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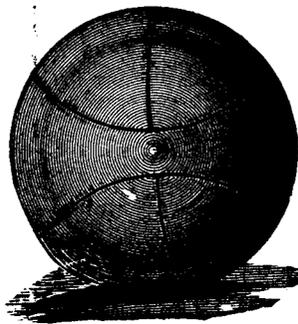
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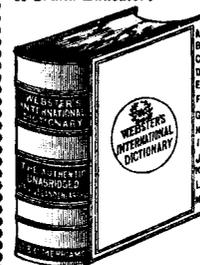
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THE LESSONS IN ENTRANCE LITERATURE

We shall continue to publish in our English Department, but as many teachers will not care to await the slow process of publication in this way, we have made arrangements with the publishers, The Copp, Clark Co., (Limited), by which we are enabled to send the book promptly by mail, postage paid, on receipt of price, 25 cents.

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Editorial Notes.

THE CITY VS. THE COUNTRY.

COUNTRY schools should prepare boys and girls for country life, and should adapt their teaching to this end." How often we too self-evident to require argument. It always seems to us but a half-truth, seeing that it rests on the assumption that those who are born in the country will, and ought to, remain in the country, those who are born in the city, in the city. This assumption is true only to a very limited extent. A very large percentage of the boys and girls who are born in the country will spend their lives and do their work in the cities. No school training will prevent this. We are not sure that it is desirable to prevent it. The constant reinforcement of the sturdy brawn and brain which the country produces is needed to keep the wheels of the great business and manufacturing centres in motion. Equally necessary is it that the tendency to degeneracy in the children in the cities should be counteracted by a constant migration of the youth of the cities to the country. There is, therefore, quite as much need, to our thinking, of adapting the teaching of the city schools to the creation of a taste for rural life, as that of the country. How many thousands of those who grow up to live useless and worse than useless lives in the cities might have been redeemed and made useful and contented citizens had their schools but cultivated a taste for rural pursuits and pleasures. Nature is the wisest teacher, and her philosophy is that

the matter of preference for country or city life shall be determined by the "turn" of the individual, not by the accident of birth-place. Let, then, agriculture and all kindred subjects be taught just as faithfully in the city as in the country schools, and trust nature to do the rest.

THE notes on the lessons in Entrance Literature for 1895, published this year by the Canada Publishing Company, are now ready. Copies may be had promptly on addressing this office. Price twenty-five cents.

"MUST not the real teacher always be a student?" some one asks. Assuredly. How large a proportion of the public-school teachers of Ontario are students? We don't mean, how many read the papers, or at least the lighter things, the stories, etc., in them, but how many are daily bringing their best mental powers to bear upon some subject which requires hard thinking, close observation, prolonged attention? There are many of us who find ourselves compelled to work ten or twelve hours a day, who would give much for the two hours which almost every teacher can, by economy of time, gain every day for quiet reading or serious study.

THOUGH we have found ourselves unable to continue our former practice of giving tolerably full reports of the teachers' associations, seeing they have become so numerous, we should be glad to make room for very brief notes of the most interesting matters in connection with each, if the secretaries or other friends would oblige us with them. What we propose is to give in an educational news column just a paragraph or two in connection with each, containing a statement or description of any new feature of interest in connection with the meeting, any striking paper or discussion, etc. We hope still to have a few of the best papers presented, such as will be interesting and useful to teachers generally, sent us for publication.

FROM a computation in the *Journal of Education* it appears that the United States is the only great nation which expends far more money for educational than for military purposes. The following figures are given:

	Military.	Education.
France.....	\$4 00	\$0 70
England.....	3 72	62
Holland.....	3 58	64
Prussia.....	2 04	59

Russia.....	2 04	06
Austria.....	1 36	32
Denmark.....	1 76	94
Italy.....	1 52	36
Switzerland.....	82	84
United States.....	30	1 35

Canada does not rank as a nation, and the figures in her case would probably be found as favorable as those of the United States, though, if some amongst us who are constantly striving to develop a military spirit should have their way, of which there is perhaps some danger, we should not long be able to say so. The comparative figures are very suggestive, though, of course, the lowness of the United States military expenditure is made possible and easy by her isolated position in respect to the great warlike nations.

It is good for us sometimes to "see ourselves as others see us," though it is not always soothing to our self-love. The Rev. C. F. Routledge, Canon of Canterbury Cathedral, England, and an inspector of schools under the Government, was in Canada a few weeks since, to see our schools. We are so accustomed to having our schools praised that it may be salutary to have occasionally a disparaging criticism from a competent authority. To a representative of the *Montreal Star* Dr. Routledge said, amongst other things:

"No, I am not favorably impressed with the school system, as far as I have been able to decipher it. Just one or two points. To begin with I find teachers' salaries entirely inadequate. The school-master is not abroad in this country in the sense that he is in the old country. If the laborer is worthy of his hire, the teacher, the trainer not only of mind and memory, but of morals, is doubly deserving of an ample recompense. You can't get silk for the price of alpaca, but that seems to me to be what the system out there (in Manitoba) and generally round the places I have been, can be likened to."

Further on he made this further point, which is well worth the serious consideration of all concerned:

"It is to me marvellous that in these days, even out in the West here, what is called 'industrial education' should be so neglected. The use of the needle and the thimble and the various other instruments tending to personal and domestic comfort seems to be quite inconsidered. On the whole I don't think that educationally a country of the prosperity and prospects of this country is doing credit or justice to itself."

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 20, 11½ Richmond Street West, Toronto.

"LONGFELLOW," INTRODUCED BY A
LESSON ON "THE VILLAGE
BLACKSMITH."

M. A. WATT.

A STUDY of the poetry of Longfellow leads us to the conclusion that there is much of it within the comprehension of an intelligent child, who has a kind teacher to help him. It would take too long a time and too much space to name these poems, but if the teacher who wishes to give her pupils (even of the Junior Second class) a broad mental training, and who does not cramp her pupils down to the reading of the Reader, page by page—if this teacher will take down her elegantly bound copy of Longfellow, and examine it with this thought in her mind, she will be astonished and delighted with the number of suitable poems she will find. Of course, such examination must and will result in her pupils being delighted further on. "The Village Blacksmith" will serve as an introduction to a study of some of Longfellow's poems, and its treatment may be somewhat on the following lines:

Reading first, of course, the whole poem by one person, whether teacher or pupil, according to judgment. Questioning upon obscure words, or phrases likely to be so; (the pupils asking the teacher to explain, the teacher finding out by questioning the pupils in turn). Asking pupils to read the stanzas, (by asking for one liked best, prettiest, saddest, etc.; for one describing the blacksmith's appearance, the chestnut tree, the daughter's voice, etc.; for one giving the teaching of the forge; its comparisons). When the class are thoroughly interested (though not yet perhaps at the point where the teacher feels they know all to be learnt about this poem) the teacher may then turn their attention from the poem to the poet, thus:

Longfellow—his home in this continent (more interesting to children on that account). Point out Massachusetts on the map (and who can teach well anything except arithmetic and writing without a map of the world, at least, near him?) Tell how he loved children, then tell the story of how the children of Cambridge, wishing to honor him, had a chair made of the wood of the "spreading chestnut," and gave it to him on his seventy-second birthday (1879) and that he wrote to them the following poem in thanks for their gift:

FROM MY ARM-CHAIR.

TO THE CHILDREN OF CAMBRIDGE

Who presented to me on my seventy-second birthday, Feb. 27, 1879, this chair, made from the wood of the Village Blacksmith's chestnut tree.

Am I a king, that I should call my own
This splendid ebon throne?
Or by what reason or what right divine
Can I proclaim it mine?

Only, perhaps, by right divine of song,
It may to me belong;
Only because the spreading chestnut tree
Of old was sung by me. (About 1841).

Well I remember it in all its prime,
When, in the summer-time,
The affluent foliage of its branches made
A cavern of cool shade.

There, by the blacksmith's forge beside the
street,
Its blossoms white and sweet
Enticed the bees until it seemed alive,
And murmured like a hive.

And when the winds of Autumn, with a shout,
Tossed its great arms about,
The shining chestnuts, bursting from the sheath,
Dropped to the ground beneath.

And now some fragments of its branches bare
Shaped as a stately chair,
Have by my hearthstone found a home at last,
And whisper of the past.

The Danish king could not, in all his pride,
Repel the ocean tide,
But, seated in this chair, I can in rhyme
Roll back the tide of time.

I see again, as one in vision sees,
The blossoms and the bees,
And hear the children's voices shout and call,
And the brown chestnuts fall.

I see the smithy with its fires aglow,
I hear the bellows blow,
And the shrill hammers on the anvil beat
The iron white with heat.

And thus, dear children, have ye made for me
This day a jubilee,
And to my more than three-score years and ten
Brought back my youth again.

The heart hath its own memory, like the mind,
And in it are enshrined
The precious keepsakes, into which is wrought
The giver's loving thought.

Only your love and your remembrance could
Give life to this dead wood,
And make these branches, leafless now so long,
Blossom again in song.

From a remembrance of my own childish days, such a poem as this would have filled my soul with joy, and the school-time would have been gilded with delight to my imagination. And the children of to-day, though more used to being thought for in these matters, are still susceptible to pleasure when the story and the poetry are both so charming. The best way to give them the full benefit of the piece is to have it written in their home exercise books and some inducement offered to have it memorized. In view of the near approach of the anniversary of the Battle of Queenston Heights, the little poem written by Longfellow in the last year of his life, for such a celebration as the one mentioned, will be a good poem for a class to recite in concert. It is given below:

DECORATION DAY.

LONGFELLOW, FEB. 3, 1882.

Sleep, comrades, sleep and rest
On this field of the Grounded Arms,
Where foes no more molest
Nor sentry's shot alarms!

Ye have slept on the ground before,
And started to your feet
At the cannon's sudden roar,
Or the drum's redoubling beat.

But in this camp of Death,
No sound your slumber breaks;
Here is no fevered breath,
No wound that bleeds and aches.

All is repose and peace,
Untrampled lies the sod,
The shouts of battle cease,
It is the Truce of God.

Rest, comrades, rest and sleep,
The thoughts of men shall be
As sentinels, to keep
Your rest from danger free.

Your silent tents of green
We deck with fragrant flowers;
Yours has the suffering been,
The memory shall be ours!

As said before, the difficulty is not to find material suited to the capacity of an average class, but to make an end when we begin. It is not within the scope of an article like this to enumerate or deal with the points of literary excellence. We must be content with the office of guide-post, where there is so much to lead on the enthusiast in literature. The teacher of junior pupils must rather try to form taste than to make precocious critics of the little ones, and the best way to form taste is to give them poems and good prose of a poetical cast. I append one more poem, and then leave the

teacher and her copy of Longfellow to finish what I have simply indicated:

MY CATHEDRAL,

Like two cathedral towers, these stately pines
Uplift their fretted summits tipped with cones;
The arch beneath them is not built with stones;
Not Art, but Nature, traced these lovely lines,
And carved this graceful arabesque of vines;
No organ but the wind here sighs and moans;
No sepulchre conceals a martyr's bones;
No marble bishop on his tomb reclines.

Enter! the pavement, carpeted with leaves,
Gives back a softened echo to thy tread!
Listen! the choir is singing; all the birds,
In leafy galleries, beneath the eaves,
Are singing; listen, ere the sound be fled,
And learn there may be worship without words.

CORRESPONDENCE.

C.C.—In the sentence, "That is mine," "mine" is a possessive adjective pronoun in predicative nominative relation to "that." For general acquaintance with the Tudor and Stuart period, use Green's "Short History;" for the Victorian age use McCarthy's "History of Our Own Times."

C.—In the sentence, "He told her that he thought he knew where he had dropped it," the dependent clauses are: (1) "he thought he knew where he had dropped it," which is a noun clause, object of "told;" this noun clause itself contains (2) the noun clause "he knew where he had dropped it," which is the object of "thought;" again this second noun clause itself contains the subordinate clause "where he had dropped it," which is the object of "knew."

In the Elegy, discuss "save where," "save that:"

Now fades the glimmering landscape on the sight
And all the air a solemn stillness holds,
Save where the beetle wheels his droning flight,
And drowsy tinklings lull the distant folds.

Save that from yonder ivy-mantled tower,
The moping owl doth to the moon complain, etc.

"Save," originally an adjective, has become in some cases a preposition, equivalent to "except," "but," as in "All were lost save one." Then as a preposition it assumed the power of governing a noun clause, usually introduced by "that;" as in "He did everything save that he did not see the king." Thus "save" like "except" could be used as a conjunction, joining sentences; hence in the compound-complex sentence in the Elegy above. "Now fades . . . and stillness holds the air," "save that the moping owl doth complain." "Save that" is a subordinative conjunction joining the dependence clause "the owl . . . doth complain" to the principal clause, "Stillness holds . . . air." If "that" is to be parsed separately, it will be explained as the conjunction introducing the subordinate noun sentence governed by the (originally) preposition "save." Similar "save" in "save where," etc., is strictly a preposition governing the clause "where . . . flight," etc.

W.M.A.—There is nothing in the copyright law, I believe, to prevent you issuing a book of extracts from Longfellow.

