a match for their enemies in spite of the great inequality of numbers?

Why were the small guns of the French auxiliaries more formidable than the heavier cannon of the native force?

What races inhabited the Northern Provinces? Rohillas, Rajpoots, etc.

What tends to make the Bengalees effeminate? Where is the Carnatic? Why are the men and horses of the Carnatic mentioned here?

What is meant by the *colors* of a regiment?

What is meant by "honorable additions won under Wellington in Spain and Gascony?"

13th Paragraph.

What is a *cannonade*. How are field-pieces distinguished from other cannon?

What is meant by "one of his conspirators?"

Why is his advice called *insidious*?

Give an expression synonymous with "snatched a moment."

What does the author mean by saying that Clive had in the battle of Plassey subdued an empire larger and more populous than Great Britain? He means that through his puppet Meer Jaffier he had obtained complete control of the three great provinces, and that in so doing he made the first of the long series of acquisitions which in time made the British masters of Hindostan.

THE DEMON OF THE DEEP.

PAGE 266 FOURTH READER.

By E. J. McIntyre, B.A., Modern Language Master, St. Catharines Collegiate Institute.

THIS is an excellent lesson, capable of being used for all teaching purposes, as an exercise in reading, composition, or language expression, besides giving teacher and pupils many interesting thoughts and facts to enquire into and reflect upon. It will need four or five days to dispose of it. For the first day the teacher will probably assign as far as "aperture." In announcing the lesson he will do well to explain a little about the work from which the selection is taken, its author the hero Gilliatt; the toil he had to undergo; the scene of the incident; the cause of all Gilliatt's toil. The circumstances immediately preceding need not be referred to. They can be gathered from the opening paragraph next day. It would be advisable for the teacher to have at hand a copy of the whole work, a ten cent edition of which is in the Seaside Library. This extract is much abridged, and many peculiarities, especially of composition, can be explained by reference to the original.

The nature of the work given by the teacher to be done over night will depend largely on the intelligence of the pupils. Attention might be directed to such expressions as "had recourse," "receding tide," "moulded arch," and words like "limpets," "cray-fish," "sea-urchins," "escarpment," "inaccessible," or a construction like "in"—"advanced in day-light growing fainter," with the object of getting the pupil, when he gives the lesson preparatory study, to find out the meaning either from his own thinking or from inquiry.

Next day the first thing to be done is to have the lesson read. The position of the reader must be good, his utterance distinct. Then the teacher should insist on three things:—First, and chiefly, conversational directness. At all cost that expressionless monotone so natural to school children must be broken up. Secondly, the correct distribution of strength, procured by proper emphasis and pausing. Thirdly, the shading of the tone of voice to suit the emotional character of the sentence. For this last, however, there will not be much exercise in the first day's lesson. Conversational directness is there all-important. The teacher will correct kindly a poorly read passage, illustrating and explaining the principles of reading to be applied as a remedy, and then have the same pupil re-read.

Now for the language lesson and the inquiries. The teacher will be sure to tell the scholars very little that he can draw from them, or that they can find out without too much trouble, for themselves. The awakening of Gilliatt forms a good beginning to the story. He had been fighting the storm for twenty hours, protecting his vessel, and then, when the wide expanse of sky suddenly became blue "Gilliatt perceived that he was wearied. He drooped and sank upon the deck of the barque without choosing his position, and there slept. Stretched at length and inert, he remained thus for some hours, scarcely distinguishable from the beams and joists among which he lay."

"Pressed by hunger." How can that be?
"Getting warmth." "Getting warm." Grammatical differences?
"Had recourse." Meaning? Equivalent expressions?

Did he sharpen the knife then and there? It would seem so from the use of "sharpen." "Was careful" ought not to be used with both expressions in one sentence.

"Took advantage of the receding tide." "Took advantage," meaning? Connect with "took advantage of me,"—"receding tide." The common name?

Limpets—shell-fish, cone-shaped.

Cray-fish—a kind of lobster.

"Gorge of the rocks"—"gorge"—proper meaning? He wandered, not where there were high rocks on all sides, but among broken reefs.

"Mustered courage"—meaning? connect with the ordinary use of "muster."

Cockle—a bivalve mollusk. Distinguish from limpet.

Sea-urchin—a radiated animal, spiny.

Clattering—suggest a more appropriate word.

"He chased it along the base of the rock." The situation is not altogether clear. As well as I can make out, Gilliatt had come to a long, rather high rock, the base of which, before striking the water, projected in the form of a shelf or table. He was walking along this base, when he surprised a crab which plumped into the clear water, swam along the rock and suddenly disappeared. Gilliatt leaned out and saw that there was an opening under the rock. He jumped down and made his way through the opening into a cavern directly underneath where he had been standing.

"Suddenly"—what force does it get from its position?

"Projections—shelved away." Explain.

"Escarpment"—the edge and front side of the aforesaid table.

"Blind passage." Does it mean a passage without an outlet, or one without openings on the sides or roof admitting light? The former. Consider Gilliatt's point of view.

"Arch," vaulted roof, explain.

"Gained his feet." What can this mean? Had he been swimming? "In" goes with daylight, otherwise a comma would be needed after it, and "the" before daylight.

"Altar-like stone." Explain.

"Certain height in the wall." How high would that be? Inaccessible—synonymous phrase?

"Grotto, cavern, cave, recess, crevice, aperture," distinguish.

These points and so many more as the teacher's judgment suggests may be discussed in the class. Then as a lesson in composition it will be sufficient for the present to have the scholars close their books and tell the story of the extract. Oral composition, it must be remembered, is no less important than written composition.

This plan of completing the reading and language lessons of each day's portion is, I think, preferable to that recommended by some, of reading the entire extract in one day, with a few explanations, and returning afterwards for a more thorough examination. Each day's lesson is attacked with fresh zest. The interest is sustained.

This finishes the first lesson. The opening of the next is very dramatic. Surprise, horror, mystery, are blended. The variety in the description of the fire arms is admirable, and rewards close study.

"The persistence of a screw." Explain.

"Recoiled." Synonyms?

"With his left hand he seized his knife." Gilliatt was ambidextrous.

"Cold as night." How does this simile differ from the other two?

"Agony when at its height is mute." Is this muteness voluntary? "Focus." Explain. The appearance of the devil-fish is also very dramatic.

In the complete edition already referred to, the teacher will find at this stage many interesting things about the devil-fish. It belongs to a very low order of animal life.

"Splendors of the deep." Explain.

"Testacea"—shell-fish.

"Crustacea." Lobsters, crabs, etc.

"Genius"—a spirit, supposed by the ancients to have charge of particular localities. Ordinary meaning?

"Portals"—meaning?

"Gilliatt had thrust his arm deep into the aperture."

This comprehensive review of the situation and of the events is important in narrative. It assists the memory and the understanding. Our interest is kept in suspense, all the while we are thinking of Gilliatt in the folds and cross-folds of the monster.

"The slippery roundness." This metonymy had better be explained.

"He was grasped by gigantic hands." "The devil-fish is a grayish form that undulates in the water, of the thickness of a man's arm, and in length about five feet. Its form resembles an umbrella, closed and without handle. It advances toward you and opens suddenly. Eight radii issue abruptly from around a face with two eyes, and appear like the spokes of a wheel four or five feet in diameter."

"The cephalopod." There is no need of a noun here.

How could Gilliatt avoid the antenna when it had already seized him?

"Gilliatt closed his knife." A fitting end, in harmony with the dramatic nature of the extract as well as with the character of the man. See the end of the story, Gilliatt's death.

It is not too fanciful to conceive this incident as a kind of drama. Gilliatt, hungry, wandering in search of food. The chase of the crab. The devil-fish seizing Gilliatt and gradually enfolding him. The picture of the devil-fish. The victory—forming the successive stages.

When the whole extract is carefully studied and understood it may be utilized for written composition. The short sentences will afford much exercise in combination and variation. Paragraphing is little attended to in the original. In the extract as given here a better attempt is made. The composition might be divided into paragraphs according to the five divisions mentioned above. At any rate, the sentence beginning, "As he was determining to content himself," as well as the one, "Gilliatt had but one resource—his knife," ought each to open a paragraph. When satisfactory compositions are thus handed in, the class will be ready for the next selection.

Question Drawer.

Would you kindly give definition of the following:—Concession, Side-road, School Section, Township?

Also would you inform me if "Notes on Entrance Literature" for 1888 appeared in any number previous to March 1st?—J. A. B.

[Townships are territorial subdivisions of counties, made for municipal purposes. Every township has its council, consisting of a reeve and councillors, and, in the case of the larger townships, of one or more deputy-reeves.

School Sections are subdivisions of townships, made, subject to provisions of the Public School Act, by the municipal councils of the townships.

Concessions are subdivisions of townships, made in the original surveys and marked out by roads running parallel to each other at distances of about a mile or a mile and a quarter apart. The concessions enclose double rows of farms.

Side-roads are roads intersecting the concessions at right angles, generally at such distances as to in-

clude five farms in width, that is, ten in all, within the rectangles formed by their intersection of the concession roads.

