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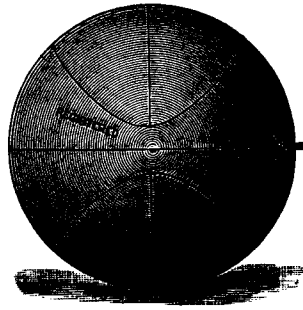
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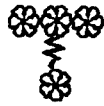
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1. Public and Separate School Boards to appoint representatives on the High School Entrance Examination Board of Examiners. [H. S. Act, sec. 38 (2).]

Notice by candidates for Kindergarten Examinations to Department, due.

5. Examinations at Normal Schools begin.

Practical Examination of School of Pedagogy begins.

9. University Commencement.

14. Normal Schools close (First Session.)

26. Examinations in Oral Reading, Drawing and the Commercial Course in High, Public, and Separate Schools begin.

EXAMINATIONS 1893.

May:

24 Notice by candidates for the Primary High School Leaving, and University Matriculation Examinations, to Inspectors, due.

June:

1. Applications for Kindergarten Examinations, due.

5. Practical Examination School of Pedagogy, begins.

6. Normal School Examinations begin.

26. Examinations in Oral Reading, Drawing and the Commercial course in High, Public and Separate Schools begin.

28. High School Entrance Examinations begin.
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29. Kindergarten Examinations at Hamilton, London, Ottawa and Toronto.

July:

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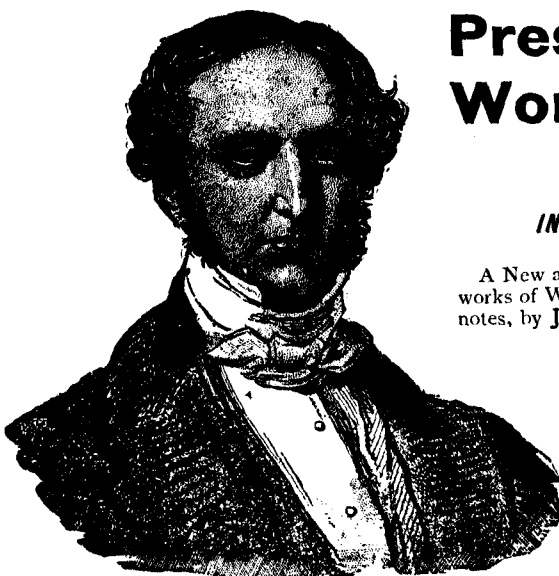
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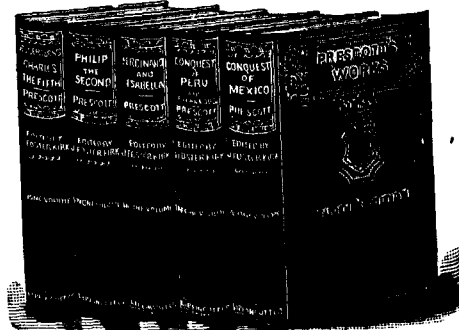
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✻ Editorial Notes. ✻

IN response to more than one request we reprint in this number the questions set at the last Entrance Examination, with the exception of that in Arithmetic, which was published with solutions in the number dated September 1st, 1892.

FOR information as to text-book rules, etc., in the School of Pedagogy "subscribers" had better write to the Principal of that institution or to the Education Department, Toronto. It is better always to get official information from official sources.

WE crave the forbearance of our subscribers for the delay in the publication of this number. It has been caused by a change of printing offices and was unavoidable under the circumstances. Henceforth we hope to have the numbers out strictly on time.

TEACHERS and students of science will find a welcome and valuable aid in their study of Canadian fungi, in a little pamphlet by J. B. Ellis and J. Dearness, I. P. S., entitled "New Species of Canadian Fungi." In this the description and analysis of more than a score of species are minutely given. The information must have cost the authors not a little labor and research.

MR. NEWLANDS, whose paper on vertical writing appeared in the last number, wishes us to say that it is impossible for him to

reply promptly to one-tenth of the letters received asking for suggestions, directions, copies, etc., for teaching the new system, but that in order all will receive attention and that the necessary helps will be published as soon as possible.

THE highest salary paid a head master of a Collegiate Institute in 1892 was \$2,500, (Toronto C. I.) The average salary of head masters for the Province was \$1,177; of assistant masters \$814; of all masters \$906. Of the masters 193 were graduates of Toronto University; 51 of Victoria; 40 of Queens; 13 of Trinity; 1 of McGill; 1 of Manitoba, and six of British Universities. The whole number of teachers employed was 484.

"THE Educational System of the Province of Ontario," by John Millar, B. A., Deputy Minister of Education, is a mine of valuable information not only for teachers, but for all who are interested in the work of education, and wish to understand principles, details and modes of operation of the Ontario system. Mr. Millar has wisely embellished his useful book with a number of excellent cuts of some of the better class of school buildings in the Province. Every teacher should have a copy.