TEACHER.—In the last Grammar paper for Entrance, sentence 2 of question 1 is analyzed above. The words to be parsed are as follows: When James was going home yesterday evening he lost the note which his teacher had given him to take to his mother. He told her he thought he knew where he had dropped it. She sent him back to try to find it.

"Home" is an adverb of place, mod. "was going;" "yesterday" usually an adverb of time has here adjectival relation to "evening;" "which" is a relative pronoun object of "had given," its antecedent being "note;" "where" is a relative adverb or conjunctive adverb or adverbial conjunction, as you wish; "sent" is a verb, trans., act., 3rd sing., past indic., of the

weak or regular verb "send;" "to try" is the infinitive of purpose (the gerundial infinitive) in adverbial relation to "sent;" "to find" is the infinitive object of "try."

In 3 (c) it is useless to talk of a Potential, and all sensible men have ceased to employ the term. The examiners want the forms "I might, could, would or should burst," etc., I suppose.

5 (b) requires no comment except "will go," which has no inflections to be "stated" or "explained," each part being cut down to its root form "will," "go."

School-Room Methods.

A LESSON IN HONESTY.

Teacher.—A few weeks ago, a letter containing three bank notes, worth in all \$9,500, was sent to a man named Anderson, living in Greenwood, Miss. By mistake it was sent to Greenwood, Mass., and given to a woman named Anderson. Did those bank notes belong to the woman who received them, through the mistake of a mailing clerk?

Fred.—No, ma'am, they were not hers.

Teacher.—To whom did they belong?

John.—I suppose they belonged to the Mr. Anderson in the other Greenwood.

Teacher.—Are you sure about that? Sometimes boys and girls are very sure that things they find belong to them. The Mrs. Anderson, who had the bank notes, had not taken them; they had been delivered to her by the letter carrier. She may have thought, when the letter was left at her house, that it was intended for her. Are you sure that she hadn't a right to keep them?

Fred.—I am sure she hadn't, for they belonged to some one else, and she must have known it as soon as she opened the letter, if she didn't before.

Teacher.—What ought she to have done with them?

Charles.—She ought to have sent them back, or found out where they did belong, if she could.

Fred.—If she didn't want to do that, she could have given them to the letter-carrier, and told him that they didn't belong to her.

Teacher.—Let me tell you what she did do. She wrote to the bank, saying she would give them up for \$1,850. Was that right?

Alice.—No, ma'am, it wasn't.

John.—No, ma'am, she hadn't any right to them at all.

Teacher.—When I tell you that she didn't sign her name to the letter that she wrote to the bank, you will be pretty sure that she knew she was doing wrong.

Fred.—She was dishonest.

Charles.—She was a cheat.

Teacher.—What do you mean by being dishonest?

Fred.—Any one who steals is dishonest.

Teacher.—Must a person really steal to be dishonest?

John.—No, ma'am, any one who cheats in any way is dishonest.

Teacher.—Every one who gets property by fraud or violence; every one who is not true to a trust, is dishonest. This woman did not steal, but she tried to get money which did not belong to her. She was arrested and held for examination. I don't know how it ended, for I haven't seen anything about it in the papers since she was arrested.

I know of some people, I am sorry to say there are a good many such, who live in nice houses, dress handsomely, and have many of the luxuries of life, who do not pay their debts.

As I said, they live in nice houses, but they do not pay their rent. When they are not allowed to stay in one house any longer without paying rent, they go to another, and do the same thing again.

They buy all the good things that they want of the grocer, and do not pay their bills. When they are sick they have a doctor, but do not pay him for his work. Sometimes people live on in that way for years, without doing anything that sends them to prison, though that is where they deserve to be. Is that being honest?

Fred.—No, ma'am; it is cheating.

John.—I should think it was most as bad as stealing.

Teacher.—If people cannot pay for nice things, what ought they to do?

John.—Go without, I suppose.

Teacher.—That is the right way to do. Most people are obliged to go without a great many nice things that they would like to have, but they are a great deal happier when they go without them than when they get them by cheating. I should think that people who live nicely and do not pay their debts, would feel like feggars and would despise themselves.

What kind of men and women do you want to grow up to be, honest, or dishonest?

All.—Honest, honest.

Teacher.—Very well; what kind of boys and girls must you be if you want to be honest men and women?

All.—We must be honest.

Teacher.—In what ways are boys sometimes dishonest?

Charles.—Sometimes they steal.

Nellie.—It is dishonest to copy our lessons.

Fred.—Some boys cheat when they are playing.

Teacher.—Some of these boys sell papers. Some boys who sell papers, call, "Last edition," when their papers are not the last edition. Is that honest?

(This was a home thrust, and several of the boys, who had been most eager before, sat with flushed faces, and downcast eyes, saying nothing.)

At last one boy ventured to say: "We can't sell our papers if we don't say that. People won't buy them."

Teacher.—Does that make it right? Is it honest?

Fred.—No, ma'am, it is cheating.

Harry.—But we won't make any money if we do that way.

Teacher.—Which is the better, the money or a clear conscience?

Harry.—A clear conscience.

Teacher.—If a person buys of a boy who says his paper is the last edition when it is not, do you think he will be likely to buy of him again?

Fred.—No, ma'am.

Teacher.—Anyway, if you do lose money by it, you will gain in the end by being honest, for you will be an honest boy instead of a cheat. Don't you think you yourselves are worth more than money?

Fred.—Yes, ma'am, good deal more.

Teacher.—Yet, you are thinking more of making a little money than of making honest men of yourselves. If you are to be honest men you must be honest boys. Now is your chance to do the right thing when it is hard. Sell your papers honestly, even if you don't take home quite so much money. Remember this, an honest man is the noblest work of God.—*From Lessons in Right Doing, by Emma L. Ballou.*

WAYS AND MEANS OF TEACHING LANGUAGE.

BY ANNA B. BADLAM.

A VISITOR asked the question the other day: "How much do these children study?" At first the question seemed absurd, considering that the children are only on the second year's work; and I answered: "None at all, if you mean by studying, taking a book and committing to memory a text of any lesson; a great deal, if you mean by studying, the concentrating the thought upon any subject. For instance, I would not think of giving these children a spelling lesson to study, in the ordinary sense; yet I do believe that they must gain the power of giving undivided attention and undisturbed thought to any subject."

I have been thinking over the matter since, in order to discover just what exercises are helpful in giving the children this power, and I find that there are many that can but discipline their young minds. The habit of looking through the sentence in reading before reading aloud, which is one taught the child in the earliest stages of his school-life, is perhaps the first step in the direction of quiet study. The building of words, where the child is told to think the sounds and thus discover the word they form, must strengthen this same habit of quiet study. While certainly the varied lessons in number, where the attention of the whole class is directed to the different groupings employed to make any number, as 9, must all lead to the same result. The children will be unconscious of any study of the subject, as their little minds are carefully guided by the teacher; yet the habit is forming.

As a step beyond this, when we would bring

memory to our aid, any simple exercise may serve the purpose. For instance, little slips with a single word written on each may be given to the children, who are told to put the words into sentences (that they may be used correctly); to notice the letters used to form the words, and then, with the slips turned face downward, to spell the words. For this year's class, as a step in advance, I have written two or more words on a slip. These words consist in some instances of opposite terms, as:

fresh	thick	deep	rough
stale	thin	shallow	smooth

Of the present and past tenses of verbs, as:

came	blow	read
come	blew	read
think	catch	throw
thought	caught	threw

Of words pronounced alike, but of different meaning, as:

their	blue	knew
there	blew	new
pail	pane	hear
pale	pain	here

These words give an excellent language-lesson, fixing the correct use of such words as catch and caught, throw and threw, naturally and permanently, while the correct spelling of the words is aided first by the eye, second by memory.—*American Teacher.*

A RACE FOR A SCHOOL.

AN amusing race for a school recently occurred in Texas. Only one school in the county was vacant, and two teachers in San Diego wanted it. Both obtained their certificates on the same day. The trustees lived at Pena and Realitos, in the west end of the county. The teachers must see the trustees at once. One was a strong man; the other a young woman. Each learned that the other was an applicant for the school. Both boarded the train Tuesday to see the trustees, but it was wrecked when out a few miles from town.

The man said to himself: "I am a man. I can walk," and he started out afoot to see the trustees. The woman sat and quietly awaited developments until the train should go.

The strong man walked to Benavides, 16 miles. On his way he obtained a mule and took the road 35 miles farther for the home of the trustees, certain he was the lucky one, and as he thought of his opponent sitting back at San Diego in the wrecked train, he was glad he was a man.

But the walk of 16 miles and mule ride of 35 miles took time. In the meantime the wrecking train at San Diego had done its work, and as the solitary mule rider loped up to the home of the trustees he saw the young woman with the trustees, and the contract signed. She had secured the school, having bided her time, and reached the place on the wrecked train, feeling happy that in this progressive age woman is obtaining her rights.—*School Bulletin.*

HINTS FOR BOYS.

A GENTLEMAN advertised for a boy to assist him in his office, and nearly fifty applicants presented themselves before him. Out of the whole number he selected one and dismissed the rest. "I should like to know," said a friend, "on what ground you selected that boy without a single recommendation?" "You are mistaken," said the gentleman; "he has a great many. He wiped his feet when he came in and closed the door after him, showing that he was careful; gave up his seat to that lame old man, showing that he was kind and thoughtful; he took off his cap when he came in, answered my questions promptly and respectfully, showing that he was polite and gentlemanly; he picked up a book that I had purposely laid upon the floor and replaced it on the table, while the rest stepped over it or shoved it aside; and he waited quietly for his turn, instead of pushing or crowding, showing him honest and orderly. When I talked with him I noticed that his clothes were carefully brushed, his hair in nice order and his teeth as white as milk; and when he wrote his name I noticed that his finger nails were clean, instead of being tipped with jet like that handsome little fellow's in the blue jacket. Don't you call these things letters of recommendation? I do, and I would give more for what I can tell about a boy by using my eyes ten minutes than for all the letters he can give me."—*Counting House.*

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Editorials.

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WEAK POINTS IN OUR SCHOOL SYSTEM.

THERE is food for much thought in the paper by Inspector Brown, which we re-publish in this number, whether one agrees with his conclusions in all points or not.

The first question is one of fact. Is it, or is it not, the fact that the subjects of Arithmetic and English Grammar were better taught and so better understood by the average school boy or girl, twenty years ago, than they are now? We ask the question, not for the sake of controversy, but to elicit useful discussion. Our own impressions, derived from an experience which dates back further than twenty years, and was not had in Ontario, would have led us, had we been writing on the question, to say that there was formerly much more thorough *rote-work* in these subjects. The fact that, with reading, writing, and geography, they occupied nearly the whole time of teachers and pupils, made this almost a matter of course. The pupil of the better class, when he left the public school at that date, would be able to repeat fluently almost every definition and rule in his text-books in English Grammar and Arithmetic, respectively. He would, too, be able to parse offhand, in

a mechanical sort of way, any ordinary prose sentence, and to solve almost every "sum" in the Arithmetic, or to correct with ready skill almost any ordinary bit of false syntax belonging to the same general type. Long practice had given him great facility in applying the definitions and the rules. That he was equally strong in analysis of a complicated sentence in prose or poetry, or in thinking his way through a difficult problem stated in unaccustomed terms, or involving principles which none of his text-book rules seemed to fit, we should not like to say. Our impression is that the average public school boy of to-day, whose thinking powers have been fairly developed by the inductive method, would, tried by such a test, carry off the palm. The glaring defect in the old methods, as we knew them, was that everything was done by rule and rote. In solving an arithmetical problem for instance, the main question would be what rule to apply. We remember that in some cases rules were even given to guide the pupil in choosing the rule. But it by no means follows that the system in vogue in Ontario twenty years ago was of this kind. We know, in fact, that it could not have been, else Inspector Brown would not approve of it. It is very likely, too, that the methods used in the average public school of to-day may differ from those we have described far less widely than we have supposed. Our opportunities for observation of the processes and results, in the average country schools of to-day, have been very limited and we would not for a moment set them over against those of Inspector Brown. It would be interesting and might be useful to hear from others, especially from inspectors, upon the point. It involves an important question of educational methods.

The results of examinations, collected by Mr. Brown are really startling. There must be something very wrong with the teaching, or with the system, or with the examinations, under which such results are forthcoming. Possibly the blame may be fairly divisible amongst all three. We hold it demonstrable that no examination on which only thirty-three per cent. is required, can be an adequate test of proficiency in that subject. When a student fails to answer more than one-third of the questions set in any subject, it must be either that the questions are unfair, or the time allowed too short, or that the student has not a reasonable knowledge of the subject. Mr. Brown's showing of what is possible under the present conditions is valuable and should compel attention and reform.

