

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

- Additional comments /
Commentaires supplémentaires:

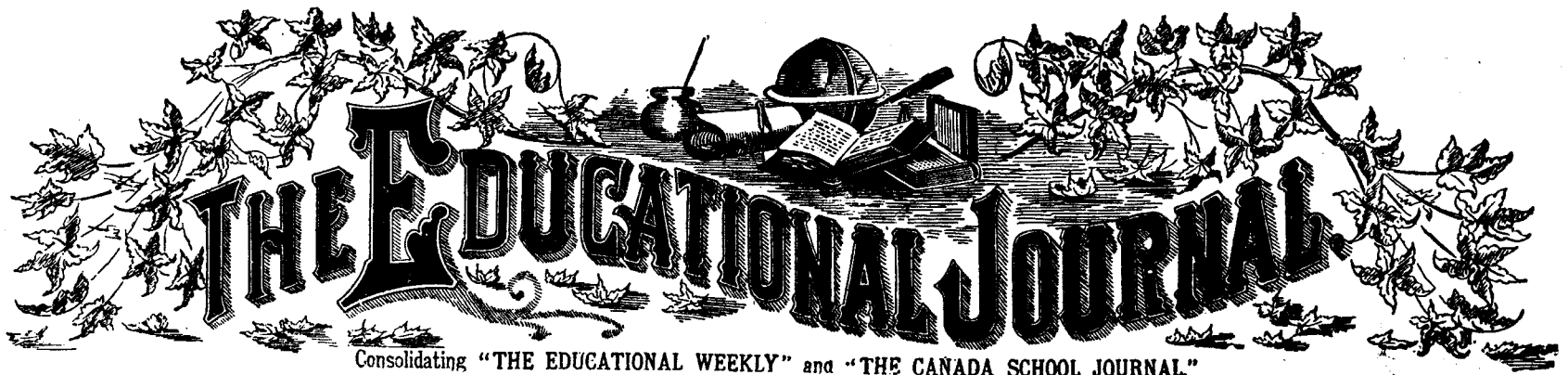
Continuous pagination.

- Coloured pages / Pages de couleur
- Pages damaged / Pages endommagées
- Pages restored and/or laminated /
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached / Pages détachées
- Showthrough / Transparence
- Quality of print varies /
Qualité inégale de l'impression

- Includes supplementary materials /
Comprend du matériel supplémentaire

- Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées.

Note Carefully our Offers to Subscribers



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

Subscription, \$1 50 a year
in Advance.

TORONTO, JANUARY 15, 1896.

Vol. IX.
No. 17.

THE MAP AND SCHOOL SUPPLY CO.

(LIMITED)

31 KING STREET EAST, TORONTO.

MANUFACTURERS AND
IMPORTERS OF

Chemical and Physical Apparatus; Apparatus for use in experiments in Text Books. New series of School Wall Maps. This series excels all other School Maps for educational purposes, and has a great number of advantages over any other maps published.

MOST COMPLETE AND RECENT MAP OF THE DOMINION OF CANADA

Complete series of Classical Geography, Physical Geography, Scriptural Geography, Elementary Geography, Astronomical Charts, Botanical and Philosophical Charts, Geographical Terms, Outline Maps, Dr. Andrew Wilson's Anatomical Charts, clearly printed and perfectly colored, Liquid Slating, Blackboards, and all kinds of School Supplies at lowest prices.

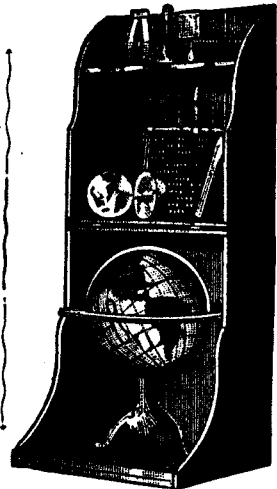
FRED. G. STEINBERGER & CO.

We carry the most complete line of MAPS and GLOBES in Canada. There are no better maps than **W. & A. K. Johnston's**, of Edinburgh, Scotland.

Our Supplies of Maps and Globes secured the highest awards at the World's Columbian Exposition, Chicago, 1893.

Send for Illustrated Catalogue
Special Discount for Schools

37 Richmond St. West, Toronto.



This cut shows our Hinged Globe Case, which is furnished with the 8 and 12-inch Globes. It is easily arranged as a cabinet, and protects the Globe from the sun and dust when not in use.

A Complete Manual also accompanies each order.

HINGED GLOBE CASE.

This Week

We're preparing our inventory of stock. Many are the snaps that are turned up. Pays to be about and see what's going on. Buyers sail for England and the Continent looking for the new things for spring.

Next Week

THE

White Goods Sale

STARTS JANUARY 6th, 1896.

This is our first real effort to show what we can do.

No trouble, no care, no worry has been shirked to make it a success.

We propose to demonstrate to you that it does not pay you to buy cottons and muslins and make up white underwear.

AND

THE FIRST GLIMPSE OF SPRING IMPORTATIONS

Embroideries,
Prints, and
Printed Cotton Goods.

Looking ahead, of course we are! Don't you? That's why trade grows here. Always planning to improve for your or our success.

J. Sutcliffe & Sons

182, 184 Yonge St.
6, 8 Queen St. W.

HYPNOTISM My original method \$2. 100 page book 10c. One on Persons, Magnetism 10c. Prof. E. J. Anderson, Masonic Temple, Chicago. E. J. 10.

Chas. J. Musson

240 YONGE ST., TORONTO, ONT.

BOOKSELLER
PUBLISHER
AND STATIONER

JUST ISSUED

A New and Charming Romance

"ZEROLA OF NAZARETH," By Louie Barron

First Published in New York City.

Already read by over Two Hundred Thousand People in the United States. Without doubt this book is the best of the season. A splendid Christmas Gift. Beautifully bound in Cloth. Gilt Stamping, Illustrated. 50 Cents. Postpaid.

A Full Line of Christmas Books, Cards, and Calendars at Lowest Prices.

INK. DUCKETT'S COLD WATER INK-POWDERS.

"Best and Cheapest School Inks Known."

Samples for the asking. So TRY before buying.

Send two-cent card for particulars, and you will receive free by mail in due course gratis samples of Six Inks (School Black, Business Black, Red, Blue, Green and Violet), well worth 25 cents, to any teacher. Address, DUCKETT'S INKS, SHEFFIELD, ENGLAND.

Vertical Writing JACKSON'S NEW STYLE.

COPYBOOK, 14 Nos., 8c. each.

SELBY & CO.
23 Richmond St. W.
TORONTO.

SEND FOR

Regulation Punishment Straps, postpaid, for.....	25c.
Entrance Examination Literature, 1896.....	25c.
Public Speakers, A B C of speech-making.....	50c.
Ready-Made Speeches and Toasts.....	35c.
Debating.....	50c.

Postpaid by **J. K. CRANSTON, Galt.**

THE CANADA Business College.

HAMILTON, ONT.

The leading Canadian Business College. 33 years of success. Over 2,000 ex-pupils engaged in the best business houses in this country. Excellent advantages to teachers. Write for prospectus to **R. E. GALLAGHER, Principal.**

THE ASSOCIATED PRESS OF THE STATE of New York adopted the

Smith-Premier Typewriter

to take despatches direct from the wire.

PEARS & NEWSOME

gents 38 Victoria St., Toronto

TWO GREAT SCHOOLS

UNDER ONE MANAGEMENT

CENTRAL Business College.

TORONTO and STRATFORD

Unquestionably the Leading Commercial Schools of the Dominion. Advantages best in Canada. Write to either school for catalogues.

SHAW & ELLIOTT,
Principals

Slate Blackboard - - -

We handle only the best and guarantee satisfaction.

Our slate is free from gloss and defects, and will last forever as a perfect board.

E. N. MOYER & CO.

SCHOOL FURNISHERS,
37 Richmond St. W., - - Toronto.

TORONTO CONSERVATORY OF MUSIC

FOUNDED IN 1886. HON. G. W. ALLAN, PRES.

EDWARD FISHER, Musical Director.

New Calendar giving full particulars MAILED FREE.

Thorough Training in all Branches.
H. N. SHAW, B.A., Principal Elocution School

Ye Olde Booke Shoppe

Teachers Inspectors
and Students

When you want books in the educational line all you have to do is to send a card to

FRANK PORTER, 353 Yonge St., Toronto

and get the books by return mail.

TAYLOR'S MANUAL OF PUNCTUATION, 5c.
TEACHERS' AGREEMENT FORMS, 5c. 18-

ONTARIO BUSINESS COLLEGE.

28th Year.

Four graduates have just passed the Intermediate Examinations of the Institute of Chartered Accountants.

Students are now in attendance from the following: Jamaica, Barbados, Bermuda, Nova Scotia, New Brunswick, Quebec, Alberta, British Columbia, and all parts of Ontario—14 from the Ottawa valley.

Be sure to address

**ROBINSON & JOHNSON,
ONTARIO BUSINESS COLLEGE,
Belleville, Ont**

Buildings and Grounds of Its Own

BELLEVILLE BUSINESS COLLEGE IS the largest, best equipped and only institution of its kind in Canada occupying entire buildings and grounds of its own which are absolutely unencumbered.

The record made by the Belleville Business College so far has never been equalled by a business college anywhere in the Dominion of Canada or the United States. Notwithstanding the jealousies, libels, and slanders of the shifting top-flat colleges, the Belleville Business College continues to forge ahead of its competitors.

Students admitted at any time. For circulars and particulars address

**Belleville BUSINESS COLLEGE
BELLEVILLE, ONT.**

90th Thousand in Press

THE FUNK & WAGNALLS

STANDARD DICTIONARY

OF THE ENGLISH LANGUAGE

247 Editors and Specialists



Cost more than \$960,000

The Pride of America—The Admiration of England

"To say that it is perfect in form and scope is not extravagance of praise, and to say that it is the most valuable Dictionary of the English language is but to repeat the obvious. The Standard Dictionary should be the pride of literary America, as it is the admiration of literary England."—*St. James' Budget* (St. James' Gazette, weekly ed.), London, July 27th, 1885.

301,865 VOCABULARY TERMS
47,468 ENTRIES IN THE APPENDIX

OXFORD UNIVERSITY, ENGLAND, Prof. A. H. Sayce, the eminent philologist says:—"The Oxford Dictionary is truly magnificent, and worthy of the great continent which has produced it. It is more than complete. . . . It is certain to supersede all other dictionaries of the English language."

YALE UNIVERSITY, Prof. E. J. Phelps, ex-Minister to Great Britain, says: "The work is extremely well done throughout. For general and practical purposes it is the best American dictionary now available."

CAMBRIDGE UNIVERSITY, ENGLAND, Prof. J. E. Sandys, says: "It is admirable; and deserves to become famous on both sides of the Atlantic."

HARVARD UNIVERSITY, Prof. A. Preston Peabody says: "Will prove invaluable, and will last while the English language remains essentially unchanged."

125,000 SYNONYMS AND ANTONYMS
45,000 ILLUSTRATIVE QUOTATIONS

THE NEW YORK HERALD says: "The Standard Dictionary is a triumph in the art of publication. It is admirable from every point of view. It is the most satisfactory and the most complete dictionary yet printed."

THE GLOBE, Toronto, March 30th, 1895, says: "It is well named the Standard, for it treats with the authority of special knowledge of absolutely everything under the sun."

THE EMPIRE, Toronto, February 3rd, 1894, says: "Teachers, writers, business men, and students of all classes will welcome this the newest form of dictionary."

THE JOURNAL OF EDUCATION, Boston, says: "In thoroughness, completeness, accuracy, typography, style, and illustration, it challenges criticism and commands admiration. It will make the world its debtor, and all who write must praise it evermore."

5,000 NEW ILLUSTRATIONS
8 ELEGANT COLORED PLATES

PRICES

In One Volume		In Two Volumes	
HALF RUSSIA	\$15	HALF RUSSIA	\$18
FULL RUSSIA {With Deni- son's Index}	\$18	FULL RUSSIA {With Deni- son's Index}	\$22
FULL MOROCCO	\$22	FULL MOROCCO	\$26

Sample pages mailed free

FUNK & WAGNALLS CO.
11 Richmond Street West, Toronto

NOW IS THE TIME TO SUBSCRIBE!

"THE PRINCE OF WEEKLIES,"

The Literary Digest

A Repository of Contemporaneous Thought and Research as Presented in the Periodical Literature of the World, in all Departments of Human Knowledge and Activity.

Issued Weekly \$3.00 per Year.

CITY FOLKS and COUNTRY FOLKS, BUSY FOLKS and FOLKS OF LEISURE,
READ THE LITERARY DIGEST WITH PROFIT AND EQUAL SATISFACTION.

32 QUARTO PAGES. . . . EACH WEEK. . . . ILLUSTRATED.

FUNK & WAGNALLS COMPANY,
11 Richmond Street West, TORONTO, ONT.



ALMA

The Leading Canadian College for Young Women
ST. THOMAS, ONT.
Reopens January 2nd, 1896

Faculty includes three University Graduates, three first Professional Certificated Teachers, and Specialists in Music, Fine Art, Elocution, and Commercial Science, 20 in all.

Courses of Study covering the curriculum for Public School Teachers' Certificates, Junior and Senior Matriculation, and Graduating Courses (M.E.A. and M.E.L.), and in Piano, Voice, Harmony, Pipe Organ, Violin, etc., Drawing and Painting, Elocution.

Alma's Record in the Departmental Examinations is unsurpassed. Buildings, furnishings, and equipment, unequalled in Canada, and record of successful graduates in Music and Art unequalled. Special Rates to Teachers for the period January to June, '96. (Teachers' Certificates are accepted pro tanto in our courses.) For Calendar, etc., address, Principal Austin, B.A.

SCHOOL AND COLLEGE TEXT BOOKS.

High School Mathematical Series.

HIGH SCHOOL ALGEBRA—PART I. By W. J. Robertson, B.A., LL.B., and I. J. Birchard, M.A., Ph.D.	\$0 75
HIGH SCHOOL ALGEBRA—PART II. By I. J. Birchard, M.A., Ph.D., and W. J. Robertson, B.A., LL.B.	1 50
HIGH SCHOOL TRIGONOMETRY. By I. J. Birchard, M.A., Ph.D.	1 25

*PRIMARY LATIN BOOK. By J. C. Robertson, B.A., and Adam Carruthers, B.A.	1 00
†PHYSIOLOGY AND TEMPERANCE. By William Nuttress, M.D.	0 25
MANUAL OF HYGIENE. By Mark Hopkins, LL.D.	1 25
OUTLINE STUDY OF MAN. By T. H. McGaird	0 40
SCRIPTURE READINGS. For Schools and Colleges.	0 75

* Authorized in Ontario and New Brunswick.
† Authorized in Ontario and Quebec.

WILLIAM BRIGGS, Publisher,
29 33 Richmond St. West, Toronto.

See the



THE BRAHAM PEN LEADS THEM ALL!

It writes twenty times as much with one dip as the ordinary pen, and lasts much longer. Made in fifteen styles. We can give you what you want. To use it once is to use it all the time. E. N. MOYER & CO., School Supplies, 37 Richmond St. W., Toronto. Agents wanted.



The Neostyle Duplicating Apparatus—For Duplicating Writing, Drawing, Music, or Typewriting

Four Highest Awards (of five made) at Chicago Word's Fair, 1893.

Two thousand exact copies from one writing each copy having all the appearance of an original. Simple, rapid, clean, and durable. Invaluable to teachers and schools for examination papers, circulars, blank forms, maps, etc. Used and endorsed by all the principal colleges and schools throughout the Dominion. Write for price lists and specimens.

NEOSTYLE CO.,

Simplex and Hektograph Pointers

8 1/2 King St. East, TORONTO

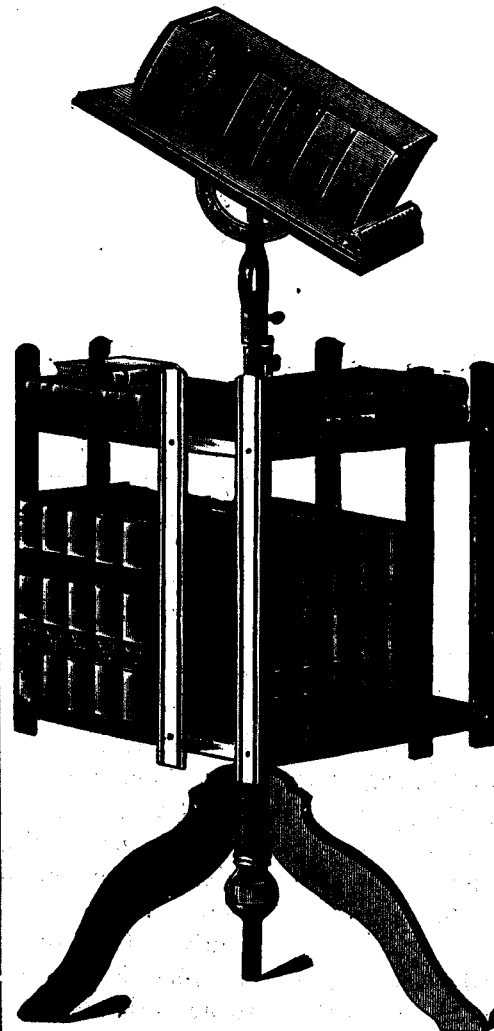
BUCKEYE BELL FOUNDRY,
—CINCINNATI O., U.S.A.
Best Grade Copper and Tin
School, College & Academy BELLS
Price and Terms Free. Name this paper.