These divisions will be found distinctly marked in a good county map, such as should be in every schoolroom. They may also be illustrated on blackboard. They should be made clear to every pupil, and may be made an excellent first lesson in Geography, if the children are taught to compare and verify with their own local knowledge.

Some notes on "The Bard," appeared in the number for Feb. 15th, but the article on March 1st was the first of the regular series.]

Is there a curriculum published which covers the ground of the Entrance work? If so, where can I get one?—SUBSCRIBER.

[Write to the Secretary of the Education Department.]

1. What is the French required for third-class certificates in July, 1888? 2. If De Fivas, what part of it, or is it all of it?—A SUBSCRIBER.

[French is one of the optional subjects. You had better write to the Secretary of the Education Department for particulars.]

WHAT text-books on French will be used for non-professional work in 1889. INQUIRER.

[No announcement has yet been made by the Department.]

1. WILL there be a special paper on Drawing next Entrance Examination?

2. Will there be a paper on bookkeeping for Entrance pupils next midsummer? BASIL.

[1. Yes. Of fifty marks for drawing twenty-five will be assigned to the paper on that subject, and a maximum of twenty-five may be awarded as the result of the inspection of the candidate's drawing book. 2. No.]

1. Two boys of one family are taken ill of diphtheria, and one dies. After some time the other gets a medical man's certificate (as required by law) and returns to school. The majority of the ratepayers and the trustees will not accept the certificate. (a) Have the trustees the power to keep the boy from school? (b) If the trustees have not that power, have the majority of the ratepayers?

2. I took a second-class non-professional certificate in 1884, taking, as optional subjects, Botany and Chemistry. The Euclid then required was Books I and II. Will my certificate be accepted as matriculation provided I pass the Matriculation, Latin, French, and German, or Latin and Greek?

3. Do you know of any private school, during summer holidays, to teach classics?—A SUBSCRIBER.

[1. (a), (b) According to the Health Act the certificate of a duly qualified medical man should be sufficient. In case of doubt on the part of the teacher or trustees the proper course would be to get the advice of the Health Inspector, or some other physician of undoubted standing. We do not think that either trustees or ratepayers can arbitrarily exclude the pupil when the provisions of the law have been complied with. On the other hand the trustees are bound to take every precaution in cases of doubt or danger. 2. You had better inquire of the Registrar of the University. 3. We presume the Classics are taught at the Chautauque Summer School at Niagara. See advertisement in another column.]

WILL you please insert in your paper the names of the members of the Ontario Government with department of each?—SUBSCRIBER.

[Premier and Attorney-General, Hon. Oliver Mowat; Commissioner of Crown Lands, L. B. Pardee; Commissioner of Public Works, C. F. Fraser; Secretary and Registrar, A. S. Hardy; Treasurer, A. M. Ross; Minister of Education, G. W. Ross; Minister of Agriculture, Charles Drury.]

School-Room Methods.

GEOGRAPHICAL RECREATIONS.

1. NAME the largest lake in each continent.
2. Name the three largest islands in the world.
3. Name the five most densely peopled countries.
4. What six countries maintain the largest standing armies?
5. Which are the five great powers of the world?
6. What five powers have the most extensive territory?
7. What five powers have the largest population?
8. Name the five largest cities in the world.
9. Locate the five highest mountain peaks.
10. Trace the course of each of the five longest rivers.—*Vaile.*

THE RECITATION.—IMPORTANT POINTS.

1. REVIEW the preceding lesson.
2. Critical examination of the regular lesson.
3. Give each pupil a chance.
4. Avoid the hobbies.
5. Keep to the lesson.
6. Let pupils do the work.
7. Do not talk too much.
8. Manner of questioning,

{	Improper	{	Leading.
	Proper		Direct.
		{	Topical.
			Catechetical.
9. Do not depend on text-books.
10. Insist on promptness.
11. Insist on good language.
12. Require written abstracts from time to time.
13. Illustrate the lesson.—*Carolina Teacher.*

THE INVERSION OF THE DIVISOR.

DIVISION is the process of separating a number, called a dividend into parts containing a given number, for the purpose of ascertaining how many such parts it contains; or, it is the process of separating the dividend into a given number of equal parts, to ascertain how many each part contains.

I separate twelve sticks into parts of three sticks each by placing three in a group, and continuing the process until the number is exhausted. By counting I ascertain that there are four groups.

I separate twelve sticks into three equal groups by starting the three groups with one stick in each. I increase the groups equally until the number is exhausted. By counting any one of the groups I find there are four sticks in each.

A fraction is one or more of the equal parts of one. Take the problem $12 \div \frac{3}{4} = ?$ This problem obviously belongs to the first class mentioned above. A child who has not learned his "tables" may answer the question, for he may separate each of the twelve objects into four equal parts, and then build groups of three each until the fourths are all grouped. By counting the groups he will obtain the answer to the question, which may be read as follows:—How many groups, each containing three fourths, can be made with twelve ones?

The more advanced pupil may first ascertain how many such groups can be made from one. Instead of separating each of the twelve into fourths, one may be so treated. By trial it will then be found that four fourths will form one group of three fourths and one third of another, or four thirds of a group. Twelve will make twelve times as many.

If this process be continued it will soon become apparent that the denominator of the divisor indicates the size and the number of equal parts into which the one is to be separated; or, in other words, it is the numerator of the preliminary dividend. Since this numerator is to be divided by the numerator of the divisor, the process may be abbreviated by dividing the denominator of the divisor by its numerator; or, in common language, by "inverting the divisor."

It thus becomes clear that if a fraction be "inverted," it expresses the quotient arising from dividing one by that fraction.

If the dividend should be a fraction the process is the same.

$\frac{8}{5} \div \frac{5}{8} = ?$
 One dividend by $\frac{5}{8} = \frac{8}{5}$. $\frac{8}{5}$ divided by $\frac{5}{8} = \frac{8}{5}$ of $\frac{8}{5}$.
 This method seems preferable to the following:—

$\frac{8}{5} \div 5 = \frac{8}{25}$. $\frac{8}{5}$ divided by $\frac{1}{5}$ of 5 = 8 times $\frac{8}{25} = \frac{64}{25}$.

It is preferable—
 1. Because by our definition $\frac{1}{5}$ of 5 is not a fraction.

2. Pupils are troubled in recognizing the truth that 5 is at times $\frac{8}{5}$.—*C. in Illinois School Journal.*

OUTLINE OF SUBJECTS FOR COMPOSITION.

Farm	{	Size. Surface. Crops. Buildings. Fences. Drainage. Stock. Value.	House	{	Location. Material. Size. Rooms. Shape. Surroundings. Outbuildings.
Tree	{	Kind. Size. Fruit. Foliage. Use.	Flower	{	Kind. Parts. Color. Where found. Use.
Dog	{	Kinds. Size. Color. Food. Peculiarities. Use.	Horses	{	Varieties. Size. Colors. Where wild. Habits. Food. Use.
Fly	{	Wings. Mouth. Body. Kinds. Larvæ.	Bee	{	Wings. Mouth. Body. Kinds. Larvæ. How different from Flies.

—*O. C. & V. S.*

NOTES ON A LESSON ON TREES.

BY JAMES BAILEY.

[Coming after the Arbor Day exercises the following will be found an admirable lesson to keep up the interest of the pupils in the subject. If no place can be found in the regular programme, the exercise would give a pleasing variety to the Friday afternoon exercises.—*ED.*]

(Questions should be very much more freely employed than can be indicated in these notes, the points to be aimed at being specially such as are indicated by italicised words.)

Illustrations: A small tree, with roots attached, showing as nearly as possible the whole of the parts. Pictures of several kinds of trees. A few specimens of leaves, fruits, etc., referred to in the notes. These to be shown as necessary, during the course of the lesson.

INTRODUCTION.—Speak of trees as commonly seen by the children; their different size, small and very large growing singly or in great numbers together, the spreading branches, bare in winter, covered with leaves in summer, casting their shadows on the ground. How beautiful and useful, sheltering birds and beasts, and giving fruit while they grow, and wood for making many things, and for fires when cut down. Let us learn the names of—

I. THE PARTS OF A TREE.—While growing, one part is hidden in the ground. Its name? the *root*. Standing up from the earth is? the *stem* or *trunk*. From it spread out on all sides—*branches*. Their small ends furthest from the stem are called—*twigs*. On these grow the? *leaves*. Among them, on many trees, are *flowers* or *blossoms*. As these pass away they leave the? *fruit*. Sometimes, not always, this is *nice to eat*. Name some. In the fruit is found? *the seed*. How many parts have we named? Let us name them again. *Root, trunk, branch, leaf, flower, fruit, seed.*

What are the small ends of the branches called? Where do the leaves grow? What is left by the flowers? Where is the seed found? etc.