"Under fair conditions," says Mr. Brown, "teachers may be justly held accountable for the deficiencies of their pupils." Very

true. But what are fair conditions? Are the conditions fair when the teacher has more pupils in his or her classes than can possibly be given a certain amount of individual attention, or when the pupil's attention is given to a number of subjects out of all proportion to the time at his disposal for studying them? May it not be that the fault is quite as much with the system as with the teachers? Why, if we are not misinformed, there are classes even in the Provincial Model School in this city, in which between sixty and seventy boys are in one room, and supposed to be taught by a single teacher. We say, "supposed to be taught," not that we doubt the ability and earnestness of the teachers, but because we hold that true teaching is impossible under such conditions. Surely the Model School should be a model in respect to size of classes as well as in every other respect.

We do not wish to pursue the subject farther at present. Our object is to invite discussion rather than to air our own opinions. As we have often said, we believe that the teachers of the Province should, with the aid of the inspectors and other practical educators, mould the educational system of the Province. They have it in their power to do so. There is not a defect or an abuse that they are not able to have remedied or removed if they are but sufficiently in earnest, and sufficiently unanimous. These improvements cannot be made in a moment, but by patient thought and discussion. Thoughtful discussion in a right spirit may not bring agreement on all points, but it will bring a practical approach to it in regard to many. There is ample room for such discussion in the Institute meetings, in the Provincial Association, and as a matter of course, above all, in the columns of the EDUCATIONAL JOURNAL.

AIM HIGH.

WE have sometimes hesitated to urge the raising of the standard of admission into the ranks of the teaching profession for fear of discouraging some of our readers who may be preparing for the examinations, and in view of the amount of hard study, time, and expense involved, may be disposed to think that the difficulties of obtaining a certificate are already out of proportion to the emoluments of the business. But a little further reflection will make it clear that, even from the most selfish point of view, no one is more interested in having a high standard of admission to the ranks set up than teachers themselves, and those who propose to become teachers. It is mainly the overcrowding of the avenues to the profession which keeps the salaries of the teachers, especially in the lower grades, so deplorably low. Whatever tends to make the conditions of admission more difficult, tends to raise the rates of remuneration for those who shall succeed in obtaining certificates. Again. To raise higher the standard of qualification for, say, a third-class certifi-

ate is to raise the level of education amongst the teachers of the Province, and so to raise the status of the profession—we use the word for the want of a better, and for the sake of what ought to be—more nearly to a level with that of the other learned professions. All this is to the ultimate advantage of the candidate who really means to make a life-work of teaching.

But we like to take still higher ground. The teaching of children is a work which requires the best preparation of mind and heart which any man or woman can obtain. To compel the student who is desirous of becoming a teacher to spend another year in preparation may often seem to him, especially when means for continuing his studies are scarce, an unnecessary hardship. Let the standard be judiciously raised and he will before many years realize that it was one of the best things that could have been done for him. The great anxiety of many candidates to cut down the time of preparation to the smallest possible proportions is one of the greatest trials of the high-school master, if we may judge from experience. Hundreds of candidates are, in consequence, hastily crammed for the examination, either to fail ignominiously, or to pass "by the skin of their teeth," whereas by sensibly taking another year for preparation they might pass with ease and honor, and lay a foundation for future progress which would in a few years amply justify the delay from the standpoint of true economy of time and means.

No teacher of spirit, having once obtained entrance to the profession through the door of a third-class certificate, will be content to remain long on the first floor. Having taken the first step, he or she will immediately prepare for the second. It would be interesting to know how many of the third-class teachers who read this article are satisfied with present achievements and content to remain in the lower rank. Very few, we should hope. Surely none who expect to continue in the work for years, or for life. There is always more room up-stairs in any profession, and always room enough and to spare in the highest story. "Raise the standard!" will always be the cry of every teacher, of whatever grade, who is inspired with an honorable ambition, and has a proper conception of the responsibilities and possibilities of his noble calling.

CO-OPERATION IN COLLEGE AND SCHOOL GOVERNMENT.

FOLLOWING is an abstract of a portion of a paper read before the National Educational Association of the United States, at its last meeting, by President Warfield, of Lafayette College:

American colleges early adopted the

English view that the college stood to the student *in loco parentis*. This parental relation has ceased to be real. Oversight has become less and less possible, and more and more objectionable to the students, and nothing has been substituted for the decaying system. The problem is a real one. A new and definite system is demanded. This demand is testified to by the great amount of criticism in the daily press of many so-called college outrages. The possibility of so unmanly and brutal an act as *hazing* among refined and educated people is itself witness enough to the need of an overhauling of the system under which it is permitted to exist. What solution has the age to offer? Amherst has tried student co-operation; Cornell and Princeton have tried committing special functions to students; Chicago and others have tried regulating the dormitories by the inmates. All report a general approbation; indeed, on every side there is a growing feeling that college students are no longer boys, but men; that they are generally earnest and self-respecting; that loyalty to their own institution is an increasingly influential sentiment. In recognition of these facts it seems as though nothing could be more natural than to give these sentiments outlet and direction by enlisting them in the cause of college government.

The question is a larger one than is implied in the word discipline. But few students are ever involved in questions of discipline, while all are included in the problem of government. When a vast majority are interested in promoting the welfare of the college they should be called on for aid in directing all under-graduate enterprises, in making room for new forces, in stamping out abuses and anachronisms, and in curbing the few who are unruly and ready to make trouble. Modern student life is as sensitive as the life of youth always is. It has been made self-conscious by too much attention both to praise and blame, and it needs to have demands made on it in order to awaken its sense of responsibility, to stimulate its devotion and to cultivate its self-control.

We are convinced that the same principle may be applied with excellent effect in the government of schools of lower grade. The feeling most detrimental to right government in schools is that of what we may call *antagonism* in the pupils. They too often seem to be ruled, unconsciously of course, by the idea that their interests and rights are all at variance with the masters', and the masters' with theirs. Hence the masters must look out for the enforcement of their rules, while they, the pupils, are justified in breaking or evading those rules so far as it is expedient or safe to do so. The teacher who can get his pupils to identify his interests with their own; to feel that the school is *theirs*, not simply his; that they are as much honored in its excellence and as much disgraced by its failure as he, has laid hold of a most potent force, and, so long as he can keep up that

spirit in the school, will have little trouble in management.

There is, we believe, no way in which this effect can be so well brought about as by getting the children interested in the reputation and management of the school, and thus securing their co-operation. Let him take them into his counsels, soliciting their opinions on questions of right or wrong in connection with daily happenings, and enlisting their sympathies on the side of right, as can generally be done by the use of a little tact. We should even recommend him to ask their views, occasionally, in regard to the best method of correcting any defect, overcoming any difficulty, or correcting any wrong in the school. He will soon find, if he understands children, that they may be trusted to take a share in the government themselves and will heartily co-operate with him in carrying out regulations which they see to be reasonable and desirable in the interests of the school. Try it cautiously but trustfully, and let your fellow-teachers and us know the result. No doubt many are already successfully trying it, and could give results of their experience which would be very helpful to fellow-teachers if they would.

"OVER EDUCATION."

A GOOD deal is being said just now about the evils of "over-education." Many seem to think that the unrest which is coming to the surface in everyday life would disappear if the working-classes would be content, for themselves and for their children, with just the meagre rudimentary instruction in the "three R's," which sufficed for them in former days, if they would even allow them so much, which was all that was within reach of their fathers. Considered as labor-machines it may be that men and women would do better on the whole without even knowing how to read and write, though it seems to us that a little intelligence is necessary, even in a working man, and that the more of it he has the better work will he do. But if education has no higher end than the earning of bread, or faithful service to an employer, a little more or less of it matters little. But if the chief and true end of education is to develop the God-given faculties of men and women, to raise them in the scale of intellectual and moral being, and to fit them for nobler pursuits and enjoyments and a higher service to humanity, those who would restrict them in its pursuit, or urge them to be content with anything less than the highest attainments possible for each, does them an incalculable injury. The strongest reasons for mental culture are quite independent of any bread-and-butter problems. The unanswerable argument for the education of a human mind is that there is a mind to be educated. Let every man and woman become educated—and why has one not as good a right to it as another—and the manual labor problem will take care of itself.

Special Papers.

ARE ARITHMETIC AND GRAMMAR AS WELL TAUGHT NOW AS FORMERLY?*

ARTHUR BROWN, I.P.S., MORRISBURG.

ARE they well taught now? Let the awkward composition and "bad Grammar" of the papers of Entrance candidates answer. Let the ill-constructed sentences, and faulty syntax, so often to be seen in the applications for situations, not always confined to those of *Third Class Teachers*, and not always excluding an occasional "gem" penned by a University graduate, also make reply. Consult the Examiners of Primary and Junior Leaving Candidates' answer papers, and listen to the admonition given Normal School Examiners not to "pass candidates who show themselves deficient in scholarship." Ask Inspectors what kind of teaching they too often see at their official visits, and inquire of them what story the hundreds of letters they receive tell on this point.

But why select these two branches? Because they constitute the backbone of the Public School course—the subjects most important, whether considered as a basis of mental training or the source of instruction for future use, and a weakness in teaching these involves failure in school work.

Twenty years ago teachers prided themselves upon their knowledge of English Grammar, and their skill in Mathematics, and the measure of their success as teachers was the ability of their older pupils to parse correctly difficult selections, to correct, with reasons, almost any example in false Syntax, and to solve intricate problems in Arithmetic. Whatever may be said of the scholarship of pupils and teachers in other respects, in these branches they were well grounded; within the limits of a narrow course they were well trained.

How is it with the pupils of the Public Schools to-day? Their style of work, as far as neatness and method are concerned, has improved. They have some acquaintance with a larger number of branches, but most of the children have not a real, definite knowledge of any of them. They have a smattering of History and Geography, of Agriculture and Temperance, of Drawing and the Literature of certain lessons, but they are pigmies in Arithmetic, and Parsing is a lost art.

How, then, you ask, do so many succeed in passing the Entrance Examinations? They pass on a 33½ subject percentage, and a 50 per cent. total—a system as destructive of all thoroughness in the important mental-training subjects as can well be conceived of, because it admits of compensation for a low standing in Arithmetic or Grammar, or both, by surplus marks for Reading, Copy-books, Drawing-books, and for the composition of a thirty-line letter that may have been previously drilled upon until it has become a thing of memory.

Is proof of this necessary? Here it is. Summing up the results of the last Entrance Examination at eight centres, we find that out of 897 candidates only 336, or about 37 per cent., were successful. Of the whole number 454, or 50 per cent., made less than half in Arithmetic, and 711, or 80 per cent., made less than half in Grammar. These were picked pupils, not from rural schools alone, but from towns and villages as well, and these figures are, probably, fairly representative of the rest of the Province, leaving out the cities. As the total number of the Entrance candidates is about 20 per cent. of the enrolment of pupils in the Fourth Class, the proficiency of the remaining 80 per cent. may be imagined. Would it not be wiser, before substituting the Public School Leaving for the Entrance Examination, to exact a higher standing in the leading sub-

jects of the latter, so as to ensure some thoroughness in old before adding new branches?

On the principle of "like Teacher, like pupils," would it be unfair to conclude that the Teachers of these pupils are weak along the same lines?

How many of the successful Primary and Junior Leaving candidates make less than half in Grammar and Arithmetic is, of course, known only to Providence and the Education Department, but judging from the standing of the unsuccessful ones, and from hints dropped by Examiners "in moments of weakness," it is safe to conclude that the showing is not very unlike that of the Entrance.

Let us endeavor to discover the causes of this condition of affairs. For the purposes of this inquiry, only the *Third Class teachers* will be considered, since outside of the cities and towns they constitute about three-fourths of all the teachers. The Primary Examination is a combination and a compromise, an attempt to accomplish by one examination two very different purposes—to test, on the one hand, the scholarship of prospective teachers, and on the other, the fitness of High School pupils for promotion to a higher form. The greater number of students do not propose to become teachers. Their ultimate aim is Law, Medicine, Dentistry, or a Course in Arts, or one at the School of Science or Agricultural College; and to meet their requirements, Latin, French, German, Physics, and Botany are added to the course of study. It is not essential that *Third Class teachers* should have a knowledge of these, because they have no occasion to teach them, but for the sake of *uniformity*, they must form a part of the teacher's course. The plea is that teachers should know more widely than they teach, that the more liberal their education the better. This is more plausible than real—wide culture is valuable, provided the width be not at the expense of depth, and it is just here that the mode of applying the principle destroys or prevents all good effects. As regards the greater number of the High School students, an average standing in English and Mathematics is all they wish or require, and so again, for the sake of *uniformity*, all are levelled down to the same pernicious 33½ subject percentage, and 50 per cent. total. As a matter of fact, students pay particular attention to those branches that will be of most importance to them in their future course, and consequently those who propose to follow a profession, easily secure a high standing on the elementary papers set in Latin, French, German, or Physics and Botany. Now each of these is valued for examination purposes at 200 marks, very nearly one-third of the total required for a Primary certificate. It can easily be seen then, that although *all* who pass may not necessarily be weak in Arithmetic and Grammar, it is possible for all to be so, and many are. But this examination opens the gate, so far as literary qualification is concerned, for all students alike to enter the teacher's calling and hence we have the anomaly of teachers better acquainted with the subjects they do not teach than with those they must teach. Judge, for example, what is the fitness to teach Euclid of a teacher whose course of study covers twenty-six propositions of the First Book of Euclid and who then passes on a 33½ per cent. basis! But this is not the worst. A candidate who has absolutely failed in these important subjects may go in for a Junior Leaving, provided he is not more than 100 marks short of the total. Then, all through his future course, his weakness on these lines is no disadvantage to him, as far as securing authority to teach is concerned.