VANNEVAR & CO. CAN SUPPLY ANY BOOK YOU WANT

Books not in stock will be ordered from any part of the world with the Utmost Despatch.

Orders by mail will receive prompt attention.

VANNEVAR & CO., Educational Booksellers,
438 YONGE STREET, - - - TORONTO.



Marsh Reading Stand

and...
Revolving Book Case

32 inches high
Extended, 47 inches high

Has hardwood revolving Top, adjustable to any angle desired, 14 x 18 inches, with adjustable Book Rest. Revolving Book Case is 18 x 18 x 13, giving shelf room for twenty-five volumes, size, Chambers' Encyclopaedia. Made in Solid Oak, rubbed finish, and guaranteed first class. Now used by 10,000 bankers and lawyers. If not as represented it can be held subject to our order. Expressed knocked down (20 pounds) in package, with plain directions for putting together.

REGULAR PRICE \$8.00

To "Journal" Subscribers who are paid up to at least July, 1896, the price is

ONLY \$5.00 Carriage Paid.

Educational Journal Pub. Co'y,
11 1/2 Richmond St. W.,
TORONTO.

The Educational Journal

CONSOLIDATING

"The Educational Weekly" and "The Canada School Journal."

Subscription, \$1.50 a year
in Advance.

TORONTO, JANUARY 15, 1896.

Vol. IX.
No. 17.

Table of Contents.

PAGE.	PAGE.
EDITORIAL NOTES..... 259	Answers to Correspondents..... 263
ENGLISH—	EXAMINATION PAPER—
The Infinitive..... 260	East Simcoe Promotion Examinations.. 265
Seaforth Collegiate Institution..... 260	SCHOOLROOM METHODS—
Co-respondence..... 261	Related to Reading..... 266
HINTS AND HELPS—	A Language Lesson..... 266
The Whistle..... 261	PRIMARY—
Some Suggestive Sayings of School Boys. 261	Lilaby..... 266
A Lesson in Spelling... 261	A Hopeless Case..... 266
EDITORIALS—	Love, Hope and Patience..... 267
Teachers' Salaries..... 262	Kindness..... 267
The New-paper in Education..... 262	Autumn Leaves..... 267
A Story with a Moral.. 263	Memory Gems..... 267
SPECIAL PAPERS—	Stories for Reproduction..... 267
Art—Historical Outlines, etc..... 264	TEACHERS' MISCELLANY—
SCIENCE—	A Desperate Remedy.. 267
Education Department, Annual Examinations..... 264	FOR FRIDAY AFTERNOON—
Answers..... 265	Snow..... 269
Do Birds Reason?..... 265	How Grandma Danced 269
	QUESTION DRAWER..... 270
	BOOK NOTICES..... 270

Editorial Notes.

WE are disappointed that, owing to unforeseen delays, we are unable to open our promised Public School Department in this number. We are glad to say, however, that we have succeeded in obtaining the services of a principal who, we have every reason to believe, will prove the right man in the right place, to take charge of the department, and that it may confidently be looked for in the next number of THE JOURNAL. This is a forward movement in the interests of the Public School teachers which we have long had in mind, though we have not hitherto been able to see our way clear to carrying out our plans. Under our new arrangements the chief obstacles are removed. It is the intention that the department shall cover thoroughly the whole ground, from the first or second class to the Entrance and Public School Leaving examinations. This will be done by and under the supervision of an educator who is thoroughly familiar with every part and phase of the Public School work. Teachers interested in this work, who do not already take THE JOURNAL, should make it a point to subscribe in time to receive the next number, so as to have the whole series complete.

THE college president who once astonished some of his students by saying that he had no doubt that he used his diction-

ary much more frequently than any of them said only what is probably true of almost every professor and author of ability and scholarship. As Horace, the prince of Roman lyric poets, enjoined upon the young men of his day who were ambitious of poetic honors to turn the pages of the Greek classics, their models, by day and by night, so the successful modern scholar, taught by experience, might well say, not only to every aspirant for distinction in literary pursuits or the learned professions, but to every one possessed of an honorable ambition to become an intelligent and influential citizen, "Turn the pages of your dictionary and your encyclopædia with untiring resolution and patience." Perhaps there is no other achievement which so distinctly marks the turning point in the student's career—and every teacher worthy of the name is, above all, a student—as that which crowns his efforts when he first acquires that strength of will, that mastery over all the forces of indolence, which enables him to make it a matter of habit and of conscience to refer promptly to the dictionary or other book of reference on every necessary occasion, trusting nothing to guesswork, and nothing to a lazy resolution to look the matter up at some more convenient season.

OF all governing forces in family, or school, or state, that alone can be relied on which touches the heart or the conscience. A given act or practice may be forbidden under the highest penalties, and those penalties may be inflicted with the utmost rigidity, but so long as the obedience is reluctant, and springs only from fear of the penalty, the child or the citizens cannot be relied on to observe the law. The degree of the obedience will be proportioned, first, to the degree in which detection and punishment are both believed to be certain, and, second, to the culprit's dread of that particular punishment. In other words, fear, as a preventive of wrongdoing, or a preservative of order, is operative only in proportion to its certainty and its severity. But if the affections and the conscience, one or

both, can be wrought upon, and the moral nature of the man or the child aroused to action in the right direction, the effect is as powerful and as sure in the absence of the governing authority as in its presence. That authority has now something to rely upon. It can feel sure that the rule or law will be observed in private as well as in public, and that it will be obeyed in the spirit as well as in the letter. All this may seem to be mere commonplace. Yet it is a marvel that, in this age of moral enlightenment, the most enlightened states give so much more time and attention and money to the punishment of crime than to its prevention, and that so many parents and teachers still prefer the rule of fear and force to the development of the moral faculties and the sway of moral forces and influences. We are conscious that we are not putting the matter on the highest grounds. Our aim is merely to point out that, on the lower principle of expediency and practical utility, the argument is altogether on the side of the moral methods which so many parents and teachers are still ready to deride as weak and inefficient.

WE have received, too late for insertion in our correspondence columns, a letter of which the following is the substance:

"Last year an agent called at my school and induced me to buy an atlas (\$15.50), and to become a member of the Home Supply, or Knowledge Company (address 240 Yonge street, Toronto). I now find that I can buy books and paper much cheaper in the stores than the rates quoted in the company's catalogue. I consider that I lost my fifteen dollars. The dress goods I cannot find quoted, but the prices seemed away down. . . . I should like to hear from others on this subject through THE JOURNAL, and to have it discussed at our associations, that the facts may be ascertained and made known.

Signed, _____,
Teacher."

WE, of our own knowledge, can neither affirm nor deny with regard to the workings of the society in question, but, if it will be of any service to teachers, we shall be quite willing to publish statements of individual experience, properly authenticated, for the information of any of our readers who may be interested in the matter. The suggestion of our correspondent touching the discussion of the subject at the associations seems to be a good and practical one.

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 5, 114 Richmond Street West, Toronto.

THE INFINITIVE.

A BRIEF STUDY OF THE VERB.

BY PROF. I. H. DICKASON, OF WOOSTER UNIVERSITY.

Let us take the more simple constructions first, beginning with the substantive use. The infinitive as such may be used (1) as subject, (2) as predicate attribute, (3) as object of a participle, (4) as object of a transitive verb, (5) as object of a preposition, may be in apposition with (6) a noun, and (7) a pronoun, uses illustrated in the following sentences respectively: To seem is not to be; His desire is to sing; Wishing to study, he retired to his room; He wanted to remain; He did nothing except (to) laugh; His inclination, to laugh became his master; He knew it was wrong to wait. In all of these sentences we have the noun use only, and the parsing of the first will serve as a model for all the rest. Taking "to seem," it is an infinitive verb from seem, seemed, seeming, seemed used as a substantive, neuter, third, singular, nominative, subject of is. Let us change the first sentence a little, making it read, "To seem good is not necessarily to be good." In contradiction to many grammarians, we now maintain that no longer has the infinitive a noun use, the expression "to seem good" being the substantive, as no assertion is made concerning "to seem" alone, which is parsed as follows: "To seem" is a verb from seem, seemed, seeming, seemed, intransitive, infinitive, present, the basis of the infinitive phrase "to seem good."

"Good" is still a descriptive predicate adjective, and while some say it is an abstract usage of the word and refers to no particular antecedent noun or pronoun, it is better to consider it as referring to that which was the subject before construction, as, "That a man should seem to be good is not for him to be good."

Change the sentence once more: "To seem a man is not to be one," in which we have a more difficult point, namely, the case of "man," a point which grammarians seem studiously to avoid, because the construction is somewhat rare, or else because they do not know how to dispose of it.

Following the Latin direct, we have the rule that when the subject is not expressed the predicate, noun, or adjective is put in the accusative case, or in English the objective; but by a similar analogy from the German we arrive at nominative case, not the objective—so that no definite conclusion can be reached by that method, but the following two rules can be adopted safely: First, that the subject of the infinitive is always in the objective case; second, that in all expressions when the infinitive phrase is used as object of a verb, participle, or preposition, no matter whether the subject of the infinitive is expressed or not, the predicate noun or pronoun following the infinitive is always in the objective case; as, I desire him to be a man; "him," objective subject of to be; "man," objective predicate attribute; but bear in mind it is not the object of "to be," which, being neuter, cannot take an object; "man" obtains its case only through contraction from the clause, That one should seem a man is not to be one; in which we see that both the mode of the verb has been changed and the case of the attribute.

But when the infinitive phrase is used as a pure predicate attribute after a neuter verb, the noun following the infinitive is nominative if it refers to the same person or thing as the subject of the main verb; otherwise it should be considered objective, as, He seems to be a man, "man" referring to the same person as "he" is nominative; but in, His desire was "to be a man" equals "for himself to be a man." The same reasoning as in the first sentence applies in the adverbial or complementary use of the infinitive phrase, as The man is eager to become a soldier; "soldier," attribute, referring to the same noun as the subject of the principal verb.

This now carries us back to our original sentence, To seem a man is not to be one, in which we have the abstract use of the infinitive, where no definite subject is expressed or understood; here

the attributive noun should be considered nominative.

The infinitive may also be used with the construction of an adjective, as, It was time to go; "to go" is a present infinitive from go, went, going, gone, used as an adjective element, and belongs to time.

Change it and we have, It is time to go home; now that the infinitive has a double use, as parsed above, and also as a verb, in the latter being modified by the adverbial element, "home."

This illustrates a very frequent form of the infinitive, having the double use, perhaps as an adjective and verb, perhaps as an adverb and verb, as, He was quick to learn the lesson; or we may have, as above, the infinitive as verb and also the basis of a noun phrase, as I desired to write a letter.

The infinitive may be used as an adverbial modifier, as, The lesson is hard to learn. "Learn" is parsed: infinitive from learn, learned, learning, learned, used as an adverb of respect, and modifies "hard." It is cold enough to freeze; here the infinitive is an adverbial element of degree with "enough." The infinitive is also used independently of any particular construction, as, To speak briefly, he was not there; in which "to speak" is parsed as a verb from speak, spoke, speaking, spoken, infinitive, present, independent of government.

One other construction occasions trouble, as in: The city is said to have been burned; in which we have an idiomatic usage; the real subject is "the city to have been burned"; with such a use of the passive the subject of the infinitive is always nominative case.

These illustrate the more difficult infinitive constructions.—*The School Record.*

SEAFORTH COLLEGIATE INSTITUTE, DECEMBER, 1895.

LITERATURE.

Examiner—C. CLARKSON, B. A.

PRIMARY.

"I am content, so he will let me have
The other half in use, to render it,
Upon his death, unto the gentleman
That lately stole his daughter."

1. Give the preceding part of this sentence.
2. Name the speaker, the person addressed, and the three persons mentioned, and explain the circumstances and relations at the point of time here indicated.

"Now, infidel, I have thee on the hip."

3. Describe as fully as you can the character of the speaker, and also that of the person called "infidel."
4. Quote the whole poem that contains the line, "A sword, a horse, a shield," and analyze the contents so as to show the general purpose and the poetic quality of the whole.

"And certes in fair virtue's heavenly road
The cottage leaves the palace far behind."

5. Quote the whole stanza and mark the scansion.
6. Describe the whole poem; name the author, and give the various steps by which he reaches this position.

"You have the Pyrrhic dance, as yet;
Where is the Pyrrhic phalanx gone?"

7. Who asks this question, and why?
8. Describe the general course of thought and feeling in the whole lyric, and show what relation it bears to the whole poem, and also how the author came to choose the subject.
9. Explain the purpose and intention of the poem whose refrain is, "O, still remember me!" Why did the poet give it an ambiguous setting?
10. Compare together, "Come, ye disconsolate," and "The Land o' the Leal."

Hints.—(a) Musical effect. (b) Poetic situation. (c) Elevation of thought. (d) Tenderness and emotion. (e) Simplicity and directness. (f) Effect of the refrain. (g) Human interest and universality. (h) Climatic effect. (k) Moral purpose.

JUNIOR LEAVING (Longfellow).

Holding aloft in his hands, with its seals, the royal commission: "You are convened this day," he said, "by his Majesty's orders."

1. Show that this is not correct history; also, show that the assumption of the poet gives a more artistic effect than the actual facts would have done.

2. What is the poet's avowed purpose in writing this "Tale of Love in Acadia"? Does he accomplish it satisfactorily? Discuss the question from several points of view.

3. Mention the portions of the poem that seem to you to contain the best pieces of workmanship, and the portions that are less perfect. Assign reasons fully in each case, and quote some of the best passages.

4. Make a list of the chief personages, and outline the character of each, as depicted by the poet.

5. Write a short criticism of the whole poem under the heads: (a) Unity, (b) Proportion, (c) Nature, (d) Sympathy, (e) Originality, (f) Picturesqueness, (g) Metrical Effects, (h) National prejudices.

6. Compare together the poems, "The Ladder of St. Augustine" and "The Builders," as to (a) subject, (b) mode of treatment, (c) ideality, (e) maturity of thought, (f) climatic effect.

7. Quote the best stanza and the worst stanza from "The Warden of the Cinque Ports," and state clearly the distinct parts of which the whole poem consists.

8. "The Old Clock on the Stairs," "The fire of Driftwood." Mention four more poems that resemble these. Which of these two is the better poem? Support your opinion.

9. What is the poet's problem in "Resignation"? Describe, step by step, his method of solution. Has he written a song or a sermon? Give your reasons.

10. State, in short, clear sentences, the kinds and degrees of pleasure you have derived from Longfellow's poetry. Point out the pieces and the passages you like best, and give your impressions of (a) the poet himself as a man, (b) his power as a poet and artist, and (c) his theory of life.

SENIOR LEAVING ("Merchant of Venice" and "Richard II.")

1. From the "Merchant of Venice" and "Richard II." illustrate the meaning of the phrase, "The many-sided Shakespeare."

2. Compare the two plays in so far as they appeal to the sense of the ludicrous.

3. What is the dramatic necessity for act V. in the "Merchant of Venice"?

4. Did Shylock deliberately aim at Antonio's life when he inserted the forfeiture clause in the bond? Argue the question.

5. Explain fully these passages; identify each speaker:

(a) The condition of a saint and the complexion of a devil.

(b) How like a fawning publican he looks.

(c) I have set up my rest to run away.

(d) You stand within his danger do you not?

(e) Is thick inlaid with patines of bright gold.

(f) This music mads me; let it sound no more.

6. Indicate clearly a few of the finest poetical passages in "Richard II.," and also some in which "the interest of situation" is predominant.

7. Enumerate the reasons assigned for Richard's deposition.

8. How is the "doctrine of divine right" delivered in the play, and of what use is it in supporting the movement of the drama?

9. At first the spectator is made to feel antipathy against the king; in the end he is led to sympathy with the king. State the steps by which the poet effects this change of ground, and explain the dramatic motive.

10. Point out an unhistoric scene, a composite personage, and an ambiguous name, in the stage directions of Richard II.

11. Explain the following words: Approach, benevolences, conveyers, fantastic, imp, kern, lists, peltry, perspective, wistly.

12. What is the central unity of each play respectively? Discuss the appropriateness of the titles, and suggest other possible names that might be given with more or less appropriateness.

SENIOR LEAVING (Milton).