We must now know—

II. THE USES OF THE PARTS.—(1) About the *Root*. What is it doing in the earth? *The root holds the tree in its place*. Has it another use? Cut a plant from its root, what happens? *it withers and dies*. Then *the root keeps the tree alive*. But how does it do this? You eat food day by day, and thus you *grow*. The tree must have food also. *The tree gets most of its food (sap) through the root*. [Explain.] Of how many uses is the root? What are they? How is a tree fed? etc.

(2) Now about the *Stem* and *Branches*. What does this stem or trunk do for the tree? One thing is easy to see—it *holds it up in the light and air*. But how do the water and food get from the root to the branch and leaf? It can be *only through the trunk*. Then the trunk has *two uses*—what are they? What is the trunk made of? *When cut down we call it wood*. The outside of the trunk covers it *like a skin*. It is called the *bark*. Some bark is thick and rough; some is thin like the skin of our bodies.

(3) *The Leaves*. Look at them. How many there are! Notice the many different sizes and shapes of leaves. Broad, large, roundish (horse-chestnut, etc.); small, notched (elm, rose, birch, etc.); long, narrow, pointed like long, green needles (firs, pines, etc). The edges are smooth (laurel), wavy (oak), notched, spiny (holly); rough, smooth, prickly, all kinds may be found. *Leaves help to get food for the plant, and to make it grow*. If they were all picked off, a plant would quickly die. Name different kinds of leaves. What is their use?

(4) *The Flowers*. The pretty bunches of blossoms grow *white* on the cherry tree, pink and white on the apple and pear. The great clusters stand upright on the *lilac* and *horse-chestnut*; they hang down like chains on others. The flowers of many trees are pretty *green* clusters, beautiful in spring-time (maple, oak, birch, etc.).

Flowers soon die; the outside leaves wither and pass away, but the inside part stays, and grows into the—

(5) *Fruit*. What do you mean by fruit? *Something nice to eat*. Name some. How different these are in shape and other ways; an *apple* from a *grape*, etc. Many fruits are *not good for food*—acorn, horse-chestnut, cones (pines, firs, etc.). Inside the ripe fruit is found the—

(6) *Seed*. Look for it in the *apple, orange, nut, pod*, etc. Seeds differ in *shape, color, size*, etc. What is the use of seeds? They lie in the ground; in the dark earth they *sprout* and *grow*; the little roots grow down into the earth, a small shoot rises above the ground, it grows into a tiny plant, from it comes a *tree*, like that from which the seed came. What tree grows from the seed of an apple? from the *acorn*? etc.

Revision.—What is bark? Where does it grow? What does the trunk do for the tree? What are the uses of the leaves? What kind of flowers grow on the lilac? maple? Where does the fruit grow? Name different kinds of fruits. Where is the seed found? What is its use? What tree grows from an acorn? etc.

We must now learn a little about—

III. THE USES OF TREES.—They are of use *while they live*. Trees *look beautiful* as they grow. We like much more to look over hills and plains on which they are growing than when bare. So (1) *trees give pleasure*. From them we get much *that is good to eat*—thus (2) *trees give food*. In their branches birds *build their nests*, under them cattle and other animals *rest*—so (3) *trees give shelter*.

Trees are of use *when cut down*. Of their wood men *build houses and ships*. (4) *For building*. From woods are made things *used in houses*. (5) *For furniture*. Things for *working with*. (6) *For tools*. Of wood we make fires (7) *for burning*.

How many uses while living? How many when cut down? Name these. Try to think of other uses. Look for this *at home, in school, wherever you are*.—*Popular Educator.*

Hints and Helps.

THE LAUGH IN SCHOOL.

HOLD on for a moment, teacher,
You had better ignore the rule
Than to punish the little urchin
Who has just laughed out in school.
Had he done it out of malice
It would be a different thing,
But he could no more help it
Than a lark can help to sing.

I know by his clouted jacket,
And his shoes tied with a cord,
That a laugh is the only luxury
Of childhood he can afford;
And he hasn't much time left him
For even that trivial joy;
For he'll have to earn his living
While he is yet a boy.

You ask why I defend him?
Well, the fact is, yesternight
I found a dog-eared primer
That I used when but a mite,
And, if imagination,
As I turned its pages o'er,
I saw some wonderful pictures
That I never found before.

I saw a certain urchin,
(Called Clarence by the boys),
Go toddling into the school-room,
Making his share of noise;
I saw him, during school-time,
Play pranks upon the sly,
With the rosy little Agnes,
Till she laughed as she would die.

I think we all are better,
When grown up to be men,
If we have something yet to make us
Look backward now and then;
And, therefore, I insisted
You had better ignore the rule
Than punish the little fellow
Who has just laughed out in school.
—*Evening Star.*

ASK YOURSELF THESE QUESTIONS.

1. ARE my pupils all quietly busy?
2. Is the noise in my room the noise of confusion or the hum of business?
3. Am I interrupted by questions during recitation?
4. Am I sure that the annoyance which that boy causes me is solely his fault; or am I not partly to blame?
5. Am I as polite to my pupils as I require them to be to me?
6. Do I scold?
7. Is the floor clean?
8. Am I orderly—
In personal habits?
In habits of work?
9. Am I doing better work to-day than I did yesterday?
10. Am I making myself useless to the pupils as rapidly as possible by teaching them habits of self-reliance?

PLAIN HINTS.

W. H. CAULKINS.

WE once listened to roll-call of a self-reporting school. Out of the twenty-seven pupils present twenty-five promptly answered "perfect." To one little girl who had thus answered, the teacher laughingly said, "Not whispered Mary! Why I have seen you whisper several times."

The teacher laughed when she should have hung her head in shame for having placed a temptation before the child.

The pernicious habit of telling pupils to "Don't" is illustrated by the following:—

Mother to Governess: Mary, go and see what Johnnie is doing, and tell him to quit it."

All efforts in teaching should be based on the interest of the pupils. Unless there exists in the pupils curiosity to know more, something is wrong in the methods used.

Every teacher should have an ideal school,—without it, it is impossible to have a real school.

Don't talk school all the time, even with parents.
—*Indiana School Journal.*

UTILIZING LUNCH TIME.

IN the sub-primary school of Philadelphia they have a fifteen-minute lunch time in the mid-forenoon, which is utilized for teaching table manners and etiquette. The twenty-five little people under six years of age are seated about their four kindergarten tables arranged in a hollow square. Each child provides himself with a napkin, which he spreads as a table-cover before him, and arranges thereon his simple lunch. They are allowed and encouraged to talk as they eat, observing not to talk when another is talking, not to interrupt another, not to take too much of the time from others, not to tell long stories. The teacher leads them frequently in the talking. Use of spoon, fork, knife, etc., is taught whenever an opportunity offers. After lunch one little boy or girl from each of the four tables brushes up the crumbs, collecting such remains of the lunch as are to be thrown away. It was a surprise that so much could be done by way of forming habits, and that it had not been more generally practiced with little folks in school. Fifteen minutes thus spent each day is well spent as a part of the recess time, if our observations in the Philadelphia schools are reliable.—*Exchange.*

TRAIN PUPILS TO THINK.

No teacher can be truly successful who fails to awaken in his pupils that interest and spirit which will lead them to investigate a subject carefully and to think patiently.

A prominent aim of the instructor should be to teach his pupils how to study, and encourage them to surmount difficulties.

But it is too often the case that the teacher does that for a pupil which he ought to do for himself. This may be much easier for the teacher, but it is not for the scholar's best good. It will not educate, nor will it awaken thought. The true way is to lead and encourage pupils to rely on their own powers and resources.

Every effort which will tend to develop and bring into activity the pupil's mental resources, will prove of far greater importance than the formal hearing of set lessons. See to it, teacher, that your pupils learn how to study and how to think, and then they will acquire knowledge. So far as possible encourage them to get a clear and accurate understanding of the subject under consideration, and then require them to express their thoughts and views in their own words. Pupils who have learned how to study and think, and to give proper expression to their ideas, have made great advancement in education, though their studies be few or many.—*The Teacher.*

PRAISE.

PRAISE, while one of the strongest, is one of the most difficult of motives to use effectively and properly. Teachers easily fall into the extreme just mentioned; or, to avoid this, they forget to approve at all, and so appear to disapprove only. It must be used sparingly if it shall be properly effective. The desire for it, when expectantly aroused, makes ever increasing demands. It is always crying for more. The absence of it begets a feeling that efforts are unappreciated or else are of no worth. A few general suggestions as to the use of it must suffice:

1. The first is, that all praise or dispraise must be clearly just, especially if it is public. The school must unite in the opinion of the teacher. Let it be a little less, rather than more, than the actual merit or demerit, so as not to arouse jealousy or awaken pity. When privately given the teacher can approve or censure more freely, for he can then observe the child more closely, and the child will reveal himself more.

2. It is well, as a general rule, to rely upon a plain and accurate statement of the truth. If the pupil has done well say so. "That is right" is a recognition of effort and result that generally

enhances sufficiently the pupil's self-approval. Special merit should have a higher measure of praise.