Let us notice now a few peculiarities in the construction of some of the Examination Papers, and the curious results that may follow. Grammar and Rhetoric constitute one paper, and, under the Regulations, the values are to be as two to one; that is the value of the Grammar part is to be 133 marks, and the Rhetoric 66. At the last Primary Examination there were four questions on the Grammar part of the

paper, and three on the Rhetoric, but only two of the latter were to be attempted. The candidate had to secure sixty-six marks for pass, and this he could do by answering the two questions in Rhetoric, and not touching the Grammar at all, or he could answer two questions in Grammar and omit the Rhetoric. The paper on Algebra and Euclid was similarly constructed. The Algebra part contained six questions valued at 133, and the Euclid part three questions valued at sixty-six. The candidate could make his pass by fully answering three questions on the Algebra part and "jumping" the Euclid, or by fully answering the Euclid part and "jumping" the Algebra. This may be denominated, "Passing made easy," since he must be a poor candidate indeed who could not pick out "here a little and there a little," in such papers, and make a pass. This furnishes a significant comment on the plea of "wider culture" for teachers.

To sum up. Under fair conditions, teachers may justly be held accountable for the deficiencies of their pupils. The results of Entrance Examinations show that pupils are deficient in Arithmetic and Grammar, particularly the latter. Therefore the teaching of those subjects must have been poor. The statistics of Primary and Junior Leaving Examinations, and the observations of Examiners and Inspectors lead to the same conclusion. Such a result is what might reasonably be expected from the nature of the examination papers, and the low grade of pass-standing accepted.

What is the remedy? In the first place raise the standard for Entrance—really raise it—not by additional subjects, but by requiring a thorough knowledge of English and Arithmetic within the limits already laid down, so that before entering the High School pupils must be thoroughly grounded in the elementary work, and thus the High Schools relieved from the necessity for doing Public School work. These pupils will then make strong candidates at subsequent examinations.

In the next place, divorce examinations that, by reason of their incompatibility, ought never to have been joined. Make teachers' initial qualifying examination a separate one, and the only gateway to the teachers' calling. Exact from the candidates a thorough acquaintance with the subjects they are required to teach, especially English and Arithmetic. Then if wider attainments be practicable, secure such, but not by lowering the standard on essential subjects. Thus will they have such knowledge as will enable them to profit more fully by their Model School training, and to do better and more efficient work in their own teaching afterwards.

REMARKS ON TEACHING HISTORICAL DATES.

DR. B. A. HINSDALE, MICHIGAN UNIVERSITY.

THE questions, How many, and what dates shall I teach? have continually receded before us. The fact is, no person can definitely answer this question for another, or even for himself, until he is in the presence of his class. The teacher who demands definite answers, or feels the need of them, thereby confesses his unfitness to teach the subject. All that I can say, in addition to what I have said, is to offer three or four practical remarks.

1. Too many dates are sometimes taught, and bad judgment is often shown in their selection. Some teachers seem to think that pounding dates into a child's mind is the main thing to be done. In fact, the over-emphasizing of chronology has hitherto been one of the serious defects of history teaching. Accordingly, it cannot be too plainly stated that a dictionary of dates is not a history. If the chronologist were a historian, no form of literary composition would be easier, whereas, it is a high literary art. Clio sits by right in the circle of the muses.

[From a work entitled "How to Study and Teach History, with Particular Reference to the History of the United States."]]

*An Abstract of a paper read at the last annual meeting of the Provincial Association.

"To be a really great historian," Lord Macaulay remarks, "is perhaps the rarest of intellectual distinctions."

Dates are not the skeleton of history, as is sometimes said; they are not even its articulations. The American Revolution "turns" on the battle of Lexington, somewhat as the human arm turns on the ball-and-socket joint at the shoulder; the date, April 19, 1775, merely marks the time of transaction, unless, indeed, it is conceived of as the transaction itself.

2. The opposite mistake is sometimes made. The time when an event occurs is dismissed with the contemptuous remark, "A mere date." Now, while facts are the staple of history, they do not become history until they are properly worked up or organized. It has already been insisted that the teacher must constantly regard those relations that control such organization—time, place and causation. Furthermore, in the early stage of instruction time should be more emphasized than the other two principles, or, at all events, than the third one. It is true that time relations, as antecedent and consequent, may be taught irrespective of dates; still, it will be found that, unless a sufficient number of dates are fixed in the mind to keep facts in their places, they will straggle about in the most vagrant fashion. It is more important to remember this fact, because the doctrine of evolution, which has so much modified methods of studying history, tends to fix attention on the development as a whole, or on the stages into which it is divisible. To a degree this method meets the ends of history, but by no means wholly so. The time when an event occurs is sometimes as important as the event itself; and in general there can be no useful comparison of historical facts without reference to dates or measurably definite periods of time. It is a fault for a writer to sprinkle his pages too thickly with B. C.'s and A. D.'s; but to leave the reader in doubt as to the time relations of facts, or to compel him to infer them from the drift of the narrative because the dates are too sparse, is quite as serious a mistake.

It does not follow that a pupil should not learn a date because he does not comprehend its full historical significance, or have definite ideas of the distance of the event from the base line or from some other event. Such ability as this is acquired but slowly. The prodigious significance of the great dates of history continually grows upon the minds of veteran scholars.

3. Much depends upon the particular subject with which the teacher is dealing. As in geography we are content with general ideas of distant countries, and especially of large countries, while we require much more definite knowledge in dealing with the near, and especially with our own country; so in history we do not expect, save in special work, the detail in dealing with Grecian or Roman history that we require in English history, and much less in the history of the United States, [Canada.] The purpose of the writer or teacher also has a direct bearing upon the question, whether he is dealing with the subject in an elementary or a thorough manner.

4. The important dates are the ones to teach—those that stand to the whole historic movement in a relation similar to that of the superior articulations to the human body. These important dates should be fixed in the mind exactly or approximately as firmly as possible, and other dates be arranged with reference to them as antecedent or consequent. It is not so important to know the day on which the Second Continental Congress convened or adjourned as it is to know the day that it assigned to the United States a separate position among the nations of the world.

5. The age of pupils, their advancement in study, and particularly in history, and the time that is to be given to the subject, are all to be considered. Here, however, the criteria already laid down for the selection of historical facts in general apply in full force.

Nothing but a knowledge of the subject taught, and of the conditions attending the pupils or the class, and good judgment, will enable the teacher to decide how many and what dates to teach. The attempt has been made to present the principal considerations that bear on the two questions, and to illustrate some methods of procedure. The competent teacher can desire nothing more. The Germans, or some of them, do indeed go further. In the Berlin course of study sixty-three dates are required to be taught in the second class of the elementary schools, and fifty-three in the first class; one hundred and sixteen in all, or about six new dates a month.

6. Still another suggestion may prove useful. The history of one country may serve as a general chronological guide for the history of others. Thus, after she assumed a leading position in the Mediterranean, Rome should be made the point of observation from which to survey the history of that whole basin. "What was going on in Carthage at the time when Pyrrhus invaded Italy?" "in Greece in the days of the Second Punic war?" "in the East in the days of Pompey and Julius Cæsar?" For the general American student, England should be the standard for Europe, at least after the Norman conquest, "Who ruled in France in the time of Richard the Lion-hearted?" "What was the state of Prussia in the early part of the reign of George III?"

For Friday Afternoon.

A PERFECT DAY.

The earth is wrapped in a dream of bliss
In a rest complete,
And the touch of the air is like a kiss,
Comforting, sweet.

And the tiny creatures are singing low
As a lullaby;
And the watching silence doth stir and glow
As the wind sweeps by.

And there is the Sun's own mantle flung
On the chestnut tops,
And yonder are tangled rainbows flung
With glimmering drops.

And over the things so soon to die
Is a gentler law,
A hush of peace and a tenderer sky
Than the summer saw.

Open the windows wide to-day
Where a soul may dwell
In the heart of a palace grand and gay,
Or a prison cell.

O look, ye happy, till pleasure grows
To a nobler thing;
Till you bring your joy as the ember flows,
For an offering.

And look, ye weary, till grief and pain
Transfigured shine;
Rejoice, for the crimson glory's gain
The holiest sign.

Oh mourn ye never that hope is lost,
That rest delays;
They are after summer and after frost,
These sweetest days.

Often and often will skies be gray,
And hearts be sad;
But the Lord hath made us a perfect day
Let us be glad?

—Carl Spencer.

CANADA.

BY DR. DEWART.

The grand old woods of Canada:
How cool and dim below
The shade of their sweet rustling leaves I
Swift-changing webs the sunlight weaves
Where ferns and mosses grow.

The giant trees of Canada:
Dark pine and birch dropped low;
The stately elm, the maple tall,
The sturdy beech, I love them all,
And well their forms I know.

The forest wealth of Canada:

The chopper's blows resound
Through the crisp air, while cold and still,
The snow's deep cloak o'er vale and hill
Lies white upon the ground.

The sparkling streams of Canada,

That 'neath cool shadows pass,
Then wind, where sleek-fed cattle sleep,
Through verdant meadow, ankle-deep
In clover-blooms and grass.

The crystal streams of Canada;

Deep in whose murmuring tide,
From pebbly caverns dimly seen,
'Neath leafy shade of living green,
Gray trout and salmon glide.

The beauteous lakes of Canada;

With loving eyes I see
Their waters, stretched in endless chain,
By fair St. Lawrence to the main,
As ocean wild and free.

Where white sails gleam o'er Huron's wake,

Or fade with dying day,
Fond memories in my heart awake,
Of home's dear dwelling by the lake,
Like sunshine passed away.

The prairies vast of Canada,

Where sun sinks to the earth,
In setting, whispering warm good-night
To myriad flowers, whose blushes bright
Will hail the morrow's birth.

The robust life of Canada

In cheery homes I see,
Though gold nor jewels fill the hand,
'Tis Nature's self has blessed the land,
Abundant, fair and free.

FUN?

BY LIZZIE WILLS.

A BOY looked into a shady pool,
The home of some happy frogs,
Who splashed aloud in its waters cool,
Or hopped on its mossy logs.

He said "Hurrah! I shall have some fun,
I shall have frogs' legs for tea;
I'll come back here ere the set of sun;"
And he danced for joy and glee.

He didn't get back again that night,
And he dreamed when fast asleep,
That he was in a most sorry plight,
In a stream of water deep.

A crocodile stood upon the shore
And it snapped its jaws for glee,
As it sang this same song o'er and o'er,
"I shall have boy's legs for tea.

The poor boy struggled and tried to scream,
But he could not get away,
At last he woke from his awful dream
At the dawning of the day,

And said, "I shall let the frogs alone,
They may keep their legs for me.
'Twas not much fun when it was my own
That were in such jeopardy."

MY NEIGHBOR JIM.

EVERYTHING pleases my neighbor Jim;
When it rained
He never complained,
But said wet weather suited him;
"There's never too much rain for me,
And this is something like," said he.

When earth was dry as a powder mill,
He did not sigh
Because it was dry,
But said if he could have his will
It would be his chief, supreme delight
To live where the sun shone day and night.

When winter came with its snow and ice,
He did not scold
Because it was cold,
But said: "Now, this is real nice;
If ever from home I'm forced to go
I'll move up north with the Esquimaux."

A cyclone moved along its track
And did him harm;
It broke his arm,
And stripped the coat from off his back;
"And I would give another limb
To see such a blow again," said Jim.

—Union Signal.

Mathematics.

All communications intended for this department should be written on one side of the sheet only and should be addressed to the Editor, C. Clarkson, B.A., Seaforth, Ont.

HIGH SCHOOL ENTRANCE EXAMINATION.

ARITHMETIC—1894.

1. Make out in proper form and find the amount of the following bill:—

June 1st, 1894. G. Murray & Co. sold to John Scott, Toronto, 4886 bus. 36 lbs. Wheat, @ 58c. a bus.; 4532 lbs. Peas @ 52c. a bus.; 38 lbs. 3 pks. Barley @ 54c. a bus.; 465 lbs. Flour, @ \$1.50 a cwt.; 4685 lbs. Bran, @ \$15 a ton. Write out a receipt in full for payment of account, 26th June.

2. The weight of a cubic foot of water is 62½ lbs., and an imperial gallon contains 277.274 cubic inches. Find the weight in ounces of a pint of water.

3. The Manufacturers and Liberal Arts Building of the Columbian Fair was in the form of a rectangle and covered an area of 30 acres, 76 rods, 19 yds. 7 feet. The building was 787 feet wide. How many feet in length was it?

4. How many oranges must a boy buy and sell to make a profit of \$9.30, if he buys at the rate of 5 for 3 cents and sells at the rate of 4 for 3 cents?

5. A sells to B at a gain of 12% and B sells the same goods to C at a gain of 7½%; C. paid \$3762.50 for the goods. How much did A pay for them?