1. Give a general sketch of the contents of "Paradise Lost," Book I.
2. Explain fully the basis on which Milton introduces the gods of ancient mythology into his poem.
3. In the early part of Book I., Satan and his compeers are described as long, huge, of monstrous size; also as armies, a forest, myriads, as bees in spring time. Explain the poetic machinery by which they are assembled and are "at large . . . amidst the hall of that infernal court," in the latter part of Book I.
4. In what parts of this book does the "human interest" appear? Give the drift of the passages, or, better, quote them.
5. What are the parts performed by Mammon and Azazel respectively?
6. "These were the prime in order and in might." Enumerate in Milton's order the ten personages and groups, and mention the places with which each name stands connected.
7. Describe after Milton the character of Satan, and of "his nearest mate," so as to bring out their individual resemblances and differences.
8. State the chief expedients by which Milton avoids monotony and sameness in the rhyme of his verse. Illustrate by a marked quotation.
9. Draw up the heads of an essay on "Milton and Dante compared."
10. Did Milton write these lines? State your reasons fully:

"And now the wall of hell, the outer wall,
First gateless, then closed round them; that
which thou
Hast seen of fiery adamant, emblazed
With hideous imagery, above all hope,
Above all flight of fancy, burning high;
And guarded evermore by justice, turned
To wrath, that hears, unmoved, the endless groan
Of those wasting within; and sees, unmoved,
The endless tear of vain repentance fall."

CORRESPONDENCE.

H.S.B.—(a) First stanza, "The Water Fowl," page 227, Third Reader, should end with what inflection? Why? (b) The sentence ending, "fairly starved out," page 132, Second Reader, should have what inflection? Why?

ANS.—There is no guide to the inflection but the meaning. In both instances the sentences are clearly questions, and should, therefore, end with the rising inflection, that being the natural method of indicating that fact.

CONCERNING "LUCY GRAY."

The interpretation of the first stanza of Wordsworth's "Lucy Gray"—

"Oft I had heard of Lucy Gray,
And, when I crossed the wild,
I chanced to see, at break of day,
The solitary child"—

involves the following question: Does the poet say in these lines that he had once seen Lucy before her death, or that he is one of those who

"Maintain that to this day
She is a living child,"

and does not believe that she is dead, or did he see only the spirit of Lucy Gray?

The external evidence goes to show that the poet drew the material of his poem from an account furnished by his sister, "of a little girl who, not far from Halifax, in Yorkshire, was bewildered in a snowstorm." The poet explains that "the way in which the incident was treated and the spiritualizing of the character might furnish hints for contrasting the imaginative influences which I have endeavored to throw over common life with Crabbe's matter of fact style of treating subjects of the same time. The poem is, therefore, a spiritualization of the details by the suggestion of the presence of Lucy after her death among the moors." That the poet himself does not believe that she is any longer a reality is clear from the lines:

"But the sweet face of Lucy Gray
Will never more be seen."

The line,

"Oft I had heard of Lucy Gray,"

points to the circulation of the story of her death and of her phantom appearance after death, for there was no other reason for talking about her. If, therefore, the poet adds after having heard the story that, in crossing the wild (the lonesome wild)

"I chanced to see, at break of day,
The solitary child,"

it is quite clear that it is the spirit form of Lucy to which he refers.

Hints and Helps.

REPRODUCTION STORY—THE WHISTLE.

"When I was a child at seven years," says Franklin, "my friends, on a holiday, filled my pockets with coppers. I went directly to a shop where they sold toys for children, and being charmed with the sound of a whistle, which I met by the way in the hands of another boy, I voluntarily offered and gave him all my money for it."

"I then came home, and went whistling all over the house, much pleased with my whistle, but disturbing all the family. My brothers and sisters, understanding the bargain I had made, told me I had given four times as much for it as it was worth. This put me in mind of what good things I might have bought with the rest of the money. And they laughed at me so much for my folly that I cried with vexation; and the reflection gave me more chagrin than the whistle gave me pleasure."

"This, however, was afterwards of use to me, the impression continuing on my mind, so that often when I was tempted to buy some unnecessary thing, I said to myself, *Don't give too much for the whistle!* And so I saved my money. As I grew up and came into the world, and observed the actions of men, I thought I met with many, very many, who gave too much for the whistle."—*American Youth.*

SOME SUGGESTIVE SAYINGS OF SCHOOL BOYS.

School boys often make statements embodying underlying principles of successful teaching and good school management which some teachers would do well to heed.

Not long since a superintendent was holding a private consultation in his office with a boy who had been reported by his teacher as being very troublesome and hard to manage. The fact was soon discovered that the difficulty was partly the fault of the teacher who had fallen into such a habit of scolding that all the pupils in the room were made uncomfortable. To the statement of the boy that the teacher had said certain things to him that "he could not stand," the superintendent replied, "I have said worse things to you than these, myself." The boy stated that what the superintendent had just remarked was true, and then very significantly added, "But you let up sometimes."

Another boy, in talking to the editor some time since, was expressing great regret that the teacher in the High School which he was attending did not keep better order, and said that the pupils really felt sorry for him as he made his hourly appeal for more studiousness and quietness on their part. "But," said the boy, "how can a fellow keep quiet when he has nothing to do, and how can he be expected to study when the teacher is not able to find out in the recitation whether the lesson has been prepared or not?"

Two boys were discussing the teacher of the school which they attended. One had just entered the school and expressed a dislike for the teacher because she was so strict in her discipline, and so exacting in the preparation and recitation of lessons. The other, who had been in the room nearly a year, replied: "Well, I didn't like her either, at first; none of us boys did; but we've got so we like her first-rate. She's awful strict, but she's fair and uses us all alike; even the girls have to behave; and then I tell you I have learned more in the last year than I ever did in two before."

An ill-tempered teacher once remarked to an overgrown country boy, whose opportunities for

going to school had been limited, and who, as a consequence, was very large for the class with which he was reciting: "You are so dull and so far behind other pupils of your age. Why, George Washington was a good surveyor when he was your age."

At the next recess this boy was heard to remark: "Let me see. When George Washington was the age of that cranky old fellow there in the schoolhouse he was President of the United States."

The incidents just related carry their own lessons. Extended comment is unnecessary.—*Ohio Educational Monthly.*

A LESSON IN SPELLING.

Nouns ending in y.

Singular.	Plural.
1. Decoy.	
2. Buoy.	
3. Bay.	
4. Toy.	
5. Boy.	
6. Day.	
7. Lady.	
8. Baby.	
9. Colony.	
10. Pony.	
11. City.	

Children volunteer to spell the plural until the second column is completed. There will be some mistakes, of course, before the correct forms are found.

"What is the last letter of each word in the first column?"

"y."

"Do they all form their plurals alike?"

"No, ma'am."

"How many form them by the regular rule?"

"Six."

"What becomes of the 'y' in the other five when we write the plural?"

"It is changed to 'i.'"

"You have discovered that there are two ways of forming the plural of nouns ending in 'y.' Mary, tell us about it."

"Let us look at the six words which form their plurals regularly. Is the 'y' preceded by a vowel or a consonant?"

"By a vowel."

"Nouns ending in 'y' preceded by a vowel—Who'll finish?"

"Form their plurals regularly."

"Susan may give the whole rule. Now let us look at the other words in our list. What precedes the 'y'—a vowel or a consonant?"

"A consonant."

"And how are their plurals made?"

"By changing the 'y' to an 'i' and adding 'es.'"

"John may give the whole rule. Children take slates and write these words. Who will give a noun ending in 'y' and preceded by a vowel?"

Pupils volunteer till a list of a dozen or more is made. Then a second list of nouns ending in 'y,' preceded by a consonant, is made in the same way.

"Mabel may tell how she is going to make the plurals in the words in the first list. Susan, tell us how to make the plurals in the second list."

Afterwards the teacher dictates the following sentences:

1. The buoys mark the channel.
2. Ladies are always gentle.
3. The colonies rebelled against England.
4. The Tories opposed the revolution.
5. All the countries of Europe are represented in America.
6. Wooden ducks are used as decoys.
7. The enemies of freedom should be opposed.

After these are written the slates are passed, the correct sentences are placed on the board, and the pupils mark accordingly.

Each misspelled word is written correctly five times by the pupils who made the mistakes.—*C.A.P., in Popular Educator.*

Teach us to love and give like Thee;

Not narrowly men's claims to measure,
But daily question all our powers,

"To whose cup can we add a pleasure,
Whose path can we make bright with flowers?"

—MRS. CHARLES.

The Educational Journal

SEMI-MONTHLY.

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

PUBLISHED BY THE

Educational Journal Publishing Company,

114 RICHMOND ST. W., TORONTO.

J. E. WELLS, M.A., EDITOR.

EVERY SUBSCRIBER SHOULD READ THE FOLLOWING TERMS.

Price—Yearly subscriptions \$1.50; renewals \$1.50; clubs of three, \$4.25; clubs of five, \$6.75. Larger clubs, in associations, sent through association officials, \$1.5. To Foreign countries included in the Postal Union, \$2.00; to all others, \$2.50.

Remittances—Cash must accompany each order. Accounts for subscriptions to THE EDUCATIONAL JOURNAL are not opened. Remittance should be made by cheque, registered letter, or postal or express money order. Stamps or currency can be sent, but at the sender's risk.

Receipts—Fastened on each copy of THE EDUCATIONAL JOURNAL to subscribers is a small label indicating the date to which subscription is paid; thus:

SAMUEL WILCOX Dec. '96.

That means that Mr Wilcox's subscription has been paid up to December, 1896. When a subscriber remits, the receipt for his remittance will be given by advancing in about two weeks the date of his label, the length of time paid for.

Post-Office Address—In renewing, discontinuing, or changing address, always give the full post-office address to which THE EDUCATIONAL JOURNAL is sent at time of writing. Without such information the name cannot be found on the subscription list.

Discontinuances—Subscriptions are stopped only upon written order. The return of a paper will not secure a discontinuance. Orders to discontinue can be sent in at any time during the year paid for, and will receive attention at the right time.

Communications for the editor must not be written on same sheet of paper containing matter for the business department.

Address all communications to

The Educational Journal Publishing Co.,

No. 114 RICHMOND ST. WEST,
TORONTO.

ADVERTISING DEPARTMENT.

Rates of advertising will be sent on application to the above address.

The Inspectors or Secretaries will greatly oblige us by giving timely notice of the dates and places of meeting of the Institutes in their respective localities.

Editorials.

TEACHERS' SALARIES.

FROM information which comes to us from time to time, especially from teachers in rural schools, we are obliged to conclude that salaries in the rural districts and villages are being brought lower and lower under the stress of a competition which seems to be becoming constantly keener. A teacher told us the other day that he had just been obliged to accept a considerable reduction of his present salary—already sadly small—or lose his situation. Licensed teachers in search of schools had offered, if our memory serves us, to take the situation at the rate of one hundred and fifty dollars a year! To this figure he fully expects the value of the situation will be reduced at an early day. This teacher, whose case we mention only as a tangible illustration of a growing evil, is a married man with a family to support! If this is no unusual case—and we are assured that it is not—what are our schools coming to? Are all competent teachers—for surely no competent teacher can afford to give his or her services for such a pittance—to be crowded out of the profession? We believe in fair competition; but surely this

kind of competition is neither fair nor above board. Before expressing ourselves so strongly as we feel disposed to do, we should like, however, to be sure of our facts. We should, therefore, be glad to receive from teachers and others, not necessarily for publication, information in regard to any such incidents bearing upon the question as may have come under their observation, or within their certain knowledge.

Assuming the facts to be what we are reluctantly constrained to believe they are, what can be done to stay the downward tendency? This is the practical and vital question. No one can doubt that a downward tendency in salaries, from the causes assigned, must prove a sure precursor of deterioration in the quality of the schools. How can so deplorable a tendency be checked?

In the first place, we cannot, in this free country, interfere with the freedom of individuals, both to take advantage of the facilities afforded at public expense for preparing themselves to win certificates, and, having gained the certificates, to compete in the school-board market for situations. Any arbitrary interference with the liberty of the individual would be a cure worse than the disease. We must have personal liberty in Canada.

We are able at the moment to think of but two or three legitimate methods in which the over-supply of certificated teachers, which is, it would seem, at the bottom of the difficulty, may be prevented or diminished. The first is by raising the standard of qualification, thereby increasing the cost and difficulty of obtaining the necessary certificate. This may be done by raising higher either the age limit or the scholarship qualification, or both. We have often expressed the opinion that no one under the legal age of maturity, twenty-one years, should be eligible for license. A legislative or departmental provision to this effect would, no doubt, materially ease the competition, for a time at least, while either of these changes could not fail, in its turn, to improve the quality of the teaching and management, especially of the rural schools.

Another method by which the same result might be reached was hinted at in our last. The Legislature, or the Education Department, might name a minimum of salary as one of the conditions upon which the grant from the public funds would be given. Possibly it might be found necessary to fix different *minima*, graded according to the number of children of school age residing within the district, or on some other principle which

would, to some extent at least, do away with the hardship to the poorer and less populous districts which might result from the establishment of a cast-iron rule.

It is possible that a better solution of the problem might be found in the superseding of the district by a township system. Under such a system it would naturally result that, not only would the board elected from a wider constituency have larger ideas as to what is fair, and wise, and right between people and teachers, but the system might more effectively cause or enable the wealthier sections to help the poorer, thus diffusing more evenly the best facilities for imparting the thorough common school training which it is the aim of the Legislature and the Government, the agents and servants of the people, to place within the reach of every growing Canadian citizen. We know that the present school Act provides permissively for the substitution of township for sectional boards, but we are not aware that the permission has been acted on to any considerable extent.

In saying these things we are not criticizing, or, at least, not with any hostile feeling or intent, either the present school law, or its administration. We are simply pointing out a difficulty which seems to imply a defect to be remedied, or an improvement to be made. And we do that, not, we hope, dogmatically, or with a view to the advocacy of any particular fad, but tentatively, for the purpose of eliciting facts and arguments. We should be glad to have a number of brief expressions of opinion from thoughtful teachers of different grades upon the subject. It may be that there are very strong, perhaps conclusive, objections to all the methods we have suggested. It may be that the declension in salaries which we infer from communications to be going on does not actually exist. We wish to know the truth, to encourage all interested to look this and every such question, involving the efficiency of our schools and the welfare of our teachers, fairly in the face, and to give our best assistance in upholding what is well and mending what may be found defective. Unless either our facts or our conclusions are at fault, we are confronted by a condition and we desire to meet it, not by advocating a theory, but by seeking a just and practical remedy.

THE NEWSPAPER IN EDUCATION.

OBSERVING a boy of ten or eleven intently engaged with the morning paper before going to school, we had the curiosity to ascertain what he was reading

with so much apparent interest. We found it to be the foreign news columns. A question or two elicited the fact that the teacher of his form is accustomed to spend a few moments each morning in discussing the news of the day, presumably the more important events of current history, with her class. We dare say many, perhaps most, of our best Public School teachers do the same. If any do not, we should like to commend the practice to their attention. No doubt, a vast amount of time may be wasted, or worse than wasted, over the modern newspaper. On the other hand, we know no better instrument of education, if rightly used, than the newspaper of the best class. The boy, or the girl—we feel like emphasizing the word *girl*, for the deficiencies in this respect of many young women who would not like to be classed as uneducated is sometimes pitiable—who is thus trained to read the parts of the newspaper which are best worth reading can scarcely fail to grow up into an intelligent citizen, and one who takes a commendable interest in what is going on in the world, more especially in the affairs of his or her own country. And this, surely, is one of the chief ends of school education.

The world, particularly the English-speaking world, has been making history very fast during the last few weeks. Probably it would be difficult to find, within the memory of persons now living, another period of equal length, into which so many startling events were crowded. It has, therefore, been a period in which the newspapers have been filled with matters of exceptional interest and value for schoolroom uses. Though no great war has resulted, and there is now good reason to hope that none will result, from the misunderstandings which have arisen, and the rash acts which have created so much agitation and alarm, the events occurring from day to day have none the less afforded exceptional opportunities for the young to learn something of the systems of diplomacy in accordance with which intercourse between the ruling powers of the different nations is carried on, and to understand how wars are originated, and the boundaries and institutions of the nations established or changed. Possibly, before it is all over, we may have learned from actual observation how dynasties are changed or nations overthrown. Moreover, the singular, we might say unique, series of events which have taken place at Ottawa, in connection with our own Government, could easily be turned to account by the skilful teacher in helping the young to gain some clearer ideas

with regard to our own system of government. In following the course of the foreign complications, it has been comparatively easy to perceive the great influence of the better feeling and judgment of the people in curbing the passions and checking the hasty movements of ambitious governments or narrow-minded individuals, which might otherwise have led to the most disastrous results. So the calmness with which the Canadian people, notwithstanding every man had his own opinions, and some of them very decided opinions, as to the right and the wrong of the matters in dispute, have waited the unravelling of the tangled skein by constitutional methods has afforded an excellent object-lesson touching the value such methods in self-government. Time has been, time now is in many countries, when such a factional quarrel between sections of the Government might lead to the division of the people into warring factions, with dire results.