3. There are different grades of dispraise, from silence to censure. When the child is painfully conscious of his fault silence is apt to be "golden." When not sufficiently alive to it, a simple, clear, and just statement of it is generally the best rebuke. To make the child angry is to lose the effect of the censure. Anger is a malevolent feeling more pleasurable than painful, and a person suffering the pain of censure is quite willing to escape it by becoming angry if there is any excuse for it.

4. Positive censure should be reserved for unusual delinquencies, where the pupil needs the combined disapproval of teacher and school to bring him to realize his position. But be sure never to "draw in the plank." The bridge over the chasm from where the child is to where he ought to be, should always be open.—*Illinois School Journal.*

COMMITTEES OF PUPILS TO HELP THE TEACHER.

AN old teacher said to me not long ago: "I have found a new way to get my pupils to help me." I was interested at once, for I knew I was going to hear something good. I was not mistaken. His plan was to have committees from the school to help carry into successful operation various school exercises. Let me illustrate what he did with one committee. He was having trouble with the "Friday Afternoon" exercises. The pupils were listless when the speaking and recitations were in progress. All looked tired and wondered when the "speaking" would be over. As this teacher was a wide awake man it did not take him long to find out that something was wrong. With him to see was to act. After thinking the matter over carefully, on Monday, he requested five of his pupils to meet him after school. He then unfolded his plans. This committee of five was to have charge of the exercises on Friday afternoon. They were to select the participants and determine what each should do. Do not imagine that this teacher let all control of this important feature of school work pass entirely out of his hands. He was to have all matters referred to him for decision before action was taken. This committee was made to feel that it was a most important feature of school life, which indeed it was. The result far exceeded his most sanguine expectations. Every pupil felt that this particular exercise belonged to him. By careful oversight the committee made very few mistakes. There was genuine enthusiasm shown. When the school closed it was with an exhibition that astonished everybody. This system he extended to cover many features of school life. Whenever the school had a spelling match, a committee had charge of it and arranged all the details, reporting to the teacher as progress was made. Thus the tired and overworked teacher had time to attend to more pressing matters.

Just one word to teachers who are tempted to make trial of this system; be careful in your selection of a committee; select pupils in whom you have great confidence, and who will be content to be guided by you. Watch over them carefully and allow no abuses to creep in.—*Southwest Journal of Education.*

MANY A SLIP BETWEEN THE CUP AND THE LIP.

THIS saying was supposed to take its origin from one of Penelope's wooers being shot as he was going to drink. But it arose, as Ainsworth has it, thus:—"A king of Thrace had planted a vineyard, when one of his slaves, whom he had much oppressed in that very work, prophesied that he, the king, should never taste the wine produced by it. The king disregarded his prophecy; and when at an entertainment he held the cup full of his own wine, he sent for this slave, and asked him, insultingly, what he thought of his prophecy now? The slave only answered, "There's many a slip between the cup and the lip." Scarcely had he spoken when news was brought that a large boar was laying his vineyard waste. The king arose in a fury, attacked the boar, and was killed without ever tasting his wine.

BUSINESS NOTICES.

WE direct attention to the advertisement, 16th page, of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once.

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

TEACHERS' INSTITUTES.

FOLLOWING is a list of coming Teachers' Institute Meetings, with names of Inspectors who will attend them, so far as we have received them to date:—

MAY 17 AND 18.

The Carleton, at Rochesterville, Dr. McLellan.

The Lanark * —, Mr. Tilley.

The North Huron, at Seaforth, —.

The South Hastings, at Belleville, Mr. Houston.

MAY 25 AND 26.

The Lennox and Addington, at Napanee, Dr. McLellan.

The Renfrew * at —, Mr. Tilley.

The N. Wellington *, at —, —.

The Peterboro' (County and Town), at Peterboro', Mr. Houston.

MAY 31 AND JUNE 1.

The West Bruce, at Kincardine, —.

The North Hastings, at Madoc, Mr. Houston.

The Prescott and Russell, at Vankleek Hill, Mr. Tilley.

* NOTE.—In regard to those marked with an asterisk we have no information save that given in the official programme, from which deviations are sometimes made. Please read our request above.

Editorial.

TORONTO, MAY 15, 1888.

THE TRUE EDUCATION.

EDUCATION simply for education's sake, or education as a training for daily work; education as a process of mental development, or education as a preparation for earning a livelihood.

Such are the apparently contrasted theories to which we referred in a previous article. Which horn of the dilemma shall we choose? Shall we elect to train our pupils simply that they may become intelligent working machines, fitted to take a hand successfully in the great competitive struggle for bread; or shall we bend our energies solely to the development of their intellectual and moral natures, leading them into regions of lofty thought and speculation, and sending them forth as unpractical and useless dreamers to falter and fail when brought face to face with the stern realities of life? Or is there some more excellent way than either, some mode in which the two great ends may be combined, the two conflicting theories merged into one?

We believe there is such a way, and that the trend of modern educational thought is towards it, though the goal may not as yet have been fully reached.

One of the fundamental principles to be borne in mind in seeking to combine the intellectual with the practical in education is that the value of any given study as an instrument of education depends less upon its subject-matter than upon the manner in which it is pursued. The essential elements are that it shall be interesting and thought-compelling, and shall enfold some truth worth knowing. The educational value is not in the result reached but in the process by which it is reached. The main law to be observed is that the order of nature be followed. This implies that the mind proceed from the parts to the whole, not from the whole to the parts; from the particular to the general, not from the general to the particular; from the concrete to the abstract, not from the abstract to the concrete. Hence it is necessary that first in order should come the training of the perceptive faculties, the very faculties which, under the old school systems, and, it is to be feared under many systems that are still in vogue, were never cultivated at all. The chief mark of a cultivated mind are its powers of close attention, careful observation, and clear, concentrated thinking. The mind that possesses these qualities in good degree is educated, though it may be ignorant of classics, mathematics, or systems of philosophy. The mind that is destitute of them is uneducated though it may have travelled in some desultory way over a wide range of language, literature, and science.

It is a distinctive feature of the new methods which are coming gradually into use that they commence with objects instead of books, with things instead of words. This enables the real work of education to be commenced at an earlier period, in the kindergarten. When it is fully reduced to a scientific system the same method will be pursued to some extent all the way up to the university. Not that the handling of familiar objects will be repeated; after they have served their purpose in enabling the pupil to form distinct conceptions, and so go on to think clearly by means of words, or symbols; but that there will be connected with all use of

books, and all processes of reasoning and abstraction performed by means of such conceptions, a constant transition from the observation of the simplest qualities of objects, to the study of nicer and more intricate phenomena, by sight and touch, with the multiplied powers of the trained eye and ear and hand, and, when necessary, with the aid of all the appliances of the observatory and the laboratory.

No one can doubt that the man or the woman, trained from earliest years systematically and skilfully under such a system, will be admirably prepared for almost any sphere of active life, manual or professional. There is hardly a kind of work, physical or intellectual, which can be named, in which keen trained perceptive faculties are not one of the surest conditions of success. The farmer in the field, the mechanic at his bench, the salesman behind the counter, the physician, lawyer, or clergyman in the practice of his profession, each and all will find daily and hourly occasion for the use of educated perceptive powers. In fact, in the strength or weakness of the faculty of perception lies one of the chief causes of success or failure in almost every department of active life.

But what will be the relation of such methods of drill to success in other more purely intellectual branches of study, such as the classics, higher mathematics, metaphysics, etc.? We have no doubt that the beneficial results will be equally manifest even in connection with such studies. In these the power of attention and concentration, the ability to form clear conceptions and note nice distinctions, and the habit of abstraction and generalization, all of which are best acquired by the methods above described, are of the greatest utility. It is of course implied that the same methods, adapted to the nature of the subject, will still be applied. It would be easy to illustrate how this can be done, in the case, for instance, of such subjects as grammar, history, literature (in any language), philosophy, etc. But space limits preclude more than bare hints and suggestions. Possibly we have said enough to show how real is the revolution which is being wrought in the science and practice of pedagogics, and how it may be shown to be not only possible, but in the highest degree desirable, to combine the highest mental culture with the most practical training for the conflict of life.

HOW TO LEARN TO LEARN.

EVERY teacher is a learner. The more thoroughly he is imbued with the spirit of the true learner the better fitted is he for the high office of teacher.

The teacher should also be, both to his pupil and to the community in which he lives and moves, a model searcher for truth. His should be an example of freedom from prejudice, openness to conviction, conscientiousness, and candor, worthy of imitation by all with whom he comes in contact. Few men in this generation

are doing more in the way of stimulating pure love of truth, especially among students and thoughtful people, than Professor Henry Drummond. The following article from his pen is full of wise and helpful suggestion, and there are few of us may not profit in our search after truth, by reviewing our opinions and creeds in the light of these admirable hints:—

Truth is not a product of the intellect alone; it is a product of the whole nature. The body is engaged in it, and the mind, and the soul. The body is engaged in it. Of course, a man who has his body run down, or who is dyspeptic, or melancholy, sees everything black and distorted, and untrue. But I am not going to dwell upon that. Most of you seem in pretty fair working order, so far as your bodies are concerned; only it is well to remember that we are to give our bodies a living sacrifice—not a half-dead sacrifice, as some people seem to imagine. There is no virtue in emaciation.