6. A gravel-bed whose surface has an area of 4 acres contains gravel to an average depth of 6 feet. How many miles of road 11 feet wide can be covered from the gravel in the bed, if it be spread on to a uniform depth of 8 inches?

7. On the 15th October, 1893, a young man deposited in the Savings Bank the sum of \$860.75. On the 20th May, 1894, he withdrew the principal and simple interest at 4 per cent per annum. What amount did he withdraw?

8. A man spent ⅕ of his money for a house, ⅓ of the remainder for cattle, and the rest for a farm. If the farm cost him \$357 less than the house and cattle together, what did he pay for all?

9. (a) Simplify

$$\frac{\frac{5}{14} - (\frac{3}{4} \text{ of } \frac{1}{2})}{\frac{5}{18} + (\frac{7}{12} \text{ of } \frac{3}{4}) - (\frac{7}{8} \text{ of } \frac{11}{12}) - \frac{1}{3}} \div \frac{(\frac{1}{3} \text{ of } \frac{1}{2}) + (\frac{1}{2} \text{ of } \frac{5}{8})}{9\frac{1}{2} - 1\frac{3}{4}}$$

(b) Multiply 350.4 by .0105 and divide the product by .0000219.

1.

1894.	JOHN SCOTT, DR.	G. MURRAY & CO.	Received Payment,	G. MURRAY & CO.
June 1, To 4886 bush., 36 lbs. Wheat @ 58c. bush.,	\$2854 76			
" 1, " 4532 lbs. Peas @ 52c. bush.,	39 28			
" 1, " 38 lbs. 3 pks. Barley @ 54c. bush.,	83			
" 1, " 465 lbs. Flour @ \$1.50 cwt.,	6 98			
" 1, " 4685 lbs. Bran @ \$15 ton.,	35 14			
	\$2936 99			
	\$2936 99			

2. 1 cub. foot water weighs 62½ lbs.
 ∴ 1728 cub. inches water weigh 1000 oz.
 ∴ 1 cub. inch water weighs $\frac{1000}{1728}$ oz.
 1 imp. gallon weighs 277.274 cub. in.

$$= \frac{277.274 \times 1000}{1728} = \frac{277274}{1728}$$
 oz.
 or 8 pints weigh $\frac{277274}{1728}$ oz.

or 1 pint weighs $\frac{277274}{1728 \times 8} = 20\frac{597}{8902}$ oz.

3. Area = length × breadth
 = 30 ac., 76 rds., 19 yds., 7 ft.
 = 1327669 sq. ft.;
 Breadth = 787 feet.

∴ Length of building
 = $1327669 \text{ sq. ft.} \div 787 = 1687 \text{ ft.}$

4. Boy buys oranges at 5 for 3c. or 20 for 12c.
 " sells " 4 " 3c. or 20 " 15c.
 So that on 1 orange he gains $\frac{3}{20}$ c.
 He gains $\frac{3}{20}$ c. on 1 orange bought and sold.
 " 1c. on $\frac{20}{3}$ " " "
 " 930c. on $\frac{20}{3} \times 930 = 6200$ oranges bought and sold.

5. B's buying price = $\frac{112}{100}$ of A's buying pr.

C's buying price = $\frac{107\frac{1}{2}}{100}$ of B's buying pr.

= $\frac{107\frac{1}{2}}{100} \times \frac{112}{100}$ of A's b'g pr.

= $\frac{43}{40} \times \frac{112}{100}$ of A's buying pr.

= \$3762.50.

∴ A's buying pr. = $\frac{3762.50}{\frac{43}{40} \times \frac{112}{100}} = \frac{40}{43} \times \frac{376250}{112}$

= \$3125.00.

6. Contents of gravel bed = 4 ac. × 6 ft.

Length of road = $\frac{4 \text{ ac.} \times 6 \text{ ft.}}{11 \text{ ft.} \times 8 \text{ in.}}$

= $\frac{4840 \times 9 \times 4 \times 6 \times 12 \times 2}{11 \times 8 \times 3 \times 11 \times 320}$ miles

= 27 miles.

7. From Oct. 15, 1893—May 20, 1894 = 217 days.

Int. on \$860.75 for 217 days at 4% = \$20.47.
 He withdrew \$860.75 + \$20.47 = \$881.22.

8. A man spent $\frac{5}{9}$ of his money in a house

∴ $\frac{4}{9}$ remained.

He spent $\frac{3}{4}$ of $\frac{4}{9}$ = $\frac{6}{9}$ in cattle.

∴ He spent $\frac{5}{9} + \frac{6}{9} = \frac{11}{9}$ in house + cattle.

∴ $\frac{8}{9}$ remained to spend for a farm.

Now cost of house plus cattle minus cost of farm is equal to \$357.00, or $\frac{11}{9} - \frac{8}{9} = \frac{3}{9} = \frac{1}{3}$ of \$357.00.

$\frac{1}{3} = \$357.00$.

$\frac{1}{9} = \$119.00$.

$\frac{1}{9} = \$2261$ he had at first.

9. (a) Expression

$$= \frac{\frac{5}{14} - (\frac{3}{4} \text{ of } \frac{1}{2})}{\frac{5}{18} + (\frac{7}{12} \text{ of } \frac{3}{4}) - (\frac{7}{8} \text{ of } \frac{11}{12}) - \frac{1}{3}} \div \frac{(\frac{1}{3} \text{ of } \frac{1}{2}) + (\frac{1}{2} \text{ of } \frac{5}{8})}{9\frac{1}{2} - 1\frac{3}{4}}$$

$$= \frac{\frac{5}{14} - \frac{3}{8}}{\frac{5}{18} + \frac{7}{8} - \frac{77}{80} - \frac{1}{3}} \times \frac{\frac{23}{8}}{\frac{1}{3} \times \frac{5}{8} + \frac{5}{16}}$$

$$= \frac{1}{4} \times \frac{23}{40} = \frac{1}{4} \times \frac{3}{4} \times \frac{43}{3} \times \frac{2}{4} = \frac{1}{4}.$$

(b) $350.4 \times .0105 = 3.67920$.
 $3.67920 \div .0000219 = 168000$.

[For questions see page 122 of number of the JOURNAL for September 1st.]

PRIMARY ALGEBRA.

1. (a) Multiply out.

$$(x^2 + xy + y^2)(x^2 - xy + y^2)(x^4 - x^2y^2 + y^4)$$

$$\text{Expn.} = (x^4 + x^2y^2 + y^4)(x^4 - x^2y^2 + y^4) = x^8 + x^4y^4 + y^8.$$

(b) Divide $a^2x^8 + (2ac - b^2)x^4 + c^2$

by $ax^4 - bx^2 + c$.
 Ans. = $ax^4 - bx^2 + c$.

2. (a) $(a+b)^2 = a^2 + 2ab + b^2$
 Expansion = the squares of the terms + twice their product taken two and two.

Thus $(a+b+c)^2 = a^2 + b^2 + c^2 + 2(ab+bc+ca)$.

$$(b) (x^3 - y^3)(x - y)(x^2 + xy + y^2) = 2\frac{1}{3}(x^2 - 2xy + y^2 + 3xy) = 2\frac{1}{3}[(\frac{2}{3})^2 + 3 \times \frac{4}{3}] = \frac{2}{3}(4\frac{2}{3} + 4\frac{2}{3}) = \frac{2}{3} \times 1\frac{2}{3} = 1\frac{2}{9}.$$

3. (a) Equation

$$= (x+3)(2x+3) - (x+1)(2x+1) = 14.$$

$$\text{or } 2x^2 + 3x + 6x + 9 = 2x^2 + x + 2x + 1 + 14.$$

$$\text{or } 6x = 6, \therefore x = 1.$$

(b) Solve $a(x-a) - b(x-b) = (a+b)(x-a-b)$

$$\text{Eqn.} = a(x-a) - a(x-a-b) = b(x-b) + b(x-a-b)$$

$$\text{or } ax - a^2 - ax + a^2 + ab = bx - b^2 + bx - ab - b^2$$

$$\text{or } 2ab + 2b^2 = 2bx$$

$$\text{or } a+b = x.$$

4. Let x miles = the distance from P to Q.

Time going from P to Q = $\frac{x}{4}$ hrs.

Time going from Q to P = $\frac{x}{4}$ hrs.

Total time = $\frac{x}{2}$ hrs.

Time at 3 mls. an hr. = $\frac{x}{3}$ hrs.

Time at 5 mls an hr. = $\frac{x}{5}$ hrs.

$$\therefore \frac{x}{3} + \frac{x}{5} = \frac{x}{4} + \frac{1}{6}. \quad (\frac{1}{6} \text{ of an hr.} = 10')$$

$$x = 5 \text{ miles.}$$

5. (a) Factor $1 - 2px - (q-p^2)x^2 + pqx^3$.

By trial we find there is no remainder when we divide the expn. by $px - 1$.

∴ $px - 1$ is one factor.

Now expn. = $(px - 1)(qx^2 + px - 1)$ on dividing expn. by $px - 1$.

(b) Factor $6x^2 + xy - 15y^2 - 11xy + 26y - 7$.

$$= (3x + 5y - 7)(2x - 3y + 1).$$

Show that $(m^2 - n^2)^2 + (2mn)^2 = (m^2 + n^2)^2$.

$$\text{Left hand side} = m^4 - 2m^2n^2 + n^4 + 4m^2n^2 = m^4 + 2m^2n^2 + n^4 = (m^2 + n^2)^2 = \text{G.E.D.}$$

That is, the square of the difference of the squares of two numbers increased by the square of twice the product of the numbers is equal to the square of the sum of the squares of the numbers.

6. (a)

$$\begin{array}{r} x^4 - 2x^3 + 5x^2 - 4x + 3 \\ 3 \\ \hline 3x^4 - 6x^3 + 15x^2 - 12x + 9 \\ 3x^4 - 4x^3 + 10x^2 - 3x \\ \hline 2x^3 - 5x^2 + 9x - 9 \\ 2x^3 + 2x^2 + 6x \\ \hline 3/8x^2 - 3x + 9 \\ x^2 - x + 3 \end{array}$$

$$\begin{array}{r} 2x^4 - x^3 + 6x^2 + 2x + 3 \\ 2x^4 - 4x^3 + 10x^2 - 8x + 6 \\ \hline 3x^3 - 4x^2 + 10x - 3 \\ 2 \\ \hline 6x^3 - 8x^2 + 20x - 6 \\ 6x^3 - 15x^2 + 27x - 27 \\ \hline 7/7x^2 - 7x + 21 \\ x^2 - x + 3 \end{array}$$

$$\text{H. C. F.} = x^2 - x + 3.$$

$$(b) \frac{b+c-a}{(a-b)(a-c)} + \frac{c+a-b}{(b-c)(b-a)} + \frac{a+b-c}{(c-a)(c-b)}$$

$$= -\frac{b+c-a}{(a-b)(c-a)} - \frac{c+a-b}{(b-c)(a-b)} - \frac{a+b-c}{(c-a)(b-c)}$$

$$= \frac{-(b-c)(b+c-a) - (c-a)(c+a-b)}{(a-b)(b-c)(c-a)}$$

$$= \frac{-(a-b)(a+b-c)}{(a-b)(b-c)(c-a)}$$

$$= -1 \left(\frac{b^2 - c^2 - a(b-c) + c^2 - a^2 - b(c-a)}{(a-b)(b-c)(c-a)} \right)$$

$$= \frac{+a^2 - b^2 - c(a-b)}{(a-b)(b-c)(c-a)}$$

$$= \frac{-1(-ab+ca-bc+ab-ca+bc)}{(a-b)(b-c)(c-a)}$$

$$= \frac{0}{(a-b)(b-c)(c-a)} = 0.$$

CORRESPONDENCE.

JUDSON M. MCINTOSH, Vankleek Hill, Ont., sent neat solutions of Nos. 63, 68, 69, 72, 73, 74. Thanks.

AN OLD SUBSCRIBER, Prescott, sends a difficult bicycle problem which we have under consideration.

E. RICHMOND, Newboro', sends problems 75, 76, 77, which appear below, and requests solutions.

SUBSCRIBER, address not given, asks for solutions of problems 77, 78 and 79 given below. We hope to receive short, clear, accurate skeleton solutions from our army of correspondents.

A SUBSCRIBER, Fonthill, who is too modest to sign his name, sends problems 80, 81, which will be found with solutions in the proper place.

W.R.B., West Lake, asks about tuition in Algebra by mail. Private answer given as to terms, methods, etc.

E.C.P., Belleville, would like to see solutions of the Senior Leaving papers in mathematics for 1894.

REMARK.—The practice has been to devote some attention to that section of the work about May and June. We have given the minority who are interested in these papers a fair representation this year, but the great majority of our friends and supporters are evidently more deeply concerned about the contents of the public school arithmetic and the high school arithmetic, and the JOURNAL must be content to let them have their present amusement, in which several thousands participate, while only a very small number of readers are doing anything at University or Senior Leaving studies. Assistance by private arrangement with some competent teacher will be found most serviceable to this latter class. Very valuable help can be given by correspondence, and especially in mathematics. We regret that our limited space does not permit us to make a special section for each grade of work from the fourth class to the University scholarship examinations. The eclectic method followed in the past seems to give most general satisfaction at present and will probably have to be pursued. A very large number of letters have specially commended the utility of this plan, and the only faint criticism has been to the effect that more space should be given to purely public school studies. This candid statement of the facts will no doubt satisfy E.C.P. and some others, who have our warmest sympathy in their earnest efforts at self-improvement.