We are very far from confusing, as a good many in these days seem to do, mere talking or giving of information with mind-training, or education proper. But such a course as we have suggested, and as many of our readers, no doubt, pursue, is a very different thing from the mere giving of information. It is rather an effective way of teaching the children to go to the sources of information, and get it for themselves, not without a very helpful process of analyzing, comparing, and arranging, or systematizing, all which is in the line of true educational work, and very effectually develops the mental faculties brought into action.

By all means let the children read the papers, and let them be aided in working over the results in their own mental laboratories. The immediate result will be, besides an accession of useful knowledge, an excellent training in the studies of history and geography, and to some extent, it may be, of ethnology and other sciences, while a more remote advantage will be gained in the formation of a reading habit which will greatly add to the pleasure and usefulness of life, and, under right guidance, to the cultivation of a sound and reasonable, in contrast with a spurious and cantankerous, or jingoistic, patriotism.

A STORY WITH A MORAL.

WE have, perhaps, given too large a proportion of our space in this number to the story, but we wished to publish it, and it could not very well be divided. Moreover, we are sure that our

readers will be interested in it no less for its intrinsic interest than for the practical hints it suggests and the moral it conveys. For our own part, we are obliged to confess our conviction that the practice of cheating in school is much more common than many teachers are willing to believe. This cheating takes on various forms besides the very common one represented in the story. We have often spoken of the opportunities afforded by the self-reporting system in its various uses. We believe thoroughly in trusting children when and in so far as it can be safely and wisely done. But the ability to stand such a test is very largely a matter of home and school training. In the absence of careful moral training it must be obvious to every thoughtful person that, in ordinary cases, a large percentage of children will fail in the presence of a temptation against which their untrained consciences have never been fortified. In some schools—in many, we believe—the children are required to report at certain intervals whether, and how often, they have broken rules, how many marks they have received for lessons, misdemeanors, failures in class, tardiness, etc. Now, when the pupil knows that his or her standing will be affected by the answer, is not the temptation to give an untruthful or misleading answer a pretty strong one for a child whose moral nature has never been developed by a course of judicious and persistent training? Unquestionably it is. We have reason to believe that there are not a few schools in which many, sometimes the majority, of the pupils systematically give untruthful answers to such interrogations.

As a matter of fact, the unsuspecting master in the story is by no means an unusual character. Most of our readers can find one or more similar characters in their own school-day experiences. We shall be very glad, and shall flatter ourselves that we have been of service, if the reading of the story shall lead some teachers who may, perhaps, have been hitherto a little too unsuspecting or lax in such regards to make a special study of the question of the habits the children are forming in respect to truthfulness and honesty in their own schools, and govern themselves according to the conclusions to which careful observation and investigation may lead them.

It is our purpose, for a time at least, to continue to publish longer or shorter stories. We will do our best to procure good ones, and those having a bearing upon educational questions. May we suggest that the teachers sometimes read these to their classes on Friday afternoons, or other suitable occasions?

Special Papers.

ART—HISTORICAL OUTLINES: ARCHITECTURE, SCULPTURE, AND PAINTING.

PART II.

MISS ANNIE BIRNIE.

The fall of the Greek Republic was the death-blow of ancient art. The scourge of war left ruined temples, broken statuary, which, through centuries of desolation, have not ceased to declare the glories of the past.

In Rome, the victorious, the arts seem to have found a refuge, but, no longer honored and revered as in Greece, they are patronized or neglected as may be the fashion of the day. Warlike Rome glories in her sons, who excel in the gladiatorial arena, or distinguish themselves by the slaughter of her rivals; but for the man who hews the marble into breathing life, and causes the canvas to glow with burning thoughts of God's creation, for him she has contemptuous tolerance, and slaves or artists of other nations adorn the villas, temples, and public works of Rome; whereas in Greece the law was that only free-born men should devote themselves to the noble study of art. However, when the Roman Republic became an Empire, many of its monarchs took pleasure in the adornment of the Capitol, and built magnificent temples, filling them with the spoils of war and with the work of foreign artists, and art, once more respected, began to lift up her head.

But Rome, in her turn, weakened by corruptions within, became a prey to the barbarous hordes that overran Europe, and little now remains of ancient Roman art. The Pantheon, a temple of all the gods, is said to be the most entire specimen of architecture, and here, as in Greece, mutilated works of art mark the steps of rude conquerors.

None of the pictures of ancient Roman painters are now in existence. Fresco is the form of art found in the Roman towns of Pompeii and Herculaneum, which, though buried beneath the lava of Vesuvius for nearly 2,000 years, are now opened to the curious gaze of the 19th century.

Although Rome, in the height of her glory, was only the capricious step-mother of the arts, yet the Romans introduced a knowledge of sculpture and architecture wherever they extended their conquests. But the passion for contest and war had obscured their fine perceptions, and, instead of preserving the refined style of the Greeks, their art degenerated back into the uncouth style of the Egyptians; and after the departure of the Romans from Britain we find the sculpture of the Saxons devoid of grace, or even correct proportions.

And now, from the fifth century, as if mourning the fall of ancient civilization, the world for a thousand years was shawed in the gloom of the Middle or Dark Ages.

To the influence of Christianity are the nations indebted for the preservation of those arts which so brightly illuminate our world to-day. And although Christianity herself had fallen from her first high estate of purity, by becoming the fashion of courts, and by having her high offices usurped by ambitious and worldly men, yet it is only in the churches and religious houses of this dark period that the arts were encouraged and practised. Occasionally, for a brief period, the spirit of art would revive a little, but only to be obscured by the grossness and ignorance which enthralled the world.

Among the names which mark the dawn of the Renaissance are those of Cimabue, the father of modern painting and the reviver of classic architecture in Italy, about 1300 A.D., followed by Giotto, his pupil, a Florentine painter and sculptor.

Then painting in oils was re-discovered by Van Eyck, a Dutch artist, 1434. In the fourteenth century appeared in Great Britain a style of architecture based on scientific principles, and surpassing all others in its airy grace and beauty. This was the Gothic, the chief feature of which is the pointed arch, the arches of the early Saxon style, which preceded the Gothic, being circular.

During the fifteenth century the cathedral of St. Peter at Rome was begun, but although successive architects undertook the work, it was not until the magnificent genius of Michael Angelo was applied to carry out the colossal plans which lesser genius had conceived that this architectural mas-

terpiece towered amid the ruins of ancient Rome. Soon sacred edifices of great magnificence, and in classic style, were erected. Of these, St. Paul's Cathedral in London, St. Mark's at Venice, the cathedrals at Milan and Rheims, are the most noted.

The universal genius of Angelo gave a wondrous impulse to both painting and sculpture. Not only is he unrivalled by modern painters, but his sculptured works are in many respects still unsurpassed.

In the sixteenth century Angelo and his magnificent contemporaries Da Vinci and Raffaele so perfected the art of painting that their works are still the highest standard in art. These great masters founded the Roman School of Art, a school composed chiefly of foreign artists who were attracted to Rome in order to study under Michael Angelo. Many seats of art sprang up in Europe of which the leaders were Da Vinci of the Florentine school, the chief characteristics of which are strong action and passionate expression; Titian of the Venetian, famous for its glory of coloring, which has never been rivalled; the Caracci of the Lombard School; Durer of the German; Hogarth of the English, which has always excelled in portraiture; Reubens of the Flemish; a school founded by Van Eyck in the fifteenth century, distinguished for its coloring and excellent finish. Reubens and Vandyke, two of the greatest portrait painters in the world, belonged to this school, but spent many years in England, where much of their best work is still preserved.

Rembrandt, the great master of light and shade, was the founder of the Dutch School, a school remarkable for its choice of common-place subjects and minute finish. The Dutch artists, as a rule, delighted in depicting the most ordinary phases of human nature. However, some beautiful sea-pieces and pastoral scenes have been the work of Dutch painters.

Claude Lorraine and Ponsin are the leaders of the French school, but England possesses the best of Lorraine's works.

Turner, when presenting the National Gallery with one of his great pictures, stipulated that it should be hung between two of Lorraine's pictures, to show how he had surpassed one who had hitherto been acknowledged the greatest of poetical landscape painters.

This period marks the completion of the Renaissance, or second grand era of art.

From the middle of the seventeenth century the decline of painting in Italy may be dated, Germany, France, and Great Britain becoming centres of art, of which the following are well-known representative names: Thornhill, the father of landscape painting, who decorated St. Paul's Cathedral and was paid by the square yard; Hogarth, who painted the life of his own times; Lely, Gainsborough, and Sir Joshua Reynolds, who rank among the greatest portrait painters of the world.

The Royal Academy was established 1768, of which Reynolds was the president, his lectures on art doing much to educate the public taste. Turner and Benjamin West were contemporaries and successors of Reynolds.

The nineteenth century has witnessed the establishment of national schools of art in all civilized countries, in which, while the Classic style is most carefully studied, the exhaustless beauties of nature are recognized as copies set by a Supreme hand.

The Victorian Age may be considered an important epoch in the history of art. The Pre-Raphaelite movement, called the Renaissance of the Spirit of Wonder in Art, is perhaps the greatest artistic event of this century. The aim of the Pre-Raphaelites appears to be a revival of the poetic and imaginative in art, and the study of nature herself, rather than the great masters' methods of copying nature.

England also is famous for her school of water-color paintings, and for having produced Turner, who is recognized as the greatest landscape artist the world has ever known.

At present, Paris is the chief centre of art, and, with the exception of Germany alone, attracts students of all nationalities. The French are supreme in drawing and technical skill, but lack nobility and purity of conception, their finest work often being marred by excessive realism and gross sensuality.

Of late years, several new phases in art have been developed: The Impressionist School, in which form is secondary to color, and the artist, instead of copying the actual scene with the great-

est possible fidelity, returns to his studio, and merely records his most vivid impressions.

Then the Naturalist School has its devotees, who not only portray the pleasing in nature, but, casting aside all reserve, picture with equal force the hideous and revolting.

While the muses of sculpture and architecture have inspired no works in the present era which excel those of the great masters, the art of painting has undoubtedly advanced to higher perfection. Especially is this the case in the representation of landscape and marine, and in the present day Fame distributes her honors among a multitude of men of genius where formerly but a few claimed her notice.

It may be asked, "What does the future hold for art?" Can it be possible that anarchy and evil shall prevail, and that art shall once more be buried in the wreck of civilizations? May we not rather hope that the "Thousand years of peace" may be "rung in," and that the spirit of art may find expression in works which shall far excel all that have hitherto commanded the admiration and homage of man?

Science.

Edited by W. H. Jenkins, B.A., Principal Owen Sound Collegiate Institute.

EDUCATION DEPARTMENT, ONTARIO—ANNUAL EXAMINATIONS, 1895.

THE HIGH SCHOOL JUNIOR LEAVING AND UNIVERSITY PASS MATRICULATION.

PHYSICS.

NOTE.—(a) Give diagrams whenever possible.
 (b) Experiments are to be clearly and definitely described, and must be such as can be easily performed in an ordinary school.

1. A bullet of mass 50 grams is shot vertically upward with a velocity of 200 metres per second. Taking the acceleration of gravity in the centimetre-gram-second system to be 980 and neglecting the resistance of the air, find

- how long it takes to reach the highest point;
- its (potential) energy at the highest point, and also its (kinetic) energy on reaching the ground again;
- its momentum 2 seconds after leaving the gun.

Give the units in each case.

2. (a) Show how a windmill, used for pumping purposes, transforms energy of one kind into another.

(b) A uniform beam is 4 feet long and weighs 8 pounds. It lies on a horizontal table, 1 foot projecting over the edge. How great a weight can be placed on the outer end before the other end, upon which a 5-pound weight is placed, will leave the table?

3. A rectangular vessel has the following dimensions: 5 centimetres wide, 10 centimetres long, and 20 centimetres deep. It is filled with sulphuric acid, whose specific gravity is 1.8. Find the total pressure on the bottom, and on each of the four sides.

4. (a) A mass of iron, weighing 15 kilograms and having a specific gravity 7.5, is attached to a string and suspended in the water. Find the tension on the string.

- How would you find the specific gravity (i) of a piece of lead;
- of some turpentine?

5. (a) State Charles's Law, and also Boyle's (or Marriotte's) Law.

(b) A quantity of gas, measured at 10° C. and 750 mm., is 500 c.c.; find the volume of 0° C. and 760 mm.

6. (a) Explain briefly a simple method for finding the specific heat of iron. State where the method is defective, and also how it could be improved.

(b) Explain why, in a cold room, iron or stone appears much colder to the hand than the woollen carpet.

(c) How would you show that water is a poor conductor of heat?

7. (a) Explain the terms *ohm, volt, ampere*, and indicate approximately their values by reference to ordinary pieces of apparatus.

(b) The resistances of iron and copper, relative to silver, are 6.46 and 1.06 respectively. The resistance of 700 feet of No. 24 copper wire is 20 ohms; find the resistance of a mile of iron wire No. 18, whose diameter is twice that of the copper wire. (Answer to three decimal places.)

8. You have four gravity cells, each of E.M.F. 1.1 volts and internal resistance 3 ohms, and you wish to send a current through a coil whose resistance is 4 ohms. Show, by diagrams, the three ways of connecting the four cells, and estimate the current in each case.

9. Draw a diagram of a telephone circuit connecting two places a considerable distance apart, and explain definitely the action of the receiver and the transmitter

$$\text{All abreast } C = \frac{1.1}{3 \div 4 + 4} = .231 \text{ ampere}$$

$$2 \text{ in series and 2 abreast } C = \frac{1.1 \times 2}{\frac{3 \times 2}{2} + 4} = .314$$

ampere.

9. See any text-book on electricity.

DO BIRDS REASON?

In the spring of 1894 I put up two high poles in my yard; at the top of these I placed two boxes, each containing two compartments; one of these poles was intended for my old associates the purple martins (*P. Purpurea*), who generally arrived between the middle and last week of April, to sojourn with us until the fall reminds them of their autumn migration southward.

The other pole was for the occupation of my little friends the wrens (*T. ædon*), who arrived a little earlier than their above neighbors.

The wrens (two pairs) duly arrived, and, after closely inspecting every knot hole and crevice to be found in or about the outhouses and barn, finally selected the box appointed for them, which, although a new one to them, occupied the place of an old one, which had been taken down the previous winter, and in which they had nested for some years. They rapidly commenced work, and soon numerous sticks adorned their respective compartments; when suddenly a pair of English sparrows (*P. domesticus*) put in an appearance, and, driving away its occupants, took forcible possession of both compartments. The wrens retreated and disappeared, but in the short time of ten minutes returned with reinforcements, consisting of about seven or eight other wrens, who after a sharp conflict drove the intruders from the field.

The sparrows, in about fifteen minutes, also returned, they in their turn having picked up about ten recruits, and vigorously attacked and put to flight the whole army of wrens.

While attentively watching the battle, and considering it about time for my interference, I noticed a wren slip over my bird house, and enter one of the compartments of the martin box, which was upon a much higher pole, upon whose box the victorious sparrows were chattering and showing every sign of victory.

The wren soon stole away and disappeared, and one of the female martins came out of its compartments, and was soon joined by the other female; in a few minutes the male martins arrived very closely together, and uttering a few notes all four charged the sparrows, and in a minute or two had completely routed the aggressors, who never returned; the martins returned to their box, and soon the four wrens came back, and settled down happily.

I thought this was a clear case of bird sense and bird language on the wrens' part; for finding they could not hold their own, they appealed to their neighboring wrens first, but where they found them so quickly I could not say, for I only knew of one nest, about two hundreds yards distant, also their shrewd policy, when the enemy was reinforced, in applying for help to their powerful neighbors.

The martins attacked the sparrows in a similar way that bee martins employ in fighting hawks or other birds who approach their nests.—*E. Kroy, in the Museum.*

ANSWERS TO CORRESPONDENTS.

TEACHER: (1) What text-book covers the work for the Primary Examination in Physics? *Ans.*—The H. S. Physical Science, Part I.

(2) Will microscopic work be required at the Primary Examination in Botany? *Ans.*—Only such structure as a small hand lens reveals will be required.

J.H.B.—Will a student going up for the Junior Leaving Examination under the old regulations be required to take Botany? also what is the course in Physics? *Ans.*—Botany will be required, including the main types of cryptogamic forms. The Physics is electricity, sound, and light. You should write the Department for circular No. 4, June, 1895, for full information.

Examination Papers.

EAST SIMCOE PROMOTION EXAMINATIONS.

DECEMBER 12TH AND 13TH, 1895.

ARITHMETIC—SECOND CLASS.

Juniors take first six questions, seniors last six.