The Pharisees asked about Christ: "How knoweth this man letters, never having learned?" How knoweth this man, never having learned? The organ of knowledge is not nearly so much mind as the organ that Christ used, namely, obedience; and that was the organ which he himself insisted upon when he said: "He that willeth to do His will shall know of the doctrine whether it be of God." You have all noticed, of course, that the words there in the original are, "If any man will do His will he shall know of the doctrine." It doesn't read, "If any man do His will," which no man can do perfectly; but if any man be simply willing to do His will—if he has an absolutely undivided mind about it—that man will know what truth is and know what falsehood is; a stranger will he not follow; and that is by far the best source of spiritual knowledge on every account—obedience to God—absolute sincerity and loyalty in following Christ. "If any man will do his will he shall know"—a very remarkable association of knowledge, a thing which is usually considered quite intellectual, with obedience, which is moral and spiritual.

But even although we use all these three different parts of the instrument, we have not got at the complete method of learning. There is a little preliminary that the astronomer has to do before he can make his observation. He has to take the cap off his telescope. Many a man thinks he is looking at truth, when he is only looking at the cap. Many a time I have looked down my microscope and thought I was looking at the diatom for which I had long been searching, and found I had simply been looking at a speck of dust on the lens itself. Many a man thinks he is looking at truth when he is only looking at the spectacles he has put on to see it with. He is looking at his own spectacles. Now, the common spectacles that a man puts on,—I suppose the creed in which he has been brought up—if a man looks at that, let him remember that he is not looking at truth; he is looking at his own spectacles. There is no

more important lesson that we have to carry with us through this conference than that truth is not to be found in what I have been taught. That is not truth. Truth is not what I have been taught. If it were so, that would apply to the Mormon, it would apply to the Brahmin, it would apply to the Buddhist. Truth would be to everybody just what he had been taught. Therefore, let us dismiss from our minds the predisposition to regard that which we have been brought up in as being necessarily the truth. I must say it is very hard to shake one's self free altogether from that. I suppose it is impossible; but you quite see the reasonableness of giving up that as your view of truth when you come to apply it all round. If that were the definition of truth, truth would be just what one's parents were—it would be a thing of hereditary transmission, and not a thing absolute in itself. Now, let me venture to ask you to take that cap off. Take that cap off now, and make up your minds you are going to look at truth naked—in its reality, as it is, not as it is reflected through any theology, however venerable. Here, as we meet as a formative school of theology for a week or a fortnight, we must look at things for ourselves.

Then, there is one other thing I think we must be careful about, and that is—besides having the cap off, and having all the lenses clean and in position—to have the instrument rightly focused. Everything may be right, and yet when you go and look at the object you see things altogether falsely. You see things not only blurred, but you see things out of proportion. And there is nothing more important we have to bear in mind in running our eye over successive theological truths, or religious truths, than that there is a proportion in these truths, and that we must see them in their proportion, or we see them falsely. A man may take a dollar or a half-dollar and hold it to his eye so closely that he will hide the sun from him. Or he may so focus his telescope that a fly or a boulder may be as large as a mountain.

If you have too much of the bass or too much of the soprano, there is want of harmony. That is what I mean by the want of proper focus—by the want of proper balance—in the truths which we all hold. It will never do to exaggerate one truth at the expense of another, and a truth may be turned into a falsehood very, very easily by simply being either too much enlarged or too much diminished. I once heard of some blind men who were taken to see a menagerie. They had gone round the animals and four of them were allowed to touch an elephant as they went past. They were discussing afterwards what kind of a creature the elephant was. One man, who had touched its tail, said the elephant was like a rope. Another of the blind men, who had touched its hind leg, said "No such thing! the elephant is like the trunk of a tree." Another, who had felt its sides, said, "That is all rubbish. An elephant is a thing like a wall." And the fourth, who had felt his ear, said that an elephant was like none of those things; it was like

a leather bag. Now men look at truth—at different bits of it, and they see different things, of course, and they are apt to imagine that the thing which they have seen is the whole affair—the whole thing. In reality we can only see a very little bit at a time; and we must, I think, learn to believe that other men can see bits of truth as well as ourselves. Your views are just what you see with your own eyes; and my views are just what I see; and what I see depends on just where I stand, and what you see depends on just where you stand; and truth is very much bigger than an elephant, and we are very much blinder than any of those blind men as we come to look at it.

At the recent Convocation of Victoria University the following degrees were conferred, viz., that of B.A. upon sixteen students; B.Sc., one; B.D., two; LL.B., six; M.A., eight; M.D. and C.M., fifty; M.D., twenty-eight; C.M., one. The degree of LL.D. was bestowed in course upon J. J. McLaren, LL.B., D.C.L.; the honorary degree of LL.D. upon D. A. Smith, M.A.; and that of D.D. upon Rev. W. C. Henderson, M.A., Rev. John Kilmer, and Rev. W. Nicholas, B.A. The address of the new Chancellor, Rev. Dr. Burwash, opened with a touching and eloquent reference to his much-lamented predecessor, the late Dr. Nelles.

Question Drawer.

(Continued from page 41.)

IN some rural sections the schools have been closed for a few days this winter on account of the severe storm, and the impassable roads. Are teachers to be charged with these days as with lost time? (Number of days not exceeding four or five.)—SUBSCRIBER.

[Teachers certainly should not lose the time or be required to make it up. No reasonable trustees would think of asking it.]

1. To whom should I apply to enter Toronto Normal School.
2. To whom should I apply to enter Ottawa Normal School?
3. Before what time must application be put in, in order to secure admittance for term beginning in January, 1889?

[1 and 2. Write to Secretary of Education Department for a blank form of application. 3. Not later than September 1st.]

IF a pupil residing in County "A." passes the Entrance Examination in County "B." will the regulations admit said pupil to a Collegiate Institute in County "A."—W. J.

[Yes.]

THE following are respectfully referred to our readers:—

WHAT is the best book on composition for pupils preparing for Entrance Examination to High Schools?—M. E. M.

WAS the Queen's maiden name Victoria Guelph? If not, what was it, and what is it now?—BASIL.

IN 1850 the population of a town was 7,600, in 1870 it was found to be 9,196. If the increase per cent. during the first decade was the same as during the last, what was this per cent.?—INQUIRER.

Correspondence.

OUR PROFESSION.

D. H. LENT, BRADFORD MODEL SCHOOL.

I AM glad to see that so much intelligent discussion has been evoked by my former letter on the subject of over-crowding the profession.

The press remarks, the pronounced utterances of the President of East Middlesex Teachers' Association, and of the Oxford Association, are decidedly encouraging.

Some of the friends, however, get away from the reason I urged for raising the minimum age to twenty-one, and argue against it, suggesting other expedients which at the best would only be trifling with the question and would be adopted solely with a view to curtailing the supply.

Now, I hold that such a reason is a very poor one—too utterly selfish to carry weight with the public. We must take a higher and more unselfish view of the matter. The question of the greatest good to the greatest number is the one to be decided:—and the greatest number belongs to the ranks of the pupils. What is for the greatest good of the pupils? must be the basis from which we should argue this question. It is the veriest foolishness, to require a person to be twenty-one before he can qualify as a Trustee and have the responsibility of the expenditure of money on buildings, grounds, and salary—mere material considerations—while we allow any girl of seventeen or boy of eighteen (and sometimes less) to have the responsibility of moulding the minds and characters of the future men and women of Canada.

I repeat and emphasize,—it is not wisdom to set a child to train children. Hence as a minimum age must be fixed, take that usually recognized as the one marking the arrival of manhood and womanhood, the development of judgment,—twenty-one.

That as an incident of such a change, we should have a reduced supply is no objection in the eyes of the true teachers, and well-wishers of the profession.

The other schemes suggested will not in my opinion answer the purpose. Suppose third-class certificates were abolished,—the supply would be diminished temporarily but we should not have removed the evil of which I complain.

Many persons of fifteen and sixteen pass the second class non-professional, and while we might have teachers with higher literary standing, there would not necessarily be any more development of judgment than formerly.

Doubtless much enthusiasm exists in the breasts of many of our young friends,—it should be more general, and I think it is becoming so; yet when they have got a few more years on their shoulders, they will see as I have, that it would have been far better for the profession, for the school, and for ourselves, had they been debarred from taking sole charge of a school before they were mentally matured.

This step could be taken at once, with reference to all the front counties, though circumstances might for a time require a different course to be pursued in the back districts.

"Examiner" in issue of Feb. 15, asks who are responsible for the admission to the model schools of persons under the present minimum age. The County Board of Examiners decide who shall be admitted and where they shall attend, provided there be more than one Model in a County.

He also questions the accuracy of my statement about increasing difficulty of examination papers, etc. Opinions differ; but I certainly think they are taking a better form and are directed more to bring out the reasoning powers, and have not relaxed in severity.