Miss M. J. W., Aultsville, says: "I have been working the problems in the Public School Arithmetic, and have been assisted by some of the ablest teachers in our county, and the answers given in the book to some of the problems do not seem to be correct. Will you please give the correct answers to the following problems, or correct what seems to be wrong in the solutions I have given? I have heard people say that teachers should get the answers given in the book, and if they cannot they are incompetent to teach."

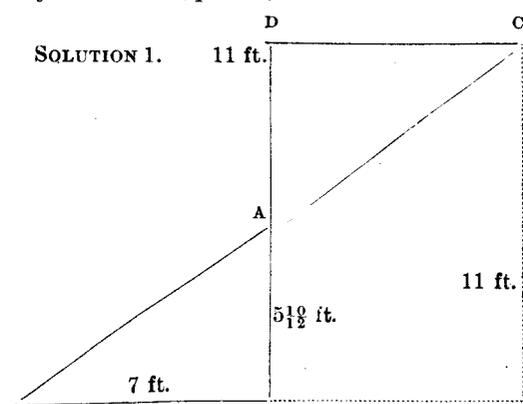
REMARK.—The problems mentioned are quoted below, Nos. 82 to 92 inclusive. Perhaps some fellow-teacher who has examined these questions will take the trouble to satisfy Miss M. J. W. and probably a good many other friends who have met the same difficulties. The generous help given on previous occasions was of the most practical kind and benefitted a large number of readers. The language of our correspondent confirms what is heard on all sides in regard to the text-book. How much worry and vexation one small book can cause—when it is authorized! We remind our friends who dislike this book that they are not compelled to use any text-book at all in their classes, and may themselves use any book they prefer. A great many of the most successful teachers use some collection of problems, examination

questions, etc., and find that the pupils become more self-reliant without the answers before them. We are strongly of opinion that a book with answers is fit only for teachers and senior pupils. Our correspondent is quite right, however, in seeking rigid accuracy, and we hope to be able next month to confirm or reject the answers that have been weighing down her spirits.

No. 74½. Sent by M. Y. H., no address given. The price of gold is £3 17s. 10½d. per oz.; a composition of gold and silver weighs 18 lb. and is worth £637 7s.; but if the proportions of gold and silver were interchanged, it would be worth £259 1s. Find the proportion of gold and silver in the composition, and the price of silver per oz.—*H. S. Arith.*, p. 127.

SOLUTION by the EDITOR.—Let x = weight of gold in lbs., y = weight of silver; $\therefore x + y = 18$.
 Also x gold + y silver = £637 7s. 0d. A.
 y " + x " = £259 1s. 0d. B.
 $\therefore (x+y) " + (x+y) " = £896$ 8s. 0d.; $A + B = C$.
 $\therefore 1$ gold + 1 silver = £49 16s. 0d.; $C \div 18 = D$.
 $\therefore 1$ oz. gold + 1 oz. silver = £4 3s. 0d.; $D \div 12$.
 But 1 oz. gold = £3 17s. 10½d.
 $\therefore 1$ oz. silver = 5s. 1½d. *Ans. II.*
 Hence 1 lb. gold - 1 lb. silver = £43 13s.
 But from A and B
 $(x-y)$ gold - $(x-y)$ silver = £378 6s.
i. e., $(1-y)(1$ gold - 1 silver) = £378 6s.
 $\therefore x - y = \frac{£378 \text{ 6s.}}{£43 \text{ 13s.}} = 8\frac{2}{3}$
 $x + y = 18$.
 $\therefore 2x = 26\frac{2}{3}$; $x = 13\frac{1}{3}$ and $y = 4\frac{2}{3}$.
 Now $13\frac{1}{3} : 4\frac{2}{3} = 40 : 14 = 20 : 7$. *Ans. I.*
 N.B.—This is "authorized" arithmetic!

No. 80. A gas jet is 11 ft. above the pavement. How far from it must a man 5 ft. 10 in. high stand so as to cast a shadow 7 ft. long?—*High Sch. Arith.*, p. 195, 7.



SOLUTION 1. Draw a vertical line DE, 11 inches long, and on it make the point A at 5½ inches. Draw the horizontal EB, 7 inches; draw BA and produce it far enough to meet DC, the horizontal through D, at the point C. Then it is plain that CD is the distance and can be measured on the scale, 6½ inches. Two scales required.

SOLUTION 2. Let EF = x , then BF = $7 + x$. Now the triangles ABE and CBF are equiangular and similar and therefore have the sides about their equal angles proportional. See Euclid, Bk. VI.

Hence, $\frac{11}{7+x} = \frac{5\frac{1}{2}}{7}$, from which x is easily found = 6.2 ft.

N. B.—This also is "authorized" arithmetic.
 No. 81. An electric light is 18 ft. above the ground. What will be the length of the shadow of a man 6 ft. high, if he stands 16 ft. from the post on which the light is placed?—*H. S. Arith.* p. 198, No. 43.

SOLUTION.—Referring to the figure of No. 80 we have CF = 18, AE = 6 ft, EF = 16 ft. Let EB = x , then as before the sides are proportional, and therefore $\frac{18}{16+x} = \frac{6}{x}$, whence $x = 8$ feet.

PROBLEMS FOR SOLUTION.

No. 75. What is the present worth of an annuity of \$300 having four years to run, money being worth 6% per annum?—*H. S. Arith.* p. 250, 4.

No. 76. What is the final value of an annuity of \$750 for 9 years at 7% per annum?—*Ditto*, p. 295, 12.

No. 77. What is the value of a perpetuity of \$450 a year to begin at the end of 15 years, money worth 8% per annum?—*Ditto*, p. 300, 5.

No. 78. If I take from a cask one gallon less than $\frac{1}{2}$, and then one gallon less than $\frac{1}{3}$ of what remains, and lastly one gallon less than $\frac{1}{4}$ of what remains, and find that I have still 12½ gallons left, what did the cask contain at first?

No. 79. A person bought a certain number of eggs, half of them at 2 a penny and half at 3 a penny. He sold them all at 5 for 2d. and lost a penny on the whole. How many did he buy?

- No. 82, Ex. 65, p. 150 *Pub. Sch. Arith.*
- No. 83, " 65, p. 147, No. 42 *Pub. Sch. Arith.*
- No. 84, " " " 15 " "
- No. 85, " 64, p. 140, No. 25 " "
- No. 86, " 24, p. 84, " 3 " "
- No. 87, " 13, p. 48, " 47 " "
- No. 88, " 11, p. 46, " 36 " "
- No. 89, " 14, p. 46, " 17 " "
- No. 90, " 65, p. 149, " 78 " "
- No. 91, " 65, p. 149, " 73 " "
- No. 92, " 65, p. 149, " 69 " "

REMARK.—Just 16 more of these "authorized" problems after our '36-line Remark on June 1st! Well, it must be so; if our nearest friends are in trouble we are bound to help them as well as we can, but we hope the fever will take a turn when the moon changes.

THE USES OF STEAM.

- It lifts, it lowers, it propels, it stows.
- It drains, it plows, it reaps, it mows.
- It pumps, it bores, it irrigates.
- It dredges, it digs, it excavates.
- It pulls, it pushes, it draws, it drives.
- It splits, it planes, it saws, it rives.
- It carries, it scatters, it collects, it brings.
- It blows, it puffs, it halts, and springs.
- It bursts, condenses, opens and shuts.
- It pricks, it drills, it hammers and cuts.
- It shovels, it washes, it bolts, and binds.
- It threshes, it winnows, it mixes and grinds.
- It crushes, it sifts, it punches, it kneads.
- It molds, it stamps, it presses, it feeds.
- It rakes, it scrapes, it sows, it shaves.
- It runs on land, it rides on waves.
- It mortises, forges, rolls and rasps.
- It polishes, rivets, files and clasps.
- It brushes, scratches, cards and spins.
- It puts out fires, and papers pins.
- It weaves, it winds, it twists, it throws.
- It stands, it lies, it comes and goes.
- It winds, it knits, it carves, it hews.
- It coins, it prints—aye!—prints this news.

—St. Nicholas

THE teacher in geography was putting the class through a few simple tests. "On which side of the earth is the North Pole?" she inquired. "On the north side," came the unanimous answer. "On which side is the South Pole?" "the south side." "Now, on which side are the most people?" This was a poser, and nobody answered. Finally a very young scholar held up his hand. "I know," he said hesitatingly, as if the excess of his knowledge was too much for him. "Good for you," said the teacher, encouragingly, "tell the class on which side the most people are." "On the outside," piped the youngster; and whatever answer the teacher had in her mind was lost in the shuffle.

EVERY reader can supply himself with an invaluable catalogue of Teachers' Books and Aids by sending a postal to E. L. Kellogg & Co., of New York. It describes over 400 different publications. No matter what grade you teach, or what studies, some of these books will prove invaluable by their suggestions or by saving you labor. To any one answering this advertisement and sending 10 cents, a copy of Kellogg's "How to Write Compositions" will be sent with the catalogue.

Primary Department.

AUTUMN.

Autumn is here ; we cull his lingering flower.

* * * * *
The sweet calm sunshine of October, now
Warms the low spot ; upon its grassy mould
The purple oak-leaf falls ; the broken bough
Drops its bright spoil like arrow-heads of gold.
—William Cullen Bryant.

PATIENCE.

RHODA LEE.

"How poor are they that have not patience," said honest (!) Iago, though the virtue in his case was in truth the tool of a knave. Nevertheless we echo and endorse the truism. A teacher without patience in abundance is unfortunate, to say the least. Where do we stand more in need of it than in school? Not so much perhaps in discipline as in the actual teaching, although nothing that has a place in the school-room can be otherwise designated. We are apt to look too soon for results, to expect too much, and so become impatient when our pupils fail to keep up with the rate of progress we have fixed. I do not wish to exaggerate the evil of impatience in the school-room, but I have at present in mind a teacher who had charge of a class in D— school for a couple of years. She was a particularly bright and clever girl, and so far as results went was most successful. Her pupils were farther advanced at the end of the term than any of that grade I had seen, but a more impatient, ill-natured, restless lot of children never came from that room. They were the reflection of their teacher, quick, constantly active and extremely excitable and irritable. I scarcely need add the fact that there was little or no pleasure in school either to teacher or scholars. Scolding and grumbling seemed ever in the air. Of what value was knowledge gained at the expense of good-nature? Tempers soured are not, even in children, the easiest things to sweeten.

I am afraid we do not realize sufficiently the power of the unconscious imitative faculties of children. Chameleon-like they involuntarily take the hue of their surroundings. No amount of talking or exhorting will make quick workers, gentle manners, or happy, good-natured children, unless the words be accompanied by an example in which the good qualities are depicted—indeed, little more than the example is needed ; it will make its effect. Instances of this are not required. We have seen again and again rough, disorderly classes taken by some quiet, lady-like girl of considerable character, and within a month completely transformed.

Impatience in answering questions is a cause of a great deal of trouble. "Ah," you say, "if you had my children who are constantly asking questions about trivial things, you would find it difficult to preserve your patience." Perhaps I would. "There are times when patience proves at fault," but never when replying to a necessary question. Unnecessary questions should not be asked in school hours. Children can discriminate very soon as to which are necessary and which not. A

minute or two after four might be spent in answering doubtful and unnecessary questions.

The right kind of patience is to a great extent dependent upon sympathy. If we understand and sympathize with our children we shall undoubtedly have more patience with their difficulties and failures. Cultivate patience. "Learn to labor and to wait." Working faithfully every day, filling each hour with what you honestly believe to be best for your pupils, be content to wait with patience the result of your work. It may be that you will never see much of it, but rest assured that your influence cannot be lost. Be what you would have your pupils become.

THOUGHT-PROBLEMS.

RHODA LEE.

PRIMARY arithmetic is supposed to cover the four simple rules and thought-problems involving these, Roman Notation and the writing of numbers in words. The two last mentioned are easily taught and require no discussion, but on inquiry I have found the problem work rather neglected. It is certainly necessary that a great deal of time be given to addition and multiplication ; subtraction and division require less, but they too must receive considerable attention. Pupils must be familiar with these fundamental processes before attempting more advanced work, and for this must have constant practice in the rules, but proficiency in this mere mechanical work should not be allowed to usurp the place of the thought-problem. Too often the latter is reserved only for spare time, or as recreation, instead of taking its proper place in every arithmetic lesson. If a child is ever going to think he must begin when young. We hear teachers in second and third-book classes complaining that the children will not or cannot think ; that when given a simple problem they will ask questions as to which process they will use, multiplication or division, addition or subtraction. We trust this is not of frequent occurrence, but I am afraid that in some cases the junior classes have it to answer for. If instead of spending so much time in making "lightning" adders, multipliers, etc., more training and practice were given in solving simple thought-questions, the work in the higher classes would be more successful. Accuracy and rapidity in the simple rules will come by degrees. They are very desirable qualities, but in attaining them do not neglect the problems.