1. Write in words: 9068; 3090; 4900. Express in Roman notation 349; 419; 698; 908.
2. A man bought 148 head of cattle at \$39 each and sold them for \$6,200, having meanwhile been at an expense of \$28 on account of the cattle. How much did he gain thereby?
3. If out of a salary of \$1100 a year a man pays \$156 for board, \$128 for clothing, \$49 for books, \$36 for car fare, and \$476 for other expenses, how much can he save in nine years?
4. Multiply 69487 by 879.
5. Four brothers and a sister own a farm of 296 acres. They sell it at \$67 an acre. How much will the sister get if each brother gets \$3190?
6. From the product of 649 and 78 take the product of 296 and 69.
7. Write in words: 398046; 420098; 629009. Express in Roman notation 479, 1088, 1492, 1895.
8. Divide 6489372 by the factors of 96 and find the true remainder.
9. A man bought 18 cows and 7 horses for \$1801. If he paid \$46 for each of the cows, what did he pay for each of the horses?

ARITHMETIC—PART SECOND CLASS.

Juniors take first six questions, seniors last six.

1. Find the sum of 648, 892, 63, 2984, 429, 584 and 766.
2. Jane has 96 cents, Mary 169 cents, Kate 347 cents, Anne 68 cents, and Susan 175 cents. How many have they altogether?
3. A man bought a horse for \$87 and a buggy for \$12 more than the horse cost. How much did he pay for both?
4. A man bought a house for \$835 and sold it for \$998. How much did he gain?
5. Write in figures: xix.; xxxvi.; xlviii.; lxiii.; xciv.
6. Write in words: 105; 150; 640; 809; 890.
7. Find the difference between 69084 and 19327.
8. A man bought three cows for \$120. The first cost \$43 and the second cost \$6 less than the first. What did the third cost?
9. Find the result of: 843—819+269+384—192—198.

ARITHMETIC—THIRD CLASS.

Juniors take first six questions, seniors last six.

1. Reduce 647938 inches to mi., rd., etc.
2. Reduce 2 a., 15 sq. rd., 4 sq. yd., 3 sq. ft., 72 sq. in., to sq. in.
3. Find the cost of 20 barrels of coal oil, each containing 28 gal., 2 qts., 1 pt., at 20c. a gal.
4. A man had 86 cords of wood. He sold at different times 9 cords 48 cu. ft., 14 cords 36 cu. ft., 7 cords 27 cu. ft., and 11 cords 65 cu. ft. How much has he left?
5. How many steps does a man whose length of pace is 32 in. take in walking 4 mi. 240 rd.?
6. How many bags, each of which can hold 1 bu. 15 lbs., can be filled from a bin which contains 18 bu. 45 lbs.?
7. A woman sold seven turkeys and 8 geese for \$10 70, getting 25 cents apiece more for each turkey than for each goose. What price did she get for each?
8. Find the cost of the carpet for a room 22' 8" x 15' 10," if the carpeting be 40 in. wide and cost \$1.20 the yard; 9 in. per strip wasted in matching, and the strips to run lengthwise of room.
9. Divide the L. C. M. of 96, 132, 240, 350, by the H. C. F. of 792 and 1782.

ANSWERS.

1. (a) $t = \frac{v}{a} = \frac{20000}{2} = 20000 \text{ sec.}$

(b) $E = \frac{mv^2}{2} = \frac{50 \times 20000^2}{2} = 10,000,000,000 \text{ ergs.}$

(c) momentum = mass x velocity
 $= 50 \times (20000 - 2 \times 980)$
 $= 902000 \text{ where grams and c.m. are units.}$

2. (a) Air in motion (kinetic energy) is transformed into potential energy in the water raised to a height.

(b) Take moments about the edge of the table. Let w = unknown weight. Then $w \times 1 = 5 \times 3 + 8 \times 1 = 23 \text{ lbs.}$

3. Pressure on bottom = weight of water
 $= 10 \times 20 \times 5 \times 1.8 \text{ grams} = 1,800 \text{ grams}$
 Pressure on side
 $= 10 \times 20 \times 10 \times 1.8 \text{ " } = 3,600 \text{ "}$
 Pressure on end
 $= 5 \times 20 \times 10 \times 1.8 \text{ " } = 1,800 \text{ "}$

4. (a) Tension of string = $\frac{75-1}{7.5}$ of 15 = 13 kilo-grams.

(b) See any text-book.

5. (a) See any text-book.
 (b) Volume = $500 \times \frac{2}{3} \times \frac{3}{4} \times \frac{7}{8}$

6. (a) Place x grams of water at a temperature of t° C. in a beaker surrounded by cotton batting. In a test tube place y grams of iron and hold in steam until it has acquired its temperature, i.e., 100°C. Then empty the iron into the water and note temperature, say t'

Then water has received $x(t' - t)$ calorics
 To raise y grams of iron 100 - t' degrees requires $x(t' - t)$ calorics
 To raise 1 gram of iron 1 degree requires $\frac{x(t' - t)}{y(100 - t')}$ calorics.

This is the specific heat of iron.

(b) Iron, being a good conductor, conveys away the heat from the hand quickly, thus rendering the latter cold. Wool is a poor conductor.

(c) Take two-thirds of a test-tube of water, grasp the tube by the bottom, and allow a flame to play against the upper portion. The upper water may be made to boil, while the bottom appears cold.

7. (a) Ohm is the unit of electrical resistance, and is the resistance offered by about 40 feet of No. 24 copper wire.

(A volt is the unit of electromotive force, and is the difference of potential of a Daniell cell approximately.)

Ampere is the unit of current strength, and is the current of one volt against a resistance of one ohm.

(b) $\frac{5280}{700} \times \frac{6.46}{1.06} \times \frac{1}{4} = 229.8 \text{ ohms.}$

8. All in series $C = \frac{4 \times 1.1}{3 \times 4 + 4} = .275 \text{ ampere}$

ARITHMETIC—JUNIOR FOURTH.

Take any seven questions.

1. Divide $9\frac{1}{2}$ lbs. of tea into two parcels, one of which shall be $2\frac{3}{4}$ lbs. heavier than the other.
2. Find the price of $4\frac{1}{2}$ lbs. tea, at $48\frac{1}{4}$ c. per lb., and $18\frac{3}{4}$ lbs. sugar, at $4\frac{1}{2}$ c. per lb.
3. A can do a piece of work in 8 days, B can do it in 10 days, and C can do it in 12 days. In what time could all three working together do it?
4. A pile of wood 24 ft. long, 5 ft. 4 in. wide, and 4 ft. high was sold for \$10. What was the price per cord?
5. A, B, and C walk 103950 inches together. How often will they step at the same moment, A taking 33 in. in a step, B 27, C 30?
6. If a person spends in four months as much as he earns in three, how much can he save each year, supposing that he earns \$420 every six months?
7. Find the cost of making a pavement 850 ft. long and 5 ft. 4 in. wide, at $37\frac{1}{2}$ c. a sq. ft.
8. A watch which is 5 min. 40 sec. fast on Monday at noon is 2 min. 51 sec. fast at midnight on the following Sunday, what did it lose in a day?

School-Room Methods

RELATED TO READING.

BY SARAH L. ARNOLD.

- (1) For word-study in primary classes write lists of words which will rhyme with the one used as a pattern upon the board, as "sing, black, when, track." Instead of writing the words upon the board, the teacher may use cards upon which the type words have been written. In all such exercises insist upon neatness of execution. The words should be written in columns, with even margin.
- (2) Provide each child with an envelope, or a small pasteboard box. As new words are developed in the period of word study, write these words upon small pieces of paper card, and give to each child to keep in his envelope or box. He will thus be provided with a vocabulary for which he is responsible. This can be used in various ways. With his words he can make some sentences chosen from the reading lesson, and then he may copy them upon slate or paper. He can make lists of words beginning with a certain letter. He can select words which are names of objects, and can draw pictures to illustrate them.
- (3) Cut paragraphs from old readers or newspapers, provide the children with pencils and paragraphs, and require them to draw a line under all words which they recognize, and then to copy these words in columns, to be read at the class later.
- (4) Procure sheets of cardboard containing the letters of the alphabet. These may be had from any school supply company, or prepared by a printer in the neighborhood, at slight cost. Place the letters in boxes or envelopes. It may be well to number the letters belonging to each box, so the child may easily retain his share. With these letters he may reproduce lists of words or sentences from the blackboard or reader. It is better, in using this material, to copy some definite form rather than to allow him to make what sentences he pleases. He will thus work to some definite end.
- (5) In the transition from script to print, use pages of an old reader which have been pasted upon cardboard or manilla paper, in order to make them stiff enough to endure handling. Cut them into words or sentences, write copies of the same story, mounted in the same way, and cut; placing both script and print in the same envelope, require the child to build the sentence with both script and print.
- (6) Prepare cards containing drawings or pictures of common objects, as boy, ball, toy, fan, and require the child to copy them, writing the same below.
- (7) Write sentences which may easily be pictured, as, The ball is on the table. There are two eggs in the nest. The bird is on the bough. The tree grows by the brook. I have two hands. John has a toy balloon. Require the children to

copy the sentences, and to express the thought by picture.

(8) Read a short story or poem to the children, and ask them to picture the scenes which the poem describes.

The "Envious Wren," a short poem found among those of the Cary sisters, is well suited to such reproduction. So is the story of Little Bell. Some of the scenes described in the Memory Gems may thus be pictured. Such exercises strengthen as well as test the power of imagination.

(9) Copy sentences from the reading lesson. In such copying, insist upon neat writing, careful placing of capitals and punctuation marks, and look to see that each succeeding line is not worse, but perhaps better, than its predecessor.

(10) Write lists of words upon the board, selecting those used in language, reading, or general lessons, and require the child to use them in sentences. The sentence should invariably mean something. Not, I see a cat, but, A cat has sharp claws. Not, This is a primrose, but, Our primrose has blossomed.

(11) Select from a certain lesson in the reader, and copy words of one syllable, words of two syllables, etc.—*Iowa School Journal*.

A LANGUAGE LESSON.

HAS and HAVE

Copy these sentences:

The boy has a new knife.
The girls have new books.
Have the apples seeds?
Has the book a cover?

When do we use *has*?
When do we use *have*?

COMPOSITION.

Use HAS or HAVE correctly in the following:

1. The book — leaves.
2. The door — hinges.
3. — the boy a book?
4. — the wagon wheels?
5. The houses — doors and windows.
6. The book — two hundred pages.
7. How many windows — this house?
8. How many ears — six horses?

Change HAS to HAVE and HAVE to HAS in the following, and write the sentences correctly:

1. The boy has lessons to learn.
2. The girls have work to do.
3. Have the books many leaves?
4. Has the farmer many acres of land?
5. How many pages has the book?
6. How many doors have the houses?
7. The lady has many roses.

Use HAVE, HAS, or HAD correctly in the following:

1. I — a cold to-day.
2. You — a cold yesterday.
3. — he a new book to-day?
4. — he a new book last week?
5. We — some visitors this morning.
6. Henry — some new books.
7. Some one — my pencil; I cannot find it.

As regards time, when should we use *have* or *has*, and when *had*?

COMPOSITION.

Notice that with *you*, whether it means one or more than one, we use *are*, *were*, and *have* rather than *is*, *was*, and *has*. Thus,

You *are* here.
You *were* here.
You *have* a knife.

Write a sentence, using *you* with *are*.
Write a question, using *you* with *are*.
Write a statement, using *you* with *were*.
Write a question using *you* with *were*.
Write a statement, using *you* with *have*.
Write a question, using *you* with *have*.
Use *has* or *have* in writing statements beginning with

I, he, it, we, they.
Use *has* or *have* in writing questions with
I, she, it, we, they.

—From *Raub's Practical Language Work for Beginners*.

Primary Department.

LULLABY.

Sweet and low, sweet and low,
Wind of the Western Sea.
Low, low, breathe and blow,
Wind of the Western Sea!
Over the rolling waters go,
Come from the dying moon and blow,
Blow him again to me,
While my little one,
While my pretty one,
Sleeps.

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest, on mother's breast,
Father will come to thee soon,
Father will come to his babe in the nest,
Silver sails all out of the West,
Under the silver moon,
Sleep, my little one,
Sleep, my pretty one,
Sleep.

—From the Princess.

A HOPELESS CASE.

BY RHODA LEE.

Every one remarked the big boy in the first class. The others were all such little fellows that the large boy, walking through the hall with the shamefaced air of one who was where he did not belong, attracted notice on all sides.

When the new principal came to our school, he inquired into the particulars of the case. The teacher told him that Robert was a *hopeless case*. He had been in her room a number of sessions, and, try as she might, she could not get him up to the promotion standard in *reading*.

"How about writing?" he asked.

"Very poor," was the reply.

"And numbers?"

"Oh," said she, "that is the only thing which interests Robert. He stands at the head of the class in number work."

The end of the session came, and the principal, after further consultation with the teacher, promoted the boy.

In the next class there was, of course, more advanced work in arithmetic, and the progress Robert made in this subject was a great surprise to every one. He would have worked all day willingly over his addition sums, and although his sums were not always remarkably neatly put down, they were invariably correct.

In the class where he had been so many sessions he gave considerable trouble; and, indeed, this was quite natural; he had not enough of anything he could grasp to keep him employed. However, with his progress in number work came indications of improvement in reading; and his conduct, now that he was with older scholars and had plenty of work which he could do, left little to be desired. At the end of another session he was sent on to the next class. Gradually what seemed to be the hopeless side of his intellect developed, and though he was somewhat backward in everything but arithmetic, he made steady progress. At the present time he has reached a point where he is not far behind his fellow-scholars.

This is but a single instance from my own experience, and I could give several

more. They all show the inadequacy of uniform promotion examinations. To have kept that child longer in the first book would have been to do him a positive injury. He was there too long, as it was. To obey to the letter cast-iron rules regarding promotion is sure to do great injustice to some children. More attention must be paid to the individual, and in junior classes the opinion and judgment of the teacher should be the basis for promotion. No test supplied by outside machinery, or by the principal himself, can be substituted for the careful opinion of a sensible teacher.

LOVE, HOPE, AND PATIENCE.

O'er wayward childhood would'st thou hold firm rule,
And sun thee in the light of happy faces ;
Love, Hope, and Patience, these must be thy graces,
And in thine own heart let them first keep school.
For as old Atlas on his broad neck places
Heaven's starry globe, and there sustains it—so
Do these upbear the little world below
Of Education—Patience, Love, and Hope.
Methinks I see them grouped, in seemly show,
The straightened arms upraised, the palms aslope,
And robes that, touching as adown they flow,
Distinctly blend, like snow embossed in snow.
O, part them never ! If Hope prostrate lie,
Love, too, will sink and die.
But Love is subtle, and doth proof derive
From her own life that Hope is yet alive ;
And bending o'er with soul-transfusing eyes,
And the soft murmurs of the mother dove,
Woos back the fleeting spirit and half supplies—
Thus Love repays to Hope what Hope first gave to Love.
Yet haply there will come a weary day,
When overtaken at length
Both Love and Hope beneath the load give way.
Then with a statue's smile, a statue's strength,
Stands the mute sister, Patience, nothing loth,
And both supporting does the work of both.
—Samuel Taylor Coleridge.

KINDNESS.

"Little deeds of kindness,
Little works of love,
Make our homes so happy,
Like the heaven above."

How many deeds of kindness
A little child can do !
What if it has so little strength
And little wisdom, too ?

It wants a loving spirit,
Much more than strength, to prove
How many things a child can do
For others by its love !

AUTUMN LEAVES.

Come, little leaves, said the wind one day,
Come over the meadow with me and play,
Put on your dresses of red and gold ;
Winter is coming and the days grow cold.

Soon as the leaves heard the wind's loud call,
Down they came fluttering, one and all ;
Over the brown fields they danced and flew,
Singing the soft little songs they knew.

Cricket, good-bye ; we've been friends so long,
Little brook, sing us your farewell song ;
Say you are sorry to see us go,
Ah ! you will miss us, right well we know.

Dancing and whirling, the little leaves went,
Winter had called them and they were content ;
Soon fast asleep in their earthly bed,
The snow laid a coverlet over their head.

MEMORY GEMS.

THE MOTTO TO WEAR.

The proudest motto for the young—
Write it in lines of gold
Upon thy heart, and in thy mind
The stirring words unfold ;
And in misfortune's dreary hour,
Or fortune's prosperous gale,
'Twill have a holy, cheering power,
"There's no such word as fail."

FOUR W'S.

"Whoever you are, be noble ;
Whatever you do, do well ;
Whenever you speak, speak kindly ;
Give joy wherever you dwell."

"It isn't the thing you do, dear,
It's the thing you leave undone,
Which gives you a bit of heart-ache
At the setting of the sun."

Is there a cross word that tries to be said ?
Don't let it, my dear, don't let it !
Just speak two pleasant ones, quick, instead,
And that will make you forget it.

STORIES FOR REPRODUCTION.

A NOBLE SLAVE.