Extended Thirds are as a matter of fact largely in the hands of the Inspector. If he is resolute in the discharge of duty and anxious to build up the profession he will discourage applicants for extensions and they will soon become rarities.

D. H. LENT.

HOW TO REGULATE THE SUPPLY.

I HAVE read with interest the various opinions of my fellow teachers regarding this question. I am very glad to see some one wielding the pen in the

youngster's defence. I am one of the unfortunates who was successful at the Second Class Non-Professional Examination in July 1887, but would far rather, yes, ten thousand times rather have been "plucked" than read what has been written about us since. If we were so ill-prepared, why in the name of common sense were seventy per cent. of us allowed certificates? This "supply" question was before the public then. The teachers were not required. Would it not have been right to reject those who were unfit? Surely it is wrong to allow such to hold certificates. But though pleased I am disappointed with much that has been said. Did no one dream that the evil is on the surface, it meets us at every examination everywhere. It is omnipresent. Intemperance and Immorality, twin brothers of darkness, range hand in hand together. What has this to do with the "Supply"? Everything.

"To teach, to guide, is a holy task." Yet many who hold license, carry with them into the school-room the deadly germs of moral disease. Children breathe the deadly aroma which enshrouds that man. They are ruined for life.

How can the subject of scientific temperance be taught by one who takes the glass, plays with the sparkling wine, yea, loves it? It is impossible, and never is successful. Immorality, which blots and defiles, cannot be learned from a teacher who despises morality and all its laws.

Teachers should be learned. Not machines to pass examination, but men and women tried and proved, who know that truth is mighty and must prevail, while falseness is doomed to perpetual destruction before it begins to exist.

Are not examinations hard enough? The world is moving, we must go. Keep up the standard, but do not allow any man or woman to dare enter upon this sacred calling until tested in these great moral questions.

BLUEVALE, May 23, '88.

F. H.

THE SUPPLY.

I HAVE read with much interest the last four articles in the JOURNAL respecting the supply of teachers. While there is much on checking the supply of young teachers, little or nothing is said of the "old school-keepers," and the holders of temporary certificates and extensions of third-class certificates.

This much I would like to say to those who wish to do away with the third-class standard, or to raise the ages. (The latter I would not object to.) As long as teachers are teaching on certificates of such a class as some now hold, and others are holding schools on such terms as they are, I think it is altogether premature to attack the third-class standing and let the others off with, at the most, a mere mention.

To take the first class I mentioned; "the school-keepers."—By these I mean at least those after the following sample: the man who smokes and chews tobacco in his school, and who is, as teachers who know him well tell me, not scholastically qualified, but, holding an old county board certificate.

The second class or temporary certificates:—A young man, who has attended a university for two years, but has not had any professional training whatever, is teaching for a salary which is better than many second-class teachers are getting, (about \$425) and, if I am not mistaken, intends remaining in the profession.

Another case is that of one who failed in the non-professional examination last summer, but obtained a permit while many of those holding certificates were unable to obtain situations. These instances are all within my personal knowledge and I could mention many others.

Extensions of thirds:—Many teachers, who are teaching on third-class certificates, are working on these with the intention of remaining in the profession and are using their thirds to obtain permanent certificates. But there are those who are teaching on extension of thirds who either never intend taking higher certificates or remaining in the profession, and are thus keeping those who would make teachers out of situations. I think that any one who lacks thrift, energy, or spunk enough to prepare himself, or herself, to take

a higher certificate, lacks so much of the elements of a successful teacher.

I also think it is an injustice to the profession to grant either these extensions to third-class certificates, or to grant temporary certificates.

I think if a little more attention were given to the matters mentioned in the foregoing, it would help much to solve the question of supply, and I am confident it would be of much benefit to the profession.

A YOUNG TEACHER.

Book Reviews, Notices, Etc.

A TREATISE ON ALGEBRA. By Charles Smith, Tutor of Sidney Sussex College. Cambridge: Macmillan & Co.

There are fewer examples in this excellent book than in that remarkable storehouse of questions edited by the late Robert Potts. Nevertheless, this is much the superior book so far as the unfolding of the principles of scientific algebra is concerned. The two books are both of the highest class, but Smith's, while it affords fewer examples, supplies the knowledge necessary to the full mastery of many of the finest questions in Mr. Potts's collection. Many of the hints and solutions in the latter are of a very mechanical character, and show that the author had gradually fallen behind the rapid advance made in elementary algebra. Mr. Smith's treatise brings the subject well up to the present state of the science, and is wonderfully suggestive in its treatment. He certainly has not erred on the side of too great simplicity; and in saying that the book has fewer examples than Potts' we must not be understood to mean that they are not very copious. "Hundreds of examination papers have been consulted, including, with very few exceptions, every paper set in Cambridge for many years past." For our first-class teachers and university honor men this book is the best thing in our language.

OUTLINES OF ANCIENT HISTORY. By P. V. N. Myers, A.M. Ginn and Company, Boston, 1887. 484 pp.

Some time ago we noticed the Modern History, by the same author, and commented favorably on the clear, limpid style, and on the rare instinct of the author in selecting judiciously, and judiciously omitting. The present volume is one of the clearest text-books ever written. Chapter I. treats of "the Races and their Early Migrations"; chapter II. of the "History of Ancient Egypt"; chapter III., "Religion, Monuments, Arts, and Sciences of the Ancient Egyptians"; chapters IV., V., VI. and VII. of the Chaldean, Assyrian, and Babylonian Monarchies. These chapters alone are worth the price of the book. The results of the latest discoveries are given in a very short, but very entertaining manner. Contrasted with the ordinary dry text-books, this volume reads like a pleasant story, and shows how much our American cousins are ahead of us in the art of writing school books at once solid and easy to master. Any student who gets hold of this volume will find himself guided by a masterly hand, and will easily seize the main positions of history, which are all that can be permanently retained in the memory.

GEOMETRICAL DRAWING. By W. N. Wilson, M.A. Rivingtons.

This little volume covers an extensive course of study, all that is required for the army engineers. Our mathematical and drawing masters will find it very useful. The references to the corresponding propositions in Euclid are given throughout. There are chapters on scales, description of instruments, geometrical patterns and copious examination papers.

CHAUVENET'S TREATISE ON ELEMENTARY GEOMETRY. Revised and abridged by W. E. Byerly, Professor of Mathematics in Harvard University. 322 pp.

To those who know Prof. Byerly's differential and Integral Calculus, no comment on this book will be necessary. It covers plane and solid geometry in a most satisfactory manner. For those who wish to teach McKay's geometry in the true

spirit of modern methods we cannot name a better auxiliary. Book I. discusses "Rectilinear Figures"; book II., "The Circle, Ratio, Doctrine of Limits and Measurement of Angles"; book III., "The Theory of Proportion"; books IV. and V., Comparison and Measurement of Rectilinear Figures, and of the Circle. The book compels the student to think and reason for himself. The elementary parts are given very fully, but gradually a more and more condensed style is employed, and at last mere hints and suggestions. J. B. Lippincot Company, 1887.

A TREATISE ON PLANE SURVEYING. By Daniel Carhart, C.E., Professor of Engineering in the Western University of Pennsylvania. Ginn & Co., Boston. 500 pp.

The printing of this rivals the best English typography. It is a complete treatise on the subject and would be valuable as a work of reference in all our High School libraries, especially for students studying trigonometry. The illustrations are numerous and good.

OUR EXCHANGES.

"OUR Little Ones and the Nursery" for May is full to overflowing of beautiful pictures and charming prose and verse suited to the little ones. The Russell Publishing Co., 30 Bromfield St., Boston.

PROBABLY none of the many papers and magazines for the young which so abound in these days is watched for more eagerly or read with greater delight by the boys and girls than "Harper's Young People." The visit of this well-conducted and well illustrated favorite is the event of the week in many a family circle.

"TREASURE-TROVE" (Treasure-Trove Co., New York), is a bright, spicy monthly for the larger boys and girls. The May number contains thirty-four pages, packed with good things, among which the two in beautiful, large type, with simple stories and pictures for "The Little Ones," are not the least delightful.

The May number of the *North America Review* contains several noteworthy articles. Mr. Gladstone's criticism of Col. Ingersoll's Reply to Dr. Field is a trenchant and powerful paper, worth the year's subscription. Dr. Wood Hutchinson's paper on the "Physical Basis of Brain Work," Dr. Curtiss's on "Germany's Right to Alsace," and Robert Water's on "Learning to Write English," will attract the attention of teachers.

"AMERICA, A Journal of To-day," is the title of a new Chicago weekly, the first number of which is before us. It is a large sixteen-page paper, with artistic cover, and is to be devoted to "the advancement of distinctively American ideas, and the strengthening and preserving of American institutions." The leading article of the first number is a fairly well-written one by Hon. Seth Low, of Brooklyn, on "American Patriotism."

"NIGHT AND DAY," is the magazine published in the interests of Dr. Barnardo's Homes. The April number is full of facts and incidents which show in a striking manner the beneficent effects of Dr. Barnardo's great work in rescuing the waifs and training them for lives of useful and honorable industry. Dr. Barnardo's work seems to us worthy of all praise and help. We trust it may not suffer from misrepresentation and prejudice in Canada.