LEAF QUESTIONS.

1. NAME leaves that are longer than they are wide.
2. Wider than they are long.
3. Name leaves usually less than three inches in length.
4. Usually more than three inches in length.
5. Usually less than an inch in width.
6. Usually more.
7. Name leaves that are alternate on the stem.
8. That are opposite.

9. That are scattered.

10. Name leaves that are simple.

11. That are compound.

12. Name pinnate leaves (several little leaves on each side of a stem, like the rose leaf).

13. Palmate (the spreading of several leaflets from the end stem).

14. Furcate (leaves branch like a fork).

15. Name some linear leaves.

16. Name oblong leaves.

17. Name a leaf with an *entire* margin (with an even margin).—*American Teacher*.

WHAT MARY GAVE.

SHE gave an hour of patient care to her little baby sister, who was cutting teeth. She gave a string and a crooked pin and a great deal of advice to the three-year-old brother who wanted to play at fishing. She gave Ellen, the maid, a precious hour to go and visit her sick baby at home, for Ellen was a widow, and left her child with its godmother while she worked to get bread for both. She could not have seen them very often if our Mary had not offered to attend the door while she was away. But this is not all that Mary gave. She dressed herself so neatly that she gave her mother a thrill of pleasure whenever she caught sight of the young pleasant face. She wrote a letter to her father who was absent on business. She gave patient attention to a long story by her grandmother, and when it was ended made the old lady happy by a good-night kiss. Thus she had given valuable presents to six people in one day ; and yet she had not a cent in the world. She was as good as gold, and she gave something of herself to all those who were so happy as to meet her.

Write a composition about what children can do to make others happy.—*Primary Educator*.

ABOUT INSECTS.

WHAT was the butterfly before it was a butterfly ? (Chrysalis.)

What was the chrysalis before it was a cocoon ? (A worm.)

Which has the most legs, a fly or a butterfly worm ? (The worm.)

Upon what do the worms that become butterflies live ? (Leaves.)

Name insects that you have seen. (Bees, wasps, flies, grasshoppers, locusts, crickets, mites, ticks, fleas, dragon fly, moths, ants, spiders.)

What do we call the home of bees ? (A hive.)

What do we call the home of ants ? (A nest.)

What do we call the home of wasps ? (A nest.)

How does the hive of bees look ?

How does an ant's nest look ?

How does a wasp's nest look ?

Do flies have a home ? (No.)

What do we call the home of spiders ? (A web.)

Where do crickets live ? (Some kinds of crickets live in holes in the ground).—*American Teacher*.

CHICKENS.

1. Sammy owns two hens; one has six chicks, the other has four; how many chicks have both hens?
2. How many has the one hen more than the other?
3. Rover killed two chicks and the rats carried off two more; how many were left?
4. Then one died and two strayed away and were lost; how many chicks now remained?
5. Sammy's grandpa gave him five more; how large was the brood then?
6. Two fell into the brook and one was run over by a wagon. Sammy counted his chicks once more and found how many?
7. How many had he lost altogether?
8. In the barn Sammy found a new brood of seven hatched; "Now," said he, "I have eleven!" What number should he have said?
9. How many less had he in the beginning?
10. How many had he owned altogether?
—*Primary Educator.*

ROBIN.

Tune: *Young Recruit.*

I.

GOOD-BYE, Good-bye to summer,
For the summer's nearly done,
For the summer's nearly done,
The garden smiling faintly,
Cool breezes in the sun.
The thrushes now are silent,
The swallow's flown away,
But Robin's here in coat of brown
And scarlet breast—knot gay,
Oh Robin, Robin Redbreast,
Oh Robin, Robin dear,
Oh, Robin sings so sweetly
In the falling of the year.

II.

Bright yellow, red, and orange,
The leaves come falling down,
The leaves come falling down,
They now are Indian princes,
But soon they'll turn to brown.
The leathery pears and apples
Hang russet on the bough,
'Tis Autumn, Autumn, Autumn late,
'Twill soon be winter now,
Oh Robin, Robin Redbreast,
Oh Robin, Robin dear,
Oh Robin sings so sweetly
In the falling of the year.

III.

The fireside for the cricket,
The wheatstack for the mouse,
The wheatstack for the mouse,
When trembling night winds whistle,
And moan all round the house,
The frosty ways like iron,
The branches plumed with snow,
Alas, in winter dead and dark,
Where can poor Robin go,
Oh Robin, Robin Redbreast,
Oh Robin, Robin dear,
Oh Robin sings so sweetly,
In the falling of the year.

A SUGGESTION.

WRITE on the blackboard the following:—
12 x \$0.65; 23 x \$1.34; 6 x 207; 14 x \$0.98.
Tell the class to make out a bill containing a group of these numbers. I have found this exercise a great help in many ways. It saves time for the teacher, gives the pupils busy work, requires several arithmetical operations, teaches spelling, and cultivates the imagination.—*Popular Educator.*

Hints and Helps.

AN IDEAL SCHOOL-ROOM.

THERE is something in addition to the cheery greeting of the teacher and the glances of welcome from the children that makes us wish to linger here. There is a home-like charm which cannot be described.

The air is pure, the light mellow, the room clean, the temperature uniform.

On the walls are tastefully hung a few suggestive and valuable pictures, which have formed the bases for stories to the children, and which call up many remembrances. Above the blackboard, in view of the class, is a pretty motto formed from folded kindergarten papers. On the window-sills are a few house-plants, and in one window is a large box of earth, the children's window-garden, in which they have imbedded numerous tiny seeds which are now in various stages of development, and are soon to become treasured plants. On the teacher's table is a bouquet of natural flowers. There is an abundance of blackboard and on it we find many interesting things. Colored crayon has been used to good advantage. That pansy, so true to nature, was studied by the children last week, and now it remains an honored guest. Near it is a list of the dates when the respective seeds in the window-garden were planted. That neat row of problems, now screened from the pupils' eye by a small curtain, is the seat-work in number, which the pupils are to work on their slates and illustrate in various ways.

This picture of a see-saw with three boys on either end, so evenly balanced that one leans forward every time to make the board tip, was drawn rapidly by the teacher yesterday in a number lesson to show that $\frac{1}{2}$ of 6=3. It is a rough sketch to be sure, but it is intended only to suggest other pictures to the children. Near it is a carefully drawn picture of six stars arranged symmetrically to represent the number fact, and under the picture the equation " $\frac{1}{2}$ of 6=3." The picture with the words "Late for School" under it, and the one showing the position of the hand in writing, as well as the pretty honor-roll border, are from stencils, and were put on by the pupils.

The letters on the phonic ladder indicate the sounds learned. The column of words are difficult words learned in recent lessons. The circle with the combination in the centre and single letters around the circumference indicates new words discovered yesterday by phonic synthesis and written on slates in short sentences. These words the teacher intends to weave into the reading story to-day. Here too are relics of the last drawing and writing lessons. In one corner of the room is a sand moulding table, and in another a cabinet containing materials for illustration and for seat-work. In it also are supplementary readers, a collection of specimens for natural history study, and many other things which only the children who brought them can properly explain.

The pupils have just finished their opening song, and are sitting quietly in an easy position. There are forty children arranged in four sections, each section in a row ready for work. By a silent signal to monitors the teacher indicates that she wishes materials for seat-work distributed. Half-a-dozen monitors step quickly to the cupboard, and in a trice, without any confusion and with very little noise, we find the pupils supplied with materials and ready for work.

The teacher then assigns seat-work for three sections, and calls up the fourth for a lesson. Yesterday morning the geranium in one of the flower-pots came out in bloom, and to-day the pupils have brought some flowers with them for they knew that they would require them. Five minutes are occupied in studying and conversing about the new flower; its name, form, size, color, number of parts, etc. The teacher then writes half-a-dozen short sentences upon the board, sentences which have been developed incidentally in the preliminary conversation, and which involve only words the forms and meanings of which will be immediately and automatically recognized by the children. These sentences are read orally by the pupils. The teacher is *en rapport* with her class, and when ten minutes have passed the children have become so interested in the subject that in going to their seats they are anxious to read the cards which they find there, and which contain printed stories about the geranium. These

stories are all different and are for silent reading at seat while the teacher is engaged with the next section. After the silent reading the pupil writes his story on his slate or draws a picture to represent it.

During the lesson the pupils at their seats are not as noisy as might be expected. True they sometimes whisper, but these are exceptional occurrences. These children are learning self-control. The child works away conscious that he is a spoke in the wheel. He looks up and sees a motto that he has helped to make and put up. He knows how the papers are folded; he can fold them himself and he can read the motto too, "Willing Workers." He knows what that means. He hasn't entirely forgotten what the teacher said about it, nor is he likely to, fifty years hence. He hadn't any plants to bring, nor even a flower for the bouquet on the table, but over in that cabinet is a queer little stone which he found the other day and brought to school. The teacher said she never saw such a stone before. It was just what she wanted, and when she showed it to the class they all thought it pretty. This is *his* school. "They love a fellow here." It was only last week he had to stay at home, and the teacher said she always missed him when he was away. He does not care to play truant from his school.

As we walk down the aisle we see some very grotesque representations, but there is thought behind them all. The pupil, who to represent 6-3-1=2, has drawn a picture of six squirrels playing hide and seek, one counting, three secreted in various out-of-the-way places, and two running to hide, is learning to propose questions as well as to answer them.

As we remain through the day we see that there is constant change, constant effort, an all-sided culture, natural, rational, home-like and healthful. This is the pupil's workshop where he develops muscle, mental and moral, as well as physical.

The teacher is glad to see visitors, she is in touch with parents and the public, and wishes them to know what she is doing. The sight of a parent who has just "dropped in" to stay all the afternoon and has brought her work with her, would be rather a source of pleasure than otherwise.—From *First Year at School*, by S. B. Sinclair, M.A.

HOW TO GOVERN A SCHOOL.

A TEACHER who cannot govern himself, cannot govern a school. If a teacher carries a restless spirit into the school-room, she will find restless pupils. If she shows anger, impatience, carelessness, untidiness, she is met with the same. So she must always keep calm, cool, collected.

A number of rules do more harm than good. They make a pupil feel as if he were shut up in State's Prison, crushed under foot by laws that rasp instead of benefit. The best teacher I ever knew had only one rule—and that was hardly a rule, the yoke of it was so easy because of the teacher's interest in her work. The rule was "Always keep busy," "for," says she, "if I can only keep my pupils at work, they will have no time for mischief."

"But how about outside?" asked one. "Do your large boys ever swear, smoke, quarrel, fight, mark, or deface school buildings?"

"No, never," smiled the teacher. "for that is all covered with our school laws. They are not *my* rules but the state's, and violations are punished, as you know, by suspension or expulsion. All I have to do is to enforce them if necessary. One way I have of restraining my large boys is to remind them occasionally "not to forget that they are gentlemen." They will straighten up at once, with a different feeling entirely. At least I find it so with my boys,—and I always treat them as if they were gentlemen. I tell them, sometimes, how proud I am of them when they do some particularly praiseworthy act."

And this last, how necessary, for some teachers seem to be on the lookout for faults more than they are for virtues—and what is more exasperating to a high-spirited girl or boy than to have somebody constantly seeking to find out all the bad and ignore all the good? The boy knows there is *some* good in him, and he rebels because of the want of appreciation. If a teacher would only take more pains to seek out the good and commend it, she would be surprised to find that the good overbalanced the bad nearly every time.

Then a teacher must always command respect. This she cannot do if she has any disagreeable

habits. She must be extremely neat in her attire. It is better to wear quiet colors, as color often has much to do with the quieting of some children's nerves.

I have heard that a teacher who always dressed in dark green had the adoration of all her pupils. You know there is something restful to the eye in green, and I have an idea that she owed a large part of her success to knowing how to dress.—Mrs. A. E. C. Maskell, in *N. Y. School Journal*.

Question Drawer.

J. S. AND OTHERS.—Yes, teachers are obliged to do their legal amount of road work, or pay the required commutation. There is no exemption for them.

A. M. F.—Please pardon delay in giving the list you asked for. Your request was by some means overlooked. Look for answer in Science Department of next number.

C.—We know no reason for supposing it probable that the standard for Entrance will be raised to that of fifth-class work for the examination of 1895. Of course this answer is purely unofficial. We have no means of knowing the secrets of the Education Department.

SUBSCRIBER.—We are complying with your request for the publication of Departmental Examination questions as rapidly as we can with due regard to the requirements of the other departments of the JOURNAL. Teachers will have the more time for studying and solving each set by getting them in instalments. We say "answering" because we take it for granted that teachers will follow the same rules they give to their pupils by not consulting the solutions and answers given in our columns until they have first tried their own powers upon the questions.