Two brothers were slaves in a city in Italy. The elder of the two, who was active and careful, resolved to save as much money as would buy his brother's freedom. By working hard after his day's task was done he managed to save a thousand crowns, which he paid into the public treasury as his brother's ransom.

The governor of the city, amazed at such an unusual display of unselfishness, asked him why he did not pay the ransom to obtain his own freedom.

"It is," replied he, "because my brother has little perseverance or energy, and would, if left to his own efforts, most likely remain a slave all his life. But as for myself, I shall toil hard a few years more, and save as much money as will purchase my own freedom."

The governor was so pleased by the noble act, and the generous spirit which prompted it, that he granted the two brothers their liberty without any ransom whatever.

A GOOD PRESCRIPTION.

Goldsmith, the celebrated author, had studied medicine in his youth, with the intention of becoming a physician. A poor woman whose husband was ill, having heard how kind-hearted the poet was, sent him a letter asking him to prescribe for the sick man, as she was unable to pay a doctor's fee. Goldsmith went to the house immediately, and found the patient rapidly sinking for want of nourishing food. After some conversation he left the house, saying that in an hour or so he would send a few pills, which would give the patient some relief. He went home, and put ten guineas into a pill-box, bearing the following label : "One to be taken as necessity requires."—*Popular Educator.*

Ah ! how skillful grows the hand
That obeyeth Love's command ;
It is the heart, and not the brain,
That to the highest doth attain ;
And he who follows Love's behest
Far excelleth all the rest.

Longfellow.

Teachers' Miscellany.

A DESPERATE REMEDY.

BY THE LATE ROBERT BEVERLEY HALE.

The third class of the Annisville Academy was the worst set of cheaters that had ever been in the school. It was known by the boys as the "Cheating class," and was looked upon with a curious mixture of contempt and admiration. For, though its members cheated, at least they cheated very well. Never but once since the class joined the school had a boy been caught cheating, and that was Wiggin, who had been dropped from the class ahead, and could not be expected immediately to acquire the requisite coolness, audacity, and quickness of hand, eye, and ear. At every examination some of the boys were asking and answering questions in whispers, or by means of little notes, while others were busily consulting books or condensed information written on their cuffs. Only about a third of the class, including Winslow Homans and most of the other good scholars, worked out their examinations honestly amidst the busy but perfectly silent communications of their neighbors.

The matter had certainly grown much worse since the class came under Mr. Opdike. He was so extremely strict, and, as the boys thought, unfeeling, that they felt themselves justified in getting the better of him in any possible way. He had sharp eyes ; but they were not sharp enough. There was not a teacher in the academy who could see what those boys were about during an examination. They were very still, much stiler than the other classes, yet they managed to hold long and profitable communications. Once in a while Mr. Opdike saw something to arouse his suspicion ; but, curiously enough, it was generally one of the honest boys whom he suspected ; for the honest boys did not take any trouble to preserve appearances. The class had a good laugh when Mr. Opdike ran down the aisle and snatched a book out of Val Stetson's hand, only to find that Val had sent up his examination paper by another boy, and was looking over his lesson for the next day. Yet, at that very moment, if Mr. Opdike had only known it, Frank Wiggin was sitting on a book which he had just been consulting, and Calthrop was lending Aberle a rubber with a Latin-English vocabulary inscribed upon it.

George Rogers was halfway between the honest boys and the cheaters. He cheated in the little weekly "tests," which were merely to show the teacher how the class was keeping up to its work ; but as yet he had been perfectly honest during the monthly examinations, which determined the rank of the class. Winslow Homans tried in vain to persuade him to be honest altogether. "I must have some fun with old Dike," George said, with a laugh ; "I don't want to be a mother's darling, teacher's favorite molly-coddle." This last remark almost brought the boys to fisticuffs ; for Homans, though small and slight, was very active and wiry, and not in the least afraid of his big friend, George Rogers. At last George said he didn't mean to say Winslow was a molly-coddle, and with this Winslow was contented. They were a queer pair of friends—George was so big and Winslow so little : Winslow a person of such wonderful ideas and theories, and George a commonplace boy, with nothing wonderful about him.

"I shall get left in that Latin exam. to-day, as sure as a gun," said George, as he and Winslow Homans were walking to school together.

"Oh, I guess not," Winslow replied, hopefully. "Since you've given up baseball you've been working pretty hard, haven't you ?"

"Yes, I've been working like fury ; but, somehow, this Virgil takes me where I'm weak. I shall fail, I know, unless—well, unless I do like the other fellows."

Winslow stood still and looked at his friend indignantly. "George," he cried in despair, "you don't mean to say you're going to cheat in examination ?"

"Oh, come now," said George, crossly, "don't yell it out so that the whole street can hear. I'm no worse than the other fellows. I never set up to be any better."

They walked along in silence for a while, Winslow thinking up all the arguments he could against cheating ; George stolidly determined not to give in.

"I should think you would feel sort of mean," Winslow said at last, "to get ahead of decent fellows who don't cheat in such a way as that. Lots of pleasure your big marks will give you."

"I don't want any big marks," George replied, gruffly; "I just want to get through. If I get left in this Latin, I'll be conditioned in it for the year. All through school, lots of the fellows have got ahead of me by cheating, and I don't see why I shouldn't try my hand as well as all the others."

"You know very well they don't all cheat," said Winslow; "lots of them don't. I should think you would feel proud, after having cheated, when you come home and your father compliments you on getting through in Latin. 'And getting through honestly, too,' perhaps your mother'll say. That ought to make you feel splendid!"

"Shut up!" said George, blushing in spite of himself. "You may as well keep quiet, because I know what I'm about; and it's no business of yours, anyway. I'll bet a hat that you and Val Stetson, and those other prigs over in that corner of our room, would cheat as much as anyone else, if you only dared to, and knew how."

"That's not true, George," Winslow replied. "We could hand round papers and look at books as well as you old muddle-heads; and if we were afraid, what'd keep us from cheating when old Opdike was out of the room?"

"Because you're afraid he'll come back, of course," said George. "I'd give anything to see one of you fellows try a little cheating. He'd catch you at the first go."

Winslow reflected a moment, nodded, as if he had thought of something, and then turned back again to George.

"Look here, George," he said, "do you really think I don't cheat because I'm afraid to?"

"Of course I do," George replied; "I haven't been lying to you."

"Well, what do you mean by saying you'd give anything to see me cheat?"

"I mean what I say," said George. It suddenly dawned on his mind that if he could manage to persuade Winslow to cheat just once, Winslow could never find fault with him again for doing what he had done himself.

"I have half a mind to try it," said Winslow.

"What'll you do for me if I do?"

"I'll do anything you like."

"Will you promise?"

"Yes; shake on it."

"Very well; then I'll volunteer to cheat in the Latin examination, and do it so well that not only the teacher, but neither you nor any of the boys will see me, and get perfect on the examination paper, or nearly perfect, if you—"

"Well," said George, his face radiant, "if I—"

"If you'll promise not to cheat just this once."

"All right," said George. "But if I catch you cheating I can begin myself right away."

"All right," said Winslow; and they walked the rest of the way to school in silence, Winslow thinking hard and George laughing to himself at the fun he and the other boys would have over Winslow's attempts at cheating.

The examination was to be translation at sight. Winslow knew it would be taken from Virgil, though he did not know, of course, what passage would be selected. But he had noticed one day, when Mr. Opdike and he had been looking over a hard sentence together, that the teacher's book had certain passages marked on the margins, with dates, showing that they had been selected for examinations. When George and he had reached school, Winslow went right to the teacher's little room, which led out of the schoolroom. Mr. Opdike was already there, reading the newspaper; but as Winslow frequently came in to look at the books, Mr. Opdike was not at all surprised at his appearance now. The teacher's Virgil was lying on the table with a mark in it; but Winslow seemed to pay no attention to it. He merely took up a classical dictionary and began to read it. A moment before nine Mr. Opdike went into the hall to attend to his duty of ringing the school bell. Within ten seconds after he had left the room Winslow opened the Virgil at the place where the bookmark was inserted, had found the passage marked, "For the examination of May second," had closed the book, and was in the schoolroom.

The examination was held at eleven o'clock. George had been spreading the news that Winslow Homans was going to cheat, so that all eyes were turned toward Homans' desk; but they were

soon turned away again. If he was cheating, he was doing it too cleverly for even those veteran cheaters to detect him. Gus Aiken, who sat behind him, was considered by the class the cleverest boy that ever passed a note, or wrote a letter on the sole of his boot; and yet he could not get the slightest idea of what Homans was about. At last he stopped watching Winslow, and set himself to work with a sigh that anyone should surpass him at his own business. After the examination everyone crowded round Homans to ask him what he had been doing, but Winslow would answer no questions. "I'll tell you all about it after the marks are out," he said. "You just see if I don't get ninety-nine per cent. I made one little mistake just to avoid suspicion. You all think a fellow's got to be as clumsy about cheating as you are. Mr. Opdike must be deaf. I heard Wiggin there yelling out, 'What does *complerant* mean?' as if he were a man in a cart, calling, 'Strawberries!' Why, Wiggin, you'll ruin the class reputation for being the smartest set of blackguards in the school."

And with that he walked away, leaving the boys feeling a little uncomfortable at being called "blackguards" without being able to resent it.

The next day, as soon as the class came together, Mr. Opdike rose to announce the marks. There was some little curiosity among the boys to see how Homans had succeeded. Homans himself was evidently very nervous; he looked pale and tired, and kept running his fingers through his black hair till it looked as if it had never been brushed. George Rogers knew well that something was going to happen, for Winslow acted just the way he had acted a year before on the day when he stood up at the annual exhibition and defended the school athletic association against the attack of the president of the trustees. Mr. Opdike was pale, too, and seemed much displeased.

"The class, as a whole, has done worse—much worse than I expected," he said. "Almost none of you have a real grip on the Latin language. If it were not that one of you had done extremely well indeed, I should suppose that the examination had been too hard. But Homans has passed an examination so creditable in every way that, though there are two small errors, I propose to give him one hundred per cent. upon it. I know Homans would have told me if he had seen the passage before. It is a great pleasure—well, Homans, what is it?"

"I cheated, sir," said Winslow.

A sort of shiver went through the class; every heart beat like mad.

"I—I—I don't understand you," stammered Mr. Opdike.

"I cheated—cheated in the examination," Winslow repeated, firmly.

"Well, upon my word," Mr. Opdike said, recovering himself at last, "I'm glad that at least you have the grace to confess it. If a boy must be a sneak, it's better for him to get up and say so; but I'm really surprised. I always mean to keep an eye on you boys. What did you do? How did you do it?"

"I looked in your Virgil and found out what passage we were going to have; and then, in the two recitation hours, between nine and eleven, I worked it all out with the dictionary and the notes."

"Why, but I don't understand," said Mr. Opdike. "I selected the passage at ten minutes before nine."

"And I found it at one minute before nine," said Homans.

The boys looked at each other excitedly, while Mr. Opdike pondered what he should say.

"I have always been proud to feel," he began at last, "that there has been no cheating in my class." Here the boys could not refrain from snickering. "Now that I have found a case of it at last, however painful it is to me, I feel that I must make it an example. Homans, your mark on the examination is zero. And I shall confer on the matter with Mr. Lonsdale. You have confessed, and that gives some hope for your future. But in a class where cheating has been almost unknown before, it must be nipped in the bud. You may depend upon being severely punished. Boys have been expelled for cheating."

Homans rose to reply, but before he could begin George Rogers was, on his feet and had addressed Mr. Opdike.

George was excited, and hardly knew what he

was saying. He wanted to save Winslow at all all hazards; and he blurted out the first thing that came into his head without the respect that was due to his teacher.

"Do you mean to say," he called out, "that you don't know that half the class is always cheating? Half? Two-thirds! Homans isn't the only one by a long chalk! It's kind of hard to punish the only one that confesses, when they all do it."

The cat was out of the bag now with a vengeance. The boys did not know whether to be sorry or glad that George had said it. Mr. Opdike sat back in his chair and looked at the class, but said nothing. Winslow Homans saw that the time had come for immediate action. He left his seat and walked up to the teacher's desk.

"Mr. Opdike," he began, in a low voice, so that the boys could not hear.

"Well, Homans."

"If you would be kind enough, and it isn't asking too much, wouldn't you let this matter rest just here for an hour? I know I'm asking a great deal. But honestly, Mr. Opdike"—here his black eyes grew so earnest that they could not be resisted—"honestly, the only thing I want is to put an end to this cheating. You've no idea how far it's gone; but if you'll just let me call a class meeting in the ten-o'clock recess, I think there's enough right feeling in the class to stop it right off short. But—please excuse me for seeming to dictate—but don't threaten to punish them. That'll make them cheat all the more. Won't you please try it? Only an hour?"

Mr. Opdike reflected. "This is a serious business, Homans," he replied, at last, "and you have taken a great responsibility upon yourself. Be careful how you make use of it. However, I have no objection to waiting an hour. Now you may take your seat."

"Well, boys, we will go on with the algebra; but before we begin Homans wishes me to announce that there is to be a class meeting in the ten o'clock recess."

There was not much algebra learned in that recitation. Everyone was busy thinking about the meeting at the end of the hour; and when Mr. Opdike went out and left them to themselves, forty hearts were beating fast. Most of the boys did not know what to think. Cheating had always seemed to them a kind of joke, and all of a sudden here it was transformed into a serious matter. And Homans was so determined and excited that he frightened them. They were very proud of Winslow, and loved dearly to see him pitch into the trustees, or the teachers; but now they were going to have him pitching into themselves. George Rogers, too, looked very stern and dignified as he whispered to Homans. Wiggin and a few of the others were trying to get up an opposition party; but no one liked to say that he was on the cheating side. "Let's wait," was the general verdict, "and see what Homans has got to say."

Homans had plenty to say; that was evident enough. He was trembling with excitement as he walked up to the platform and started in.

"I won't say 'gentlemen,'" he began, "because a man can't cheat and be a gentleman at the same time. Cheating's lying, and a gentleman doesn't lie. But I have an idea that most of you don't know what cheating is. Don't you see that every one of you that brings home his report to his father and mother with high marks, because he cheated, is lying to his father and mother? Suppose your father asked you if you got the marks fairly, what would you say? Three-quarters of you would say yes. And the reason your fathers don't ask you is that they think you're honest. But you're not. You're the meanest, sneakiest crowd I ever saw. You think you're plucky smart because you cheat better than the fellows in the other classes. I should think you might—giving your minds to it so! Don't you see that it's stealing to get higher marks than Stetson there, or Lee, or one of the few respectable fellows, by cheating when they don't? No, you don't; you're not honest enough to see that. Perhaps you can understand this, though. Val Stetson was fifth in the class last month, because Aberle, and Gray, and Atkinson, and Winthrop cheated. Otherwise he'd have been first. And if he'd been first, his father had promised to take him to Europe. Do you understand that?"

There was a pause. At last Wiggin nerved himself to the effort, and said, in a trembling voice:

"Stetson might have cheated himself, and then it would have been all right."

There was a little titter of applause, silenced immediately by the look Homans gave Wiggin.

"So that's what *you* think, you bungling sneak, is it?" Winslow hurled his words at poor Wiggin so that Wiggin would have liked to jump out of the window. "You think he might have been a cheat, and a liar, and a thief, just because you're one. I tell you, Stetson wouldn't cheat because he was honest. Honest! honest! *honest!* Did you ever hear that word? You never did anything but cheat, and you can't even do that half decently!"

There was a loud laugh at this, and Wiggin made no answer. Gus Aiken ventured to put in his word this time.

"Well, Homans, if you think it's so mean to cheat, what did you cheat for, yourself?"

"I'll tell you why I cheated," Winslow replied. "I cheated because George Rogers promised he wouldn't cheat if I would; and I thought it would show George how much I hated to have him cheat if I cheated and confessed and was punished for it. And now I've answered you, Aiken, I'll take the liberty of asking you the same question. Why do you cheat yourself?"

Aiken did not immediately reply.

"Well," Winslow went on, "as you don't seem to want to answer, I'll answer for you. You want to get good marks, and as you're too much of a dunce to get them by fair means you try to get them by foul. And by means of cheating like a professional gambler, you and Wiggin and a lot of the other fellows get ahead of poor old Anderson there, who has been the last boy in the class for three months, only because he was one of the few decent fellows in it.

"And now, fellows, the question is, what's to be done? It seems to me that the class has done enough cheating to last us the rest of our lives. If any fellow thinks that I haven't treated cheating fairly, and that it's really an honorable and respectable institution, let him speak out and give his reasons for it. But that's nonsense. The point's right here: we've let this evil grow up among us: how are we going to stamp it out?"

There was a long silence. No one cared to stand up and defend cheating, because there was not much to be said in its favor, and because Homans, who had just shown himself an unpleasant adversary, was half out of his seat, all ready to answer any remark that could be made. At last George Rogers rose with a paper in his hand.