The frontispiece of *The Woman's World* for May, is a portrait of the Queen of Roumania, who is best known to the world of letters as the graceful poet "Carmen Sylva." The face in this portrait is as strong as it is handsome. A paper devoted to the life and literary work of the poet-Queen is illustrated with sketches showing the royal lady at work in her studio and in her library. "Nursing as a Profession for Women," by the Princess Christian, opens the number and argues well in its favor.

CRIMES, small and great, can be stayed only by education—not the education of the intellect only, which is on some men wasted and for others mischievous, but education of the heart, which is alike good and necessary for all.—*John Ruskin.*

Educational Notes and News.

DURING the last five years \$360,000 have been donated to McGill University for permanent endowment.

THE cost of education per pupil in the different Provinces of the Dominion for the year 1886, was as follows:—Ontario, \$7.09; Quebec, \$4.10; New Brunswick, \$5.04; Prince Edward Island, \$6.36; Nova Scotia, \$7.42; Manitoba, \$10.53; British Columbia, \$20.16.

AT the recent convocation of McGill University, the degree of D.C.L. was conferred on J. J. MacLaren, Toronto, and of LL.D. (honoris causa) upon Dr. Heneker, chancellor of Bishop's College; the Principal of Prince of Wales' College, Charlottetown, P.E.I., and Professor Fream, of London, England.

C. A. BARNES, B.A., public school inspector for East Lambton, has been appointed by the Minister of Education as one of the examiners at the professional examination of teachers, for second-class certificates, to be held at Ottawa Normal School, in the month of June.

THE last report of the U.S. Commissioner of Education gives full statistics concerning each of 427 kindergartens in operation. There are over forty schools specially devoted to the training of kindergarten teachers in the United States. Over 20,000 pupils are returned as receiving kindergarten training.

CHILDREN are quick to seize an idea, but not always logical in applying it. My trio joined the Society for the Prevention of Cruelty to Animals, and on the first day came home triumphant. "We saw a man whipping his horse to make him drag a heavy load up the hill, and we acted for our society right off." "What did you do?" "We threw stones at the man, and ran away."—*School Bulletin.*

SIR WILLIAM DAWSON, in addressing the lady graduates of McGill, said: "I do not think it necessary or desirable to keep up any feeling of rivalry between the sexes in college work. We are satisfied to know, as the result of our four years' experience, that the work of the Faculty of Arts as at present arranged seems equally adapted to both, inasmuch as the honors attained are pretty equally divided."

PRIZES to the amount of two hundred and fifty dollars have been offered to the pupils of public and private schools, for the best original short stories. First prize is one hundred dollars in cash; second prize, fifty dollars; third prize, twenty-five dollars, etc. Three prominent school principals have consented to act as judges. Particulars may be learned by addressing Treasure-Trove Company, 25 Clinton Place, New York.

SIR DONALD A. SMITH is setting an example to the men of wealth in Canada, worthy of all imitation. He proposes to make an addition to the sum he has already given to advance the collegiate education of women sufficient to endow a woman's college in Montreal. The terms of the first deed of gift provide for such a contingency. Sir Donald Smith also proposes to establish a preparatory school in Winnipeg or some other part of the North-West in connection with the college in Montreal. An act of incorporation has been applied for. The new college is to be called the Royal Victoria College.

AS a result of the recent final examination at Queen's University, Kingston, thirty-seven young men received the degree of B.A., four that of M.A., and one that of B.D. No honorary degrees were conferred. Following are the medalists in Arts:—Gold medal, classics, H. L. Wilson, B.A., Kingston; silver medal, classics, W. A. Findlay, Lakeside; gold medal, philosophy, A. Mackenzie, Tiverton; gold medal, political economy, A. G. Hay, Pinkerton; gold medal, chemistry, T. G. Allen, Brockville; silver medal, modern languages, A. W. Beall, Whitby. The list of graduates in Medicine and Surgery is large.

THE Dutch Government evidently thinks that Scriptural teaching on the liquor question needs explanation and enlargement. It has placed a copy of a translation of Dr. Richardson's Temper-

ance Lesson Book (the text book authorized for use in the public schools of Ontario), along with a copy of the Bible, in every prison cell in Holland. It is never too late to mend, but as prevention is better than cure, we expect to hear shortly that the reflective Hollander will also place a copy of the same book on every pupil's desk. This action of the Dutch Government indicates its opinion that in most cases the prisoner has been brought to the cell through the agency of alcohol.—*Exchange.*

AN incident occurred at the Bradford School Board meeting which gives point to the recent sarcastic complaints regarding the necessity of educating the local Government Inspectors. One inspector had stated in his report that in a certain school which he had visited it was desirable that more attention should be paid to natural history, as four scholars in answer to the question, "How many legs has a duck?" had replied "Four." It was explained at the Board meeting that the scholars, deceived by the inspector's cockneyfied pronunciation, understood that a dog and not a duck was the object of the query. A little lesson in pronunciation, adds a local critic, would not be amiss here surely.—*The Schoolmaster (Eng.)*

DURING a recent visit to Quebec to attend a meeting of the Council of Public Instruction, Sir William Dawson, Principal of McGill University, had an interview with twelve Catholic bishops, representing the Catholic section, in reference to the long-standing grievance of Protestant educators whereby graduates of English colleges are discriminated against on entrance to the liberal professions. Sir William urged that the fact of a man having taken the degree of B.A. at either McGill or Bishop's should be taken as evidence that he had received a liberal education, instead of making him conform to the same regulations as graduates of Catholic universities. After a lengthened discussion the point was conceded, and hereafter graduates of English colleges will not be handicapped as in the past. Premier Mercier has promised to embody the concession in an Act the coming session.

ON the 21st ult., the Seaforth High School was formally elevated to the rank of a Collegiate Institute. The Minister of Education made an inspection of the building, and on entering the assembly room of the institute was greeted with an address of welcome from the pupils, to the number of over one hundred and fifty. An address from the trustees, teachers and pupils was then presented by Principal Clarkson to the Minister, who made a most appropriate reply. He warmly congratulated the trustees, teachers and pupils upon the elegant building which had been provided by the generosity of the ratepayers for their occupancy, and in an effective address alluded to the advantages afforded by our educational system. Brief addresses then followed by Mayor Beattie, the clergymen of the town, and other leading citizens. The meeting was most pleasant, and Seaforth High School, having complied with all the regulations, was declared a collegiate institute, under most promising auspices.

THE Minister of Education has sent the following circular respecting kindergartens to the boards of cities, towns, and villages:—"Three years ago the Education Department established training schools for kindergarten teachers in connection with the Provincial Normal Schools at Ottawa and Toronto. By this means we have now available for the public service a number of well-trained teachers, and on the 1st of July next we expect to license a good many more. You are no doubt familiar with the aims and ends of kindergarten schools, and their value in primary training of children between three and six years of age. It is found that children who take a course in the kindergarten overcome much more easily the early difficulties of ordinary public school work, because of their quickened conceptions and increased powers of observation. I know of no way that a board of trustees can contribute more towards the cultivation of right methods for the elementary classes of a public school than by the establishment of a kindergarten. For these reasons I call your attention to what we are doing and to the means at our disposal for aiding you if you deem it expedient to open a kindergarten school under the management of your board."

FOUR years ago there were about twenty-four female students on the roll of McGill University. There are now 108, of whom twenty-six are undergraduates.

MR. THOMAS O'HAGAN, M.A., late classical and Modern Language Master at the Mitchell High School, is leaving the profession to enter on the study of law. Mr. O'Hagan is well known to our readers as an occasional contributor to the JOURNAL. His twelve-year record as a teacher is, we believe, excellent, and his contributions to literature have been favorably noticed by some of the best Canadian critics.

JUDGE PITMAN concluded a paper in the May *Forum*, on the subject, "What Shall the Public Schools Teach?" in these words:—"If we are patient I have faith that the American system of public education of the masses in Common schools will triumph over the Old World theories of training by ecclesiastics. One thing is sure: the Roman Catholic layman in this country of the people must have a recognition not accorded him in Europe; and the style of Catholicism which will ultimately predominate will not be ultramontane. To the practical judgment of the Catholic masses must the determination of this question finally be left, and all that we can do is to maintain and increase the superiority of the Common school. I, for one, do not believe that the American citizen, whatever his ancestry or creed, will, in the long run, be inclined to pay for an inferior article when he can get a superior at the public expense."