T. W. S. writes: "In your answer to C. C. in the Question Drawer of the JOURNAL for Sept. 15th you imply that at points between the Pole and the Arctic Circle the days and nights, as measured by the actual rising and setting of the sun, are not twelve hours in length respectively, at the time of the solstices (equinoxes)? Now, at the equinoxes, the sun being overhead at the equator, the circle of illumination coincides with a meridian line, and consequently bisects every parallel of latitude, and as any point on the earth's surface describes a parallel of latitude in one revolution of the earth, that point must be twelve hours within the circle of illumination, and twelve hours without it. That is, for every point on the earth's surface except the geometrical points known as the North and South Poles, the days and nights are of the same length, twelve hours. The poles must remain exceptions to the general statement."

If T. W. S. will kindly read our answer again he will, we think, perceive that he has misapprehended our meaning. Probably in the attempt to condense within too narrow limits, we failed in clearness. We meant "solstices," not as he supposed, equinoxes. Perhaps if we had said "even at the time of the solstices," our meaning would have been clearer. We do not think we implied, certainly we did not mean to imply, "that at points between the Pole and the Arctic Circle the days and nights, as measured by the actual rising and setting of the sun, are not twelve hours in length respectively at the time of the equinoxes." We were not holding ourselves to the exact question asked by our correspondent, but were trying to remove what we conceived to be his real difficulty. We supposed that difficulty to relate not simply to the mathematical points called the Poles, but to the whole polar zones, within which it is customary to say that the days and nights are, during certain seasons of the year, weeks and even months in length. Hence we pointed out that when we so speak we use the words "day and night" with a meaning quite different from the ordinary sense in which each denotes

a certain portion of the twenty-four hours occupied by a complete revolution of the earth on its axis; and that within the long weeks or months during which the sun does not rise or set in the Arctic regions, there is still a succession of the ordinary twenty-four hour days and nights, measured by the approach of the sun towards, or its recession from the horizon, whether it remains above or below it. This understood, we thought the rest would be easy.

We thank T. W. S. for his lucid explanation of the cause of the equality of the days and nights at all latitudes during the equinoxes. It may be worth while to remark that the reasoning proceeds from the assumption that the earth is a perfect sphere. Whether a given point at, say, one mile or one hundred miles from either pole has actually twelve hours of sunlight and twelve hours of darkness at either equinox depends upon the effect of the flattening of the earth in the region of the Poles. Perhaps the greater refraction of the sun's rays in proportion to the obliquity with which they pass through the atmosphere may counteract this effect. The fact can hardly be settled until some of the Arctic explorers shall have passed a year in the neighborhood of the North Pole, which will, probably, be about the date of the next Greek Calends.

Book Notices, etc.

Colomba, par Prosper Merimée, edited, with notes, by G. Eugène Fasnacht. MacMillan & Co.; Toronto: Copp, Clark Co.

This new edition of Merimée's famous novel attests not only its power but its suitability as a school text. This cheap, compact, well annotated edition will meet with general favor even from teachers accustomed to the bulkier volume edited by M. Buée.

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First Course in the Study of German, by Otto Heller. Kohler, Philadelphia; pp. 92.

Badly printed and bound, yet an exceedingly valuable primer of German. It follows the natural method, basing exercises which compose the whole of the text on numerous illustrations. Every teacher of elementary German should have this little volume if he is not already in touch with the best German methods of elementary instruction.

.

An Introduction to French Authors, by R. N. VanDæll. Boston: Ginn & Co. pp. 251.

This Introduction, designed as a Reader for beginners, is composed of two parts, the first consisting of short stories and poems, the second of chapters on the geography and history of France. These are supplemented by foot-notes to difficult phrases and a vocabulary. The chief fault in the first part is the lack of gradation in the work, the poetical selections being altogether beyond the range of beginners. But for this the new reader might not be deemed a superfluity.

.

Select Specimens of the Great French Writers, edited by G. Eugène Fasnacht. MacMillan & Co.; Toronto: The Copp, Clark Co.; pp. 592.

In this beautifully printed volume the editor has gathered illustrative extracts from the great writers of France in prose and poetry, from the seventeenth century down to the present day. To these are prefixed as general introductions a short historical sketch of French literature by Vinet, and an essay on nineteenth century literature by Faquet. The treatment of individual authors endeavors to cover representative works by quoting characteristic chapters or scenes, and introducing these by suitable comments from the best critics, the name of Sainte-Beuve, Nisard, Vinet, Saint-Victor, Faquet, Scherer, figuring, with many others. The scheme is an ingenious one, and is carried out with great fidelity and success. The volume offers, therefore, for the collegiate study of French literature, the very best possible manual.

Memoirs of Axham and Arnold, by James H. Carlisle, Syracuse, N. Y. C. W. Bardeen.

Theory and Practice of Teaching, by David P. Page. Same publisher. (Both in paper 50c.)

Two additions to the many cheap reprints of educational literature. The former book contains selections from Stanley's Life, and correspondence of Dr. Arnold and Johnson's Essay on Axham complete. The latter, quaint as it seems to-day, is a book of much value, as being the work of a very earnest and successful teacher, one of the pioneers of the profession on this continent, his name being intimately associated with that of Horace Mann. It is very interesting to reflect that the remarkable activity in pedagogical science is in this country but half a century old, and was really inaugurated by these two men.

Literary Notes.

HOUGHTON, MIFFLIN & COMPANY are bringing out a very fine school edition of Lamb's Tales from Shakespeare, with a fresh and interesting introductory sketch and brief notes. The Tales will be published first in three parts, constituting Nos. 64, 65, and 66 of their Riverside Literature Series, at 15 cents each. They will soon be published also in one volume in linen covers, at 50 cents. Since each part will contain complete stories, the Tales may be used equally well in the separate parts or in a single volume.

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THE Alpha Publishing Company announces that Charles Stewart Pratt and Ella Farman Pratt, the original editors of *Babyland* and *Little Men and Women*, who were also the editors of *Wide Awake*, from the foundation of that famous magazine to within a short time of its consolidation with another periodical, have resumed editorial charge of *Babyland* and *Little Men and Women*. The first numbers under their editorship will be the November issues. The November numbers will also open the new volumes, instead of the January issues as formerly. Beginning with the November numbers both magazines will be enlarged. *Babyland* will be increased from eight to twelve double-column magazine pages. *Little Men and Women* will be increased from twenty-four to thirty-two magazine pages. Both magazines will be lavishly illustrated. The subscription prices will not be advanced; they will remain as heretofore: *Babyland*, fifty cents a year; *Little Men and Women*, one dollar a year.

.

Scribner's Magazine for October contains the first of two articles on English Railways by H. G. Prout, editor of the *Railway Gazette*. Colonel Prout recently made a trip to England expressly for the magazine, to accumulate fresh material on a subject with which he was already familiar. The group of articles on American summer resorts is pleasantly concluded by George A. Hibbard. Dr. J. West Roosevelt describes life "In the Hospital" from the point of view of the house physician. Dr. Carl Lumholtz, the explorer, concludes his observations on the Tarahumari—the Mexican cave dwellers. The number is strong in fiction, containing a short story by Mary Tappan Wright, entitled "From Macedonia." Thomas Nelson Page's war-story, "Little Darby," is concluded by a very dramatic scene. This instalment of "John March, Southerner," (Mr. Cable's serial) transfers the chief characters to the North. There are poems by Julia C. R. Dorr (illustrated), Edith Wharton, Henry Tyrrell and John Hall Lingham.

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THE vigor with which Mrs. Deland brings her novel, "Philip and His Wife," to an end, gives unusual importance to the *October Atlantic*. "The retrospect of an Octogenarian,"

by the Rev. Dr. George E. Ellis, stands second in the number, and will command the earnest attention of the many listeners Dr. Ellis won for himself long ago, not only as a clergyman but as an antiquarian. A paper of rare historical value is the Hon. Henry L. Dawes' "Recollections of Stanton under Johnson." The short stories of the number are "His Honor," a vivid picture of events in a Western army post, and "Heartsease," a bit of true New England life, by Miss Alice Brown. Mr. Henry J. Fletcher, whose article on American Railway Cities, a few months ago, attracted no little attention, contributes a suggestive consideration of "The Railway War" in a tone not wholly inimical to Mr. Debs and his followers. There is abundant strength in the rest of the number. There is a fine literary flavor in the *Atlantic* which gives many of its articles a peculiar relish.

**

"AN INTRA-MURAL VIEW," a very artistic brochure, has been received from the Curtis Publishing Company, Philadelphia, publishers of *The Ladies' Home Journal*. As the title indicates, the booklet gives us glimpses of the interiors of the *Journal's* offices, and some idea of the work carried on there. The numerous illustrations, showing the commodious and well-fitted offices, and the accompanying text, giving us some insight into the work in the different bureaus, requiring a force approximating four hundred employees, indicate the wonderful success which *The Ladies' Home Journal* has achieved in an almost incredibly short time. The first number was issued in December, 1883, less than eleven years ago. Its circulation has now reached the enormous average of about 700,000, the largest magazine output in the world. The brochure also describes at some length the work of printing and binding the *Journal*, which is carried on in a separate building. "An Intra-Mural View" will be sent to any one who will address The Curtis Publishing Company, and inclose four cents in stamps for postage.

**

THE complete novel in the October number of *Lippincott's* is "A Question of Courage," by Francis Lynde. It deals with a feud in the mountains of Tennessee. Mr. Lynde is a recently "discovered" author, but he knows how to tell a story. "Coals of Fire" is a military tale by LeRoy Armstrong. "At the Little Red House," by Kate Jordan, has a railway subject. Margaret Langdon writes a "Tragedy of Trade." "An Hour Before Death" is a brief yet extremely strong and pathetic sketch by Elizabeth Knowlton Carter. Gertrude Atherton, in "Famous Rivalries of Women," recalls many moving tales of the past. George J. Varney traces the progress of "Telegraphy up to Date," and David Graham Adee identifies "The Ballad of the Drum," which Alexander Hamilton sang at the banquet of the Cincinnati shortly before his death. Saburo Arai speaks with authority of "Japanese and Chinese Porcelains and their Imitations." The sentiment and the philosophy alike of the "October Woods" are given by James Knapp Reeve. In "The Snub," Kate Milner Rabb shows that essay-writing is not yet a lost art. Felix L. Oswald supplies another good essay, on "Localized Virtue." "A Garden Quest" is

a specimen of Harrison S. Morris's forthcoming book of verse. Besides quatrains by Margaret Gilman George and L. Worthington Green, the other poems of the number are by Florence Earle Coates, Celia A. Hayward, and Emma J. Gompf.

**

THE October number of *The Forum* comes with an uncommonly interesting table of contents. President Eliot, of Harvard University, leads with "Reasons Why the Republic may Endure." Ex-Senator Dawes, of Massachusetts, writes, with interesting reminiscences of our great orators, on "Has Oratory Declined?" Dr. Geffcken, the well-known German publicist, asks, "Is the British Empire Stable?" and argues that its stability depends wholly upon its ability to maintain its naval supremacy; Professor Ely, of the University of Wisconsin, who was recently "tried" for economic heresy, states briefly his views relating to some of the sociological problems of our time and country; and Professor Arthur T. Hadley, of Yale, wholly disagrees with Professor Ely's views, and criticizes his latest book, "Socialism and Social Reform." Frederic Harrison continues his studies of the great Victorian writers with a brilliant article on "Disraeli's Place in Literature"; Octave Thanet, the well-known western writer, under the title of "The Contented Masses," describes in her picturesque way the prosperous condition of a typical Western county, and expresses the belief that the great mass of the American public, outside the large cities, are happy and contented; Michitaro Hisa, a Japanese resident in America, tells of the "Significance of the Japan-China War," and of the causes which led to its outbreak; J. Gennadius, the Greek Ambassador to Great Britain, one of the most distinguished scholars and statesmen of Europe, advocates the plan of "Teaching Greek as a Living Language,"—as it is spoken and written in Greece to-day; Miss Frances A. Doughty, in "A Southern Woman's Study of Boston," gives her impressions of Boston and the Bostonese, and with gentle irony points out some of the peculiarities of the Boston woman; and, lastly, Mr. H. T. Newcomb contributes an article entitled "Can Railroad Rates be Cheapened?"

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OF
THE

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1. Ontario School of Pedagogy

opens.

Notice by trustees of cities, towns, incorporated villages, and township boards to Municipal Clerk, to hold Trustee elections on same day as Municipal elections, due.

[P. S. Act, sec. 103 (1).]

Night schools open (Session

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FOR 1894-95

WE are at the beginning of another school year. While the thousands of Teachers who have been diligent readers of the Journal during the year are laying their plans for doing a better year's work than ever before, the Publisher of the Journal itself is doing his best to make the paper, which it is surely no presumption to say is pre-eminently



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CONTRIBUTIONS:

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Knowing that the HINTS AND HELPS, SCHOOL-ROOM METHODS, FRIDAY AFTERNOON and the QUESTION DRAWER pages, are always among the most welcome to large numbers of subscribers, it will be our effort not only to keep these well up to the mark of usefulness heretofore attained, but whenever and however we can to make them still more helpful and complete.

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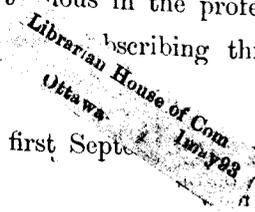
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