"I've written out these resolutions," he said; "and I hope they'll suit you. I don't write fancy stuff very well; but you'll all excuse that, if I've said what you want. Here goes, anyway."

George then read in a very loud voice the following resolutions:

Resolved, That whereas a lot of us thought cheating was all right, and used to cheat all we could, we've come to the conclusion that it's kind of mean.

Resolved, That we don't intend to go on cheating, because it's about as bad as lying.

Resolved, That if anyone does cheat, the rest of the class will go for him and make him sorry he was born.

Resolved, That a copy of these resolutions had better be given to Mr. Opdike."

As soon as Rogers had finished, Stetson got up. "I move Mr. Rogers' resolutions be unanimously adopted," he said.

"You have all heard Mr. Stetson's motion," said Winslow, who had constituted himself a sort of president; "anything to say about it?"

He looked hard at Aiken and Wiggin. But Aiken and Wiggin realized that public opinion was with the resolutions; and neither of them was heroic enough to brave public opinion.

"Well," said Homans, "all in favor of Mr. Stetson's motion will please say 'ay.'"

There was a loud shout of ayes.

"Contrary minded, 'no.'"

There were no noes.

Mr. Opdike seldom smiled; but he could not help being amused at the strong simplicity of George's resolutions. He read them over several times, and then looked at the boys with a much pleasanter expression than that which he usually wore.

"I was surprised and pained," he said, "to learn that cheating was so common among you. I see that you have been too sharp for me. But

now that you have come to the excellent conclusions"—holding up the paper, and smiling again—"I think I must put complete confidence in you. To be more serious, boys, I am very glad that you stopped in time. There is nothing that hurts a man's character like cheating and deceit. It is almost impossible for a thorough cheat to become completely honest again; he hardly knows how.

"I am more pleased than I can tell you that you have found the cure for your own disease. And to prove to you that I have perfect confidence in you and your new resolutions, I propose to give you a history examination this hour, and to leave you entirely to yourselves. Please understand that I have not the least doubt that you are worthy of my confidence."

Here the boys burst into applause. Mr. Opdike raised his hand to restore silence, gave out the history papers, and left the room. The boys looked at the papers and began. For the first time in four years every member of the class was working honestly.

But, as Mr. Opdike said, it is very hard for a thorough cheat to become completely honest. Poor Frank Wiggin had no more idea of history than he had of Hebrew. His method of passing history examinations had always been to attach his history book to the back of his desk, and then look out all the questions in it. Even then, he seldom obtained a good mark. But when he tried to work out his examination honestly, he found that he did not know a single question, and would have to hand up a blank paper. There was his book just inside his desk, and no teacher on the platform! The temptation was too strong for him. As to the boys, he had no doubt that half of them felt just as he did. He raised the cover of his desk, opened and adjusted his book, and started to work out the paper, though the sudden stopping of the scratching of neighboring pens showed that the other boys were looking at him.

It was a critical moment, and Winslow, like a skilful general, saw that something decisive must be done. He caught George Rogers' eye, and nodded toward Wiggin. Then he pointed to one of the windows of the room, known as the "trough window," because the sill was some two feet above the great watering trough that stood in front of the school. George nodded back his intelligence, and, taking Val Stetson with him, approached Wiggin, who was still writing. The whole thing was done with gravity and decorum, like an execution in the army. The two big fellows grasped poor Wiggin by the head and feet and carried him, kicking and struggling, to the window. He did not dare to cry out, for fear the teacher would come in. Then he was lowered, carefully and slowly, into the great trough, and, in spite of his efforts, pushed down into it so that the water closed over him. After that the two executioners took their seats again and resumed their work. Not a boy had risen from his seat, not a word had been said throughout the whole transaction. Wiggin did not return that morning.

That was the end of cheating in the class which had once been so famous for it. Wiggin came back to school the next day and manfully confessed the whole thing to Mr. Opdike, who laughingly said that he thought the poor boy had had punishment enough. No one ever ventured to brave the indignation of the majority again. Mr. Opdike was so kind and sympathetic during the whole period of the class's exposure and disgrace that for the remaining two years at school he was the boys' favorite master. As a matter of course, they all took off their hats to the teachers; but it became an especial class custom, when one of the old "cheating class" saw Mr. Opdike in the distance, for the boy to take his hat off immediately, and keep it off till the teacher had passed him.

The class has long since graduated, and its members are now all of them honorably occupied in honorable businesses. Homans is in the State Legislature, and is celebrated as a merciless exposé of all sorts of dishonesty and bribery. George Rogers has been called the "honest lawyer of Annisville." The "cheating class" would be forgotten except for one name which will always bring them to remembrance. When an Academy boy takes a stranger over the school he always stops at the watering trough and makes a little speech: "Oh, and there's Wiggin's bath tub. You see, sir, a fellow named Wiggin cheated, and

the other fellows dumped him in there, clothes and all. That was fifteen years ago, and ever since it's been a sort of school boast that since Wiggin's bath no boy ever cheated at Annisville." Roxbury, Mass.

For Friday Afternoon.

SNOW.

(Recitation for a boy.)

Ah! do you remember, now do you remember?
I think it was early in last November,
When down came that magnificent snow,
Expressly to please the boys, you know,
'Twas falling all night,
So softly and light
That when morning bright
Showed white—white—white,
We never had guessed, and you never saw
A jollier set of boys—hurrah!

And best of all, it was Saturday!
It surely must have been panned that way
By old Boreas, benevolent soul!
Who made up his mind that, upon the whole,
The boys who stay
In school all day
Have a right to say
There's a time for play;
So down he sent with a single fling
The shining robe of the Winter King.

We built a fort; did you ever try
To build one solid, and build it high?
The storming party came rushing on,
And thought they soon had victory won;
But hand to hand
Had you seen us stand
At the stern command,
You'd have called it grand.
Struggle and tussle and tug and clinch;
Surrender? Never a single inch.

And down the hill as the merry load,
With eyes that glistened and cheeks that glowed,
Dashed and hurried and whirled and spun,
Running over with frolic and fun,
O'er the gleaming snow
With a shout—"Ho, ho—
Here we go, we go"—
Till the moon grew low.
Ah! could such hours last forever,
And rollicking winter leave us—never!

—Selected.

HOW GRANDMA DANCED.

Grandma told me all about it,
Told me so I couldn't doubt it,
How she danced, my grandma danced,
Long ago.

How she held her pretty head,
How her dainty skirt she spread,
Smiling little rose!
How she turned her little toes,
Long ago.

Grandma's hair was bright and sunny,
Dimpled cheeks, too, ah! how funny
Really quite a pretty girl,
Long ago.

Bless her! why, she wears a cap,
Grandma does, and takes a nap
Every single day; and yet
Grandma danced the minuet
Long ago.

Now she sits there, rocking, rocking,
Always knitting grandpa's stocking;
(Every girl was taught to knit
Long ago.)

Yet her figure is so neat
I can almost see her now
Bending to her partner's bow,
Long ago.

Grandpa says our modern jumping,
Hopping, rushing, whirling, bumping,
Would have shocked the gentle folk,
Long ago.

No, they moved with stately grace,
Everything in proper place;
Gliding slowly forward, then
Slowly curtsying back again,
Long ago.

—Saturday Evening Gazette.

Question Drawer.

All questions for this department, like all communications for any other department of THE JOURNAL, must be authenticated with the name and address of the writer, and must be written on one side of the paper only. Questions should also be classified according to the subject, i.e., questions for the English, the Mathematical, the Scientific, and the general information department should be written on separate slips, so that each set may be forwarded to the Editor of the particular department. If you wish prompt answers to questions, please observe these rules.

L.N., COBOURG, holds a Senior Leaving Certificate and wishes to become a High School specialist in English and history, or in moderns. She wishes to know (1) what time would be required? (2) What studies would be required? (3) Where may information be obtained?

REPLY.—The proper source of information is the Education Department, Toronto. You will probably require two, or perhaps three, years to complete the course, and will have to pass two or three University examinations. Write to the Registrar of Toronto University for the curriculum. Address, J. Brebner, M.A., Toronto. Write to J. Miller, M.A., Deputy Minister of Education, Toronto, and ask for the latest regulations in regard to special sts. State fully your intentions, and you will probably receive prompt and satisfactory answers.

TRUSTEE.—Your question is really a legal one. There are several points involved. Was the contract with the first teacher for a year only? If so, we should suppose that, unless renewed, it ended without notice at the close of the year. Was the trustee meeting at which the two trustees made the new appointment legally called? As to the wishes of the ratepayers, they should, perhaps, be morally binding upon the trustees, but after being elected the trustees have, we suppose, the power to act according to their own views during their term of office. If the ratepayers are in deep earnest, however, they can easily bring to bear a pressure of public opinion which few trustees would care to disregard.

J.D.—Write to the Education Department, Toronto for circulars giving full information. It is better that information on such matters should always be obtained from official sources.

TEACHER.—Write to the Registrar of the University you wish to attend, stating your points clearly, and you will, no doubt, receive full information. Regulations vary in different universities. We have not room to print long lists of textbooks, etc., which may be found in the catalogues of the institutions in question.

X. Y. L.—The Truancy Act provides that all children between eight and fourteen years of age shall attend school for the full term during which the school of the section or municipality in which they reside is open each year, unless the child receives efficient instruction otherwise, or is unable to attend on account of sickness or other unavoidable cause, or in certain other specified cases. Are you not implying too much when you ask why the Act is never enforced? The mode of enforcing it is clearly pointed out in the Act, and it must be the fault of the municipal councils, the police authorities, or the school board, if truant officers are not appointed and required to enforce the law. The trustees, or school boards, are, probably, primarily responsible for any failure to enforce the law, and should be called on to do their duty.

"A SUBSCRIBER" sends us the following: "I have some difficulty with a

Part II. class. They are bright pupils, and I always was quite successful with them. They are well up in mental arithmetic, but when asked to write down the solution to the easiest problem they completely fail, although they can read and write well. I am sure they understand the problem when required to write down the solution. I have taught them scores of times how to write down a solution, but never could obtain a good result."

Probably some subscriber will be able to point out the cause and the cure of the want of success.

Book Notices.

OLD SOUTH LEAFLETS.

Nos. 57 to 64 of these publications are full of valuable historical matter. No. 57 contains extracts from the important English versions of the Bible from Wiclif to the King James' version. It is very interesting to run over the different versions, in their order: Wiclif, Tyndale, Coverdale, Cranmer (the great Bible), the Geneva Bible, the Bishop's Bible, the King James' version, and, finally, the Revised Version of our own times (1884). After a number of extracts from each of the foregoing, the 13th chapter of first Corinthians is given in the different versions. A concise history of these versions is added, and an extract—familiar to most readers—quoted from Green's felicitous remarks on the effect of the English Bible in English literature.

No. 58 of the series contains letters of Hooper to Bullinger. Hooper, it will be remembered, was often styled "The First Puritan," and was one of the most noted of the victims of the Marian persecution. He had, in early manhood, been deeply influenced by the writings of Zwingli and Bullinger, and, fleeing from persecution in England, he spent two years with Bullinger at Zurich. On the accession of Edward VI. he returned to England, and became the leader of the advanced Protestants. He was made Bishop of Gloucester in 1551. He kept up a correspondence with Bullinger for many years; and his letters, and those of his wife, which have been published by the Parker Society in the collection of "Original Letters Relative to the English Reformation," are invaluable to the student of the history of these times. The letters are dated from various places, Strasburgh, Antwerp, London, and the last two from prison. They breathe the heroic spirit and fervent piety which those days of fierce persecution called forth; and the last letter of all, written in the very shadow of death, is the calmly courageous farewell of a man to whom death had no terrors, and the future none of that troubling uncertainty which, more than all else, makes "cowards of us all."

No. 59 contains Sir John Eliot's "Apologie for Socrates." This was probably the last work of that martyr in the cause of English liberty, and was written by him when he was a prisoner in the tower in 1632. Every reader of Green and Gardiner remembers their pen-portraits of this noble character; and the story of the stormy scenes between Charles I. and his early Parliaments is largely the story of Eliot. To those who have read Forster's "Life of Eliot," the "Apologie" will be even more interesting. It was, as that author says, Eliot's own appeal to a later time. It was found after Eliot's death, in his room in the Tower. Beneath the title, "An Apologie for Socrates," was written, "An re. te fecerit Socrates, quod accusatus non resp. ndit." The Socrates about whom this inquiry is made, whether he had acted rightly in not replying to his accusers, was an English rather than an Athenian philosopher. Others who had been imprisoned with Eliot had been

induced to knock at the "back door of the court," and thus to obtain release; but Eliot stubbornly and steadily refused to compromise. In this paper, the author's aim was, no doubt, as Foster puts it, "to ask from a later age, when the writer should be no longer accessible to praise or blame, the justice denied in his own. No immodest comparison, we may be sure, was intended by the choice of a name so illustrious. It was taken simply as that of a man who had been the subject of unjust accusation, who, on being called to plead or defend himself, told his accusers that, so far from having offended against the laws, he had done nothing for which he did not think himself entitled to be rewarded by them; who took his sentence with uncomplaining calmness, and to whose memory a succeeding time offered late, but repentant, homage by decree of a statue to

himself and of ignominy to his accusers."

(Published by the Directors of the Old South Work, Old South Meeting House, Boston, Mass.)

The Educational Journal Clubbing List

It has been represented to us that many of the subscribers to THE EDUCATIONAL JOURNAL might be glad of an opportunity to get, in connection with it, one or more of the leading weekly newspapers or magazines of the day at reduced rates for the two or more. We are, therefore, making the best arrangements in our power to supply to every subscriber who wishes it any one or more of a good list of papers and magazines, on the terms given in the following table. Our arrangements are not far enough advanced to enable us to name more than a few Canadian periodicals in this number, but we hope to have the table considerably extended in our next and following numbers. Of course, the advantage of this clubbing arrangement is available only to those who pay cash in advance. Immediately on receipt of the subscription-price named for any paper or magazine on our list, we forward it to the proper office and have the subscriber's name and address put upon the mailing list, after which the subscriber must look to the publishers of the periodical in question for his copy.

The Educational Journal and The Weekly Globe, one year	\$ 1 75
(Regular price, \$2.50)	
The Educational Journal and The Weekly Mail, one year	\$ 1 75
(Regular price, \$2.50)	
The Educational Journal and The Canadian Magazine, one year	\$ 3 10
(Regular price, \$4.00)	
The Educational Journal and The Week, one year	\$ 3 25
(Regular price, \$4.50)	
The Educational Journal and The Toronto Saturday Night, one year	\$ 2 75
(Regular price, \$3.50)	
The Educational Journal and The Atlantic Monthly, one year	\$ 4 45
(Regular price, \$5.25)	
The Educational Journal and Scribner's, one year	\$ 3 75
(Regular price, \$4.50)	
The Educational Journal and The Century Magazine, one year	\$ 4 75
(Regular price, \$5.50)	
The Educational Journal and St. Nicholas, one year	\$ 3 75
(Regular price, \$4.50)	
The Educational Journal and Little Men and Women, one year	\$ 2 00
(Regular price, \$2.50)	
The Educational Journal and Babyland, one year	\$ 1 70
(Regular price, \$2.00)	
The Educational Journal and Littell's Living Age	\$ 7 50
(Regular price, \$7.50)	
The Educational Journal and the Literary Digest	\$ 3 75
(Regular price, \$4.50)	

Teachers

WE HAVE GOOD FACILITIES FOR SUPPLYING AT FAVORABLE TERMS

.. Any Book Published ..

Maps, Globes and School Apparatus

Send for our prices.

Do not fail, also, to note the clubbing list, which we are enlarging from week to week, and by means of which we can enable our subscribers to obtain a good magazine or weekly, in connection with THE JOURNAL, at a greatly reduced rate—in some cases at half-price.

THE EDUCATIONAL JOURNAL PUBLISHING CO. 11 1/2 Richmond Street W., Toronto.

Cheap Dictionaries

Worcester's Unabridged	
ditto 1877 Edition	\$ 2.50
ditto 1888 Edition	3.50
Webster's Unabridged	
ditto 1884 Edition	3.00
ditto 1888 Edition	3.50

These are bound in strong sheep binding, practically as good as new. Write quickly if you want one.

Educational Journal Pub. Co. 11 1/2 Richmond St. W., TORONTO.

E. N. MOYER & CO. MANUFACTURERS AND DEALERS IN School Supplies 37 Richmond St. W., Toronto, Ont.

Maps	PHYSICAL POLITICAL OUTLINE RELIEF	Charts	GEOGRAPHICAL, READING PHYSIOLOGICAL, WRITING ANATOMICAL, ARITHMETICAL PHILOSOPHICAL, BOTANICAL

Erasers, Crayons, Pointers, Desks, Dictionaries, Geometrical Forms and Solids, Blackboards of every description

Our Physiological Charts are pronounced superior to any other in the market. To deal with us once is to deal with us all the time. Write us for prices.