LADY TEACHERS seem to be taking the palm for heroism. From Nashville, Tenn., comes an account, which, if true, recounts one of the bravest deeds on record, performed by Miss Mollie Green, an attractive young lady of eighteen, who teaches school on Cyprus Creek. The little log school house was quiet, and the children busy with their lessons, when a shaggy dog, foaming at the mouth, snapping and biting, dashed in at the door and made toward one of the children. The brave little woman thought only of the children in her care, sprang between them and the intruder, and told them it was a mad dog. She kicked at it. Her skirts protecting her, and by the aid of a heavy rule kept it at bay until all the children had fled. The infuriated animal repeatedly sprang at her throat, but she was agile and resolutely held her ground. When all the little ones were gone she desperately fought off the dog until she reached the door, which she pulled to after her and fell fainting outside. The children in the meantime ran to the nearest house, an eighth of a mile distant, and gave the alarm. Two men soon came and killed the dog, which had been terrorizing the neighborhood for two days. The grateful parents of the children took up a subscription and gave the young woman a fine saddle horse. Her clothes were literally torn to ribbons during her severe encounter. The last sentence throws doubt upon the story, as it is almost inconceivable that a mad dog would be permitted to roam at large for two days.

At the session of the Elgin Teachers' Association just closed, the following resolution was considered:—"Whereas the subject of raising the status of the teachers' profession in order to keep pace with the advance in other professions, and with the general progress of the country, is at the present time receiving a good deal of attention in educational circles, we, the teachers of the county of Elgin and city of St. Thomas, in association assembled, are of the opinion that this object would be obtained by the following changes:—

"(1) That a higher professional training be given to third class teachers, so that on entering the profession they may have a fair knowledge of the science of education, and of the workings of the human mind which they are to direct and mould.

"(2) That candidates be of more mature age before receiving certificates to teach.

"(3) That third class certificates cease to be Provincial as they are at the present time, but that they be valid only in the county in which they are obtained.

"(4) That the standard for third class teachers' certificates be made so high that such candidates as show no special aptitude for teaching, and who after three years' experience frequently fail to pass

the normal school examination, be prevented entering the profession altogether, as the granting certificates to such candidates is an injury to themselves, the teaching profession in general, and the country at large."

SIDNEY SILCOX, *Secretary.*

THANKS to our excellent system of elementary education, it is no longer possible for any child over six years of age to be entirely destitute of education. As for religious instruction, we do not know that even in Board Schools, this vital department of juvenile training is looked after in some sort of fashion? Let us pay the heavy rate cheerfully, then, for the good it does. To take one instance only, it produces such lads as the seven-year-old who appeared as a witness the other day at a Birmingham police-court. Questioned as to whether he could read or write, he confessed his entire ignorance of both, "although he sometimes went to school." Questioned as to what place of worship he generally attended, he deposed that he had never been inside either church or chapel, nor even at a Sunday-school. Questioned as to his religion, he frankly acknowledged that he had not the faintest idea what the word meant. Nor could he say whether it was wrong to tell a lie; more than that, he did not even know his own age. In short, as complete a little savage in respect to culture as any South Sea Islander in pre-missionary times. Are there many such among us? Oh, dear, no; this dreadful child must be a phenomenon. It may be so, but even one of this sort is just one too many. Nor can the public feel sure that he is not a type of a class down in the depths, who, if they live to adult years, will become the terror of society. A net that allows one fish to escape cannot be trusted; there must be a hole somewhere, and, perhaps, a pretty wide one. Or even when that is not the case, there may be fish of the shark species which the catchers return to the sea, as having no market value, present or prospective.—*London Eng.) Globe.*

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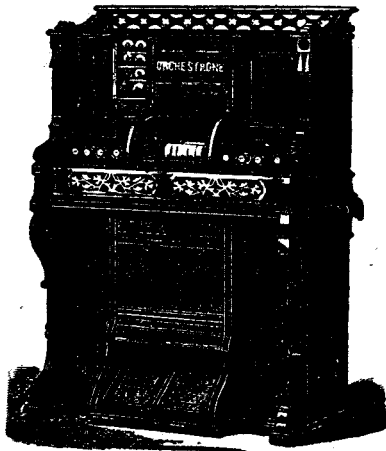


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The presiding Inspector will please give sufficient public notice respecting the Examinations.

The Head Masters of Collegiate Institutes and High Schools will please send the applications of their Candidates to their Local Public School Inspector, and in case of there being more than one Inspector in a County, to the one within whose jurisdiction the School is situated, together with the required fee of Five Dollars from each Candidate, or Ten Dollars if the Candidate applies for the First C, as well as Second Class Examination. A fee of Five Dollars is also required from each Candidate for a First Class Certificate, Grade C, which is to be sent with form of application to the Secretary of the Educational Department.

Where the number of candidates necessitates the use of more rooms than one, those taking the University examination are, in order to prevent confusion, to be seated in the same room.

**NON-PROFESSIONAL THIRD AND SECOND CLASSES
AND I. C**

DAYS AND HOURS.	THIRD CLASS SUBJECTS.
<i>Tuesday, 3rd July.</i>	
A.M. 8.40-8.55.....	Reading Regulations.
9.00-11.30.....	English Poetical Literature.
P.M. 2.00-4.30.....	History and Geography.
<i>Wednesday, 4th July.</i>	
A.M. 9.00-11.30.....	Arithmetic and Mensuration.
P.M. 2.00-4.30.....	English Grammar.
<i>Thursday, 5th July.</i>	
A.M. 9.00-11.30.....	Algebra.
P.M. 2.00-4.30.....	English Composition and Prose Literature.
<i>Friday, 6th July.</i>	
A.M. 9.00-10.15.....	Reading and Orthoëpy.
10.20-11.30.....	Drawing.
P.M. 2.00-3.30.....	Bookkeeping.
3.35-5.05.....	Precis Writing and Indexing.
<i>Saturday, 7th July.</i>	
A.M. 9.00-10.30.....	Latin Authors.
	French do
	German do
9.00-11.00.....	Physics.
P.M. 2.00-4.30.....	Latin Composition and Grammar.
	French do
	German do
2.00-4.00.....	Botany.

Oral Reading to be taken on such days and hours as may best suit the convenience of the Examiners.

**SECOND CLASS OR PASS MATRICULATION
EXAMINATION.**

DAYS AND HOURS.	SUBJECTS.
<i>Tuesday, 3rd July.</i>	
A.M. 8.40-8.55.....	Reading Regulations.
9.00-11.30.....	English Poetical Literature
P.M. 2.00-4.30.....	History and Geography.
<i>Wednesday, 4th July.</i>	
A.M. 9.00-11.00.....	Arithmetic
P.M. 2.00-4.30.....	English Grammar.
<i>Thursday, 5th July.</i>	
A.M. 9.00-11.30.....	Algebra.
P.M. 2.00-4.30.....	Chemistry.
<i>Friday, 6th July.</i>	
A.M. 9.00-11.30.....	Euclid.
P.M. 2.10-4.00.....	Botany.
<i>Saturday, 7th July.</i>	
A.M. 9.00-11.00.....	Physics.
P.M. 2.00-3.30.....	French Authors.
3.35-5.35.....	do Composition and Grammar.
<i>Monday, 9th July.</i>	
A.M. 9.00-11.00.....	Latin Authors.
11.05-12.35.....	do Composition and Grammar.
P.M. 2.00-3.30.....	German Authors.
3.35-5.35.....	do Composition and Grammar.
<i>Tuesday, 10th July.</i>	
A.M. 9.00-11.30.....	English Composition and Prose Literature

**FIRST "C" OR HONOR EXAMINATION FOR
MATRICULATION.**

DAYS AND HOURS.	SUBJECTS.
<i>Tuesday, 10th July.</i>	
A.M. 8.40-8.55.....	Reading Regulations.
9.00-11.30.....	English Composition and Prose Literature.
P.M. 2.00-4.30.....	Greek—Pass (for matriculants only).

<i>Wednesday, 11th July.</i>	
A.M. 9.00-11.30.....	Algebra.
P.M. 2.00-4.30.....	English Poetical Literature.
<i>Thursday, 12th July.</i>	
A.M. 9.00-11.30.....	Euclid.
P.M. 2.00-4.30.....	History and Geography.
<i>Friday, 13th July.</i>	
A.M. 9.00-11.30.....	Trigonometry.
P.M. 2.00-4.30.....	English Grammar.
<i>Saturday, 14th July.</i>	
A.M. 9.00-11.30.....	Chemistry.
P.M. 2.00-4.30.....	Botany.
<i>Monday, 16th July.</i>	
A.M. 9.00-11.30.....	Latin Authors.
P.M. 2.00-4.30.....	do and Greek Grammar.
<i>Tuesday, 17th July.</i>	
A.M. 9.00-11.30.....	Latin Composition.
P.M. 2.00-3.30.....	French Authors.
3.35-5.35.....	do Composition and Grammar.
<i>Wednesday, 18th July.</i>	
A.M. 9.00-10.30.....	German Authors.
10.35-12.35.....	do Composition and Grammar.
P.M. 2.00-4.30.....	Greek Authors.

MEMORANDUM RE FIRST-CLASS EXAMINATIONS.

Candidates for Grade A or B will be examined at the University of Toronto, and candidates for Grade C at the following places:—Guelph, Hamilton, Kingston, London, Ottawa, Toronto, or at such other places as may be desired by any Board of Trustees on notice to the Department on or before the 25th day of May, it being assumed that the Board is willing to bear the extra expense of conducting the examination.

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