ADDRESS ON IMPROVING THE **MEMORY** MAILED FOR 10 CENTS MEMORY LIBRARY 243 BROADWAY NEW YORK

Now is the Time to Subscribe

Three Great Offers

NO. 1.

This monument of Research, Industry, and Learning, **The Cyclopædia of Practical Quotations** and **The Educational Journal** for one year for \$2.00, or, if you remit \$3.00, we will send the "Journal" for two years, and the book **FREE**. This work is listed in the publishers' catalogue at \$7.00, when bound in law sheep. It is incomparably the best work of the kind in existence.

FROM THE TABLE OF CONTENTS

English Quotations, Classified	Portuguese Proverbs	Topical Index—English Subjects
English Quotations, Unclassified	Spanish Proverbs	Topical Index—Latin Subjects
Latin Quotations	Latin Law Terms and Phrases	Concordance to English Quotations
Latin Proverbs and Mottoes	Ecclesiastical Terms and Definitions—Christian Churches	Concordance to Translations of the Latin
French Proverbs and Mottoes	—Jewish Church	Index to Latin Quotations
German Proverbs	Quoted Authors, Nativity, Birth, etc.	
Italian Proverbs		

Special Subjects: Birds, Flowers—Flora, Unclassified; Flora, Classified. Months, Classified. Occupations, Classified. The Seasons, Classified. Trees and Plants—Arbora, Unclassified; Arbora, Classified.

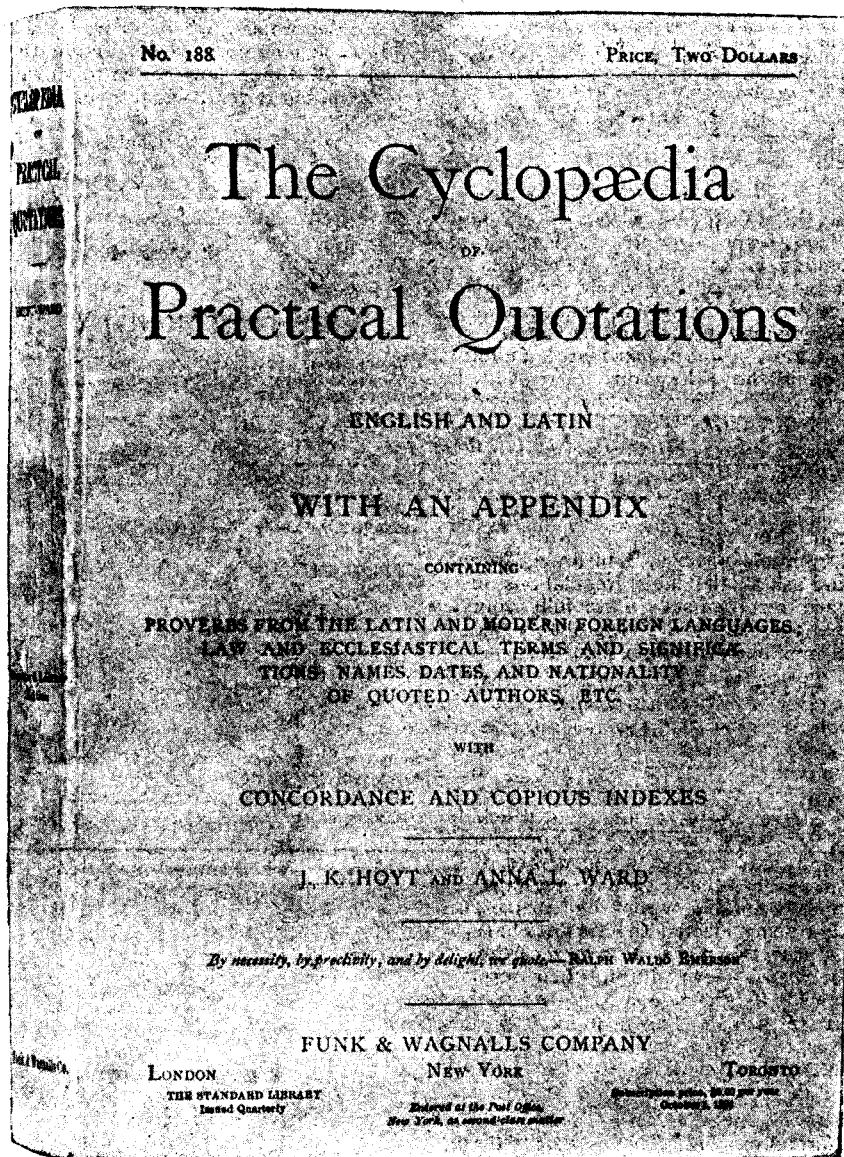
ACCEPTANCE FORM.

Please sign this form, or a copy of it, and send it to us.

THE EDUCATIONAL JOURNAL PUBLISHING CO.,
11 1/2 Richmond Street West Toronto.

GENTLEMEN,—
I herewith send \$2.00* for **The Educational Journal** for one year, and a copy of **Hoyt-Ward Cyclopædia of Practical Quotations**, which I am to receive without further charge or cost of transportation to me. It is understood that, if for any reason I am dissatisfied with the book, I can return it within three days after I receive it, and you will refund the money and cancel my subscription.

Name.....
Date..... P.O.....
*Erase \$2.00 and write \$3.00 if desired for two years.
†Erase one and write two if desired for two years. Co.....
If already a subscriber, we will extend your subscription from date of expiration.



Reduced Facsimile. Regular Size, 9 1/2 x 6 1/2, 1 1/4 in. thick.

NO. 2.

CHAUTAUQUA TALKS

About, I. The Soil, II. The Weather, III. Our Useful Plants

By Charles Barnard.

The "Talks About the Soil" (141 pp.) are in relation to plants and business. The "Talks About the Weather" (137 pp.) are with relation to plants and animals. The "Talks About Our Useful Plants" (149 pp.) are what all who are interested in the culture of plants, for pleasure or profit, will be glad to hear. Each of the volumes is a book of observations and experiments for practical use of students, schools, farmers, gardeners, and others. 12mo, cloth, per volume, 75 cents; or, the set of three, in a box, \$2.25.

The above three useful books and **The Educational Journal** for one year for only \$2.25. Just the price of the books.

ACCEPTANCE FORM.

Please sign this form, or a copy of it, and send it to us.

THE EDUCATIONAL JOURNAL PUBLISHING CO., TORONTO—

I herewith send \$2.25 for **The Educational Journal** for one year, and a set of **Barnard's Chautauqua Talks**, neatly boxed. It is understood that if for any reason I am dissatisfied with the books, I can return them, and you will refund the money and cancel my subscription.

Name.....
Date..... P.O.....
If already a subscriber, we will extend your subscription from date of expiration.

NO. 3.

THE STARS AND CONSTELLATIONS

By Royal Hill.

A new method by which all the more conspicuous stars, constellations, and other objects of interest in the heavens that are visible to the naked eye, can be easily and certainly identified. 4to, 32pp., cloth, \$1.00.

CONTENTS.

Preface. Introduction. Explanation of the Charts. The Constellations. The Stars. The Names of the Stars. The Greek Alphabet. The Zodiac. Description of Constellations and Stars. Table of the Equation of Time. List of Objects Named in this Work. Alphabetical Index. Table of Charts.—The Time of the Southing of the Stars. The Time of the Rising of the Stars. The Zodiac (12 charts).

The above useful book and **The Educational Journal** for one year for \$2.00.

ACCEPTANCE FORM.

Please sign this form, or a copy of it, and send it to us.

THE EDUCATIONAL JOURNAL PUBLISHING CO., TORONTO—

I herewith send \$2.00 for **The Educational Journal** for one year, and a copy of **Stars and Constellations**. It is understood that, if for any reason I am dissatisfied with the book, I can return it, and you will refund the money and cancel my subscription.

Name.....
Date..... P.O.....
If already a subscriber, we will extend your subscription from date of expiration.

If more than one Premium is desired by Subscribers, we shall be pleased to supply them, postpaid, at the following prices: No. 1, \$1.50. No. 2, \$1.75. No. 3, 75c.

Teachers! This is a Great Opportunity!



EVERYBODY

WILL READ

Masseys Magazine

A TEN-CENT MONTHLY

\$1.00 PER ANNUM.
104 PER COPY.
PUBLISHED EVERY
MONTH BY THE
MASSEY PRESS
TORONTO, CANADA.

A new, popular illustrated literary Magazine for home reading everywhere. High-class throughout—elegant illustrations—contributors of high standing—fine paper—beautifully printed—standard magazine size (6 1/2 x 9 1/2).

THE JANUARY NUMBER FULL OF GOOD THINGS.

FRONTISPIECE—By J. T. M. Burnside.
CANTERBURY CATHEDRAL—Prof. Wm. Clark, D.C.L.
THE EVOLUTION OF TWO OF MY PICTURES—G. A. Reid, R.C.A.
SHAKESPEARE'S TRAGEDIES—I. Macbeth—T. M. McIntyre, Ph.D.
POEM (*Decorated*)—Chas. G. D. Roberts.
THE CANADIAN "SOO" CANAL—Chas. Gordon Rogers.
SOME NEW YEAR'S GREETINGS. (Drawings by Frederick S. Challener, A.R.C.A., F. H. Bridgen and Frederic W. Falls.)
IN A BOLIVIAN MIRAGE (*A New Year's Story*)—Ezra Hurlbert Stafford.

THE SINGER OF TANTRAMAR—E. Pauline Johnson.
POEM—W. H. Drummond.
HOCKEY IN ONTARIO—F. G. Anderson.

DEPARTMENTS.—Outing and Recreation—Woman's Realm—The World of Art—Wit and Humor—Famous Short Stories—Current Comment—Dominion of Agriculture—Editor's Outlook.

DEPARTMENT CONTRIBUTORS.—Edward Farrer, M. M. Kilpatrick, F. G. Anderson, Frederic W. Falls, and others.

There are thirty-six engravings in the first issue, including Mr. G. A. Reid's two famous pictures:—"Mortgaging the Homestead," and "The Foreclosure of the Mortgage." For sale at NEWSDEALERS, or send 10 cents for sample copy to

THE MASSEY PRESS, 927 KING STREET WEST, TORONTO

THE CANADIAN OFFICE & SCHOOL FURNITURE CO. LTD.
PRESTON, ONT.

FINE BANK, OFFICE, COURT HOUSE & DRUG STORE FITTINGS
OFFICE, SCHOOL, CHURCH & LODGE FURNITURE
SEND FOR CATALOGUE.

The Educational Journal Teachers' Bureau

IMPORTANT NOTICE! BE SURE TO READ IT!

HAVING at length surmounted the initial difficulties connected with the organization of our proposed Agency or Bureau for the mutual benefit of School Boards, Principals, and all others requiring Teachers of any grade, on the one hand, and of Teachers of all classes seeking situations, on the other, we now respectfully invite Boards of Public and High Schools, Governors, Principals, and Managers of Colleges and Private and Proprietary Schools, and all others who are responsible for the choice and appointment of Teachers of any grade, to communicate with us, at the earliest possible date, giving us full particulars with respect to any vacant positions, their duties, the qualifications needed, salary offered, etc.

The cost to the Boards, etc., thus furnishing us with information will be nothing, and we hope to be able in very many cases to render valuable service, by putting them in communication with the most eligible applicants. We shall spare no pains in obtaining the fullest and most reliable information in our power in regard to the characters, qualifications, previous records, and so forth, of all applicants, and will in our own interests, as well as in that of all other parties concerned, use our very best care and judgment in making recommendations.

We also respectfully invite Teachers of all grades, from Public School to University, who may be seeking situations, whether they are for the time being unemployed, or are desirous of bettering present situations, to communicate with us.

If further information is desired, write to the address given below, enclosing a one-cent stamp, and by return mail will be sent you circulars containing full information on all points connected with the operations of the Bureau. Address,

THE EDUCATIONAL JOURNAL TEACHERS' BUREAU,
11 1/2 RICHMOND STREET WEST, TORONTO

Albert College

BELLEVILLE, ONT.

Had three candidates for the Senior Leaving Examination and passed them all; and out of eleven candidates for Senior Matriculation ten were successful.

For Circulars address
PRINCIPAL DYER.

LATIN MASTERED IN SIX WEEKS BY The DeBrisay Analytical Method. No rules, no rote-learning; the student is taught to read and write Latin in the ROMAN ORDER. Full course by mail, \$6.00. Part I. mailed to any address, 25 cents. Pamphlet free. C. T. DEBRISAY, B.A., DeBrisay Latin School, Oddfellows' Hall, College and Yonge Sts., Toronto.

The Fisk Teachers' Agency

Bank of Commerce Building,
25 King Street West, Toronto.

WE supply teachers with positions and School Boards with suitable teachers. Terms to teachers on application. No charge to Boards. When in the city call and see us.

W. O. McTAGGART, B.A. (Tor. Univ.), Man.

THE BRAHAM PEN . . .

Will write three to four letters with one dip. Saves blotting and time. We will send three to any address for 10c.

EDUCATIONAL JOURNAL PUBLISHING CO.
TORONTO, Ont.

Wm. E. BESSEY, M.D., C.M., M.C.P.S.

Graduate of McGill University,
SPECIALIST IN OFFICIAL SURGERY
New Treatment of Chronic Nervous and Wasting Diseases, Piles and Rectal Diseases, Genito Urinary Affections and Diseases of Women, Morphine and Alcohol Habits.

284 Jarvis Street, - TORONTO, Ont.
Private accommodation for Patients.

BISHOP STRACHAN SCHOOL.

FOR GIRLS,
TORONTO, ONT.
(Established 1867.)

Will re-open, after the Christmas holidays, on Monday, January 13th, when new pupils will be received. Apply for Calendar to Miss Grier, Lady Principal, Wykeham Hall, 31 College St.

A. MACDONALD,

355 YONGE STREET,

Merchant Tailor

Has the most complete and best assorted stock in the city. Your inspection of the following lines is invited: ALL LATEST STYLES IN

Cheviots Worsteds Serges

and a full assortment of Fall and Winter Overcoatings.

CLOSE PRICES. SATISFACTION GUARANTEED.

THE . . . RELIANCE

LOAN AND SAVINGS COMPANY
OF ONTARIO.

83 Wellington St. E., - TORONTO.

Directors.—HON. JOHN DRYDEN, President, Minister of Agriculture, Province of Ontario. JAMES GUNN, Esq., Vice-President, Director and Superintendent Toronto Street Railway. DAVID KEMP, Esq., Sec.-Treas. Synod Diocese of Toronto. REV. G. I. TAYLOR, M.A., rector of St. Bartholomew's, Toronto. R. TEAFER SHEILL, Esq., B.A., M.B., 173 Carlton Street, Toronto. ALFRED MACDOUGALL, Esq., Solicitor to Treasury of Ontario.

Payment of 55c. for 120 months will produce \$100
Payment of 45c. for 144 months will produce \$140
Payment of 35c. for 180 months will produce \$180

NO ADMISSION FEE,
FINES,
FORFEITURES,
WITHDRAWAL FEE.

Provides endowments for children.
Relief from payments during sickness or loss of employment.
Loans at lowest rates.

Address,
J. BLACKLOCK, Manager.

FOR mutual advantage, when you write to an advertiser please mention THE EDUCATIONAL JOURNAL.

Official Calendar

OF THE

Education

Department

For the year 1896

January.

- New Year's Day (Wednesday).
By-laws for establishing and withdrawal of union of municipalities for High School purposes takes effect. [H.S. Act, sec. 7 (1) (2).]
By-law establishing Township Boards takes effect. [P.S. Act, sec. 54.]
- Polling day for trustees in Public and Separate Schools. [P.S. Act, sec. 102 (3); S.S. Act, sec. 31 (3).]
- High Schools second term and Public and Separate Schools open. [H.S. Act, sec. 42; P.S. Act, sec. 173 (1) (2); S.S. Act, sec. 79 (1).]
- Clerk of municipality to be notified by Separate School supporters of their withdrawal. [S.S. Act, sec. 47 (1).]
Names and addresses of Public School Trustees and Teachers to be sent to Township Clerk and Inspector. [P.S. Act, sec. 40 (10).]
- Application for Legislative apportionment for inspection of Public Schools in cities and towns separated from the county, to Department, due.
First meeting of Public School Boards in cities, towns, and incorporated villages. [P.S. Act, sec. 106 (1).]
- Appointment of High School Trustees by Public School Boards. [H.S. Act, sec. 12; P.S. Act, sec. 106 (1).]
- Appointment of High School Trustees by Municipal Councils. [H.S. Act, sec. 12; Mun. Act, sec. 223.]
- Provincial Normal Schools open (First Session).
- Appointment of High School Trustees by County Councils. [H.S. Act, sec. 12; Mun. Act, sec. 223.]

N.B.—The Departmental Examination papers are not supplied by the Department, but can be obtained from the trade through Messrs. Rowell & Hutchison, Toronto.

Librarian House of Commons
Ottawa