A NEW feature in the Report of the Minister of Education for 1892, is a table showing the occupations of parents of High School pupils. From this it appears that of the total number of pupils in the Collegiate Institutes and High Schools of the Province, there were: children of farmers, 7,104; of merchants, 4,170; of mechanics, 3,866; of professional men, 1,829. This is, perhaps, intended to serve as a reply to those who think that these intermediate institutions are supported in the interests of the classes rather than the masses.

WE give in this number the first part of an able and admirable article on "The Ideal in Education," by W. J. Patterson, M.A., which was read before the Lanark Teachers' Institute at its recent meeting. Mr. Patterson evidently believes the great truth that "as a man thinketh in his heart so is he." Our lives are to a greater extent than we may think in our moments of despondency, moulded by the ideals we keep

before our minds. No man ever accomplished a great work without cherishing a lofty ideal. Mr. Patterson's ideal of education is noble and ennobling. We commend his article to every reader, and hope that his enthusiasm may prove usefully contagious.

A SUBSCRIBER, writing of the help he has always derived from THE JOURNAL, which he has taken "ever since it has been THE JOURNAL," expresses admiration of its liberal spirit and adds: "I get four educational papers, but THE JOURNAL I have always found the most useful. I have a volume of six years' notes taken from it, more valuable to me than any book of hints and expedients I have seen yet, and among my acquaintances the most progressive teachers are those who mark passages or take notes from THE JOURNAL." We thank our correspondent and many who write in a similar strain for their kind words and wishes. The hint with reference to making notes and extracts from THE JOURNAL, or marking passages in the files, may be useful to others.

TEACHERS will be interested in an article in the *Atlantic Monthly* for May, entitled "The English Question," written by James Jay Greenough, for many years a teacher in one of the leading schools fitting for Harvard University. The writer says that it is true that the English written by boys in schools is wretchedly bad, and is apparently growing worse instead of better, but maintains that the fault is not entirely that of the preparatory schools. The poor results, he thinks, come mainly from three causes which affect injuriously all branches of school work. These are, a narrowness in the range of the modern boy's ideas, a lack of clearness in these ideas, and an increasing inability to read a printed page understandingly. Canadian readers will be strongly disposed to doubt whether the fact is as stated, so far as Canadian boys are concerned. Admitting the fact, the further question arises whether the causes assigned are true causes. They seem to be very like identical propositions, meaning little more than that the boys write bad English because they have not the ability to write good English. The discussion is, however, interesting and suggestive. We may return to the article in a future number.

* Special Papers. *

THE IDEAL IN EDUCATION.*

BY W. L. PATTERSON, M.A., PRINCIPAL CARLETON PLACE HIGH SCHOOL.

EVERY life is under the influence of some ideal, high or low. The character of the life is determined by the character of the ideal. If the ideal is high, so is the life; if low, so is the life. The more clearly the ideal is viewed, the more firmly it is grasped, and the more closely it is followed, the more powerfully it will influence the life. No soul ever permanently rises above its ideal. It is only in those great epochs of intellectual and spiritual awakening, that any one appears to overleap his ideal. Even then, it will be found that in his leap his ideal has leaped too, and, still in advance, leads on to higher aims and higher efforts. For it is just the characteristic of the ideal that it ever precedes, ever eludes our final grasp. Could we overtake it, we would destroy it. The realization of it lies in the following, not in the overtaking. Ever growing, ever expanding itself, it is the condition of growth and expansion in the soul led by it. Just as one climbing a mountain side finds the circle of his horizon widening with every upward step, so the soul in pursuit of a true ideal finds not only continuous advance in the ideal, but continuous expansion of its own view and enlargement of its own activities.

Above all else, a teacher and leader of men should be under the influence of a high ideal of life. In this class belongs the school teacher. His work is to fit the young for life, and how can he do this successfully unless he, himself, has a true conception of the value of life? It is not necessary that he should be intruding his ideal into every step of the process of education, but it is necessary that he should have his ideal before his mind as an end to be realized in the process. If his life and efforts are inspired by high purposes, he will, without directly aiming at it, impart that inspiration to his pupils. If he is successful in sending a young life out into the world, guided and guarded by a true ideal of life, he has accomplished the highest aim of education. The character of the teacher has much to do in determining the character of the pupil. The ideal teacher is a man of strong intellect and large and tender heart. He will love his pupils as members of the great human family. He will appreciate their difficulties and temptations. He will melt their hardness and fuse them into receptivity by the intensity of his glowing heart-love, and then stamp the impress of his intellect upon them by the power of his personality. The teacher with hard head and hard heart is bad, with soft head and soft heart worse, but woe to the pupils entrusted to the care of a teacher with soft head and hard heart. Their case, and his, too, is hopeless.

The true teacher is a public educator. The end of education is, and the aim of the educator should be, to fit men and women, not only to live, but to live the best life possible. Now, this fitness to live, and to live well, is not something added on to an individual, which may be laid off at pleasure, like a coat or hat, but is something infixed in his character, which manifests itself in every outcome of his life. Conduct, it has been truly said, is the sum total of life, viewed from an ethical standpoint. The character of a man's thought, speech, and action is an infallible index of his character. In a word, they are inseparable. If we would teach men and women to secure their own highest good, and the highest good of others, we must teach them first to think rightly concerning themselves and others, and to live in harmony with their highest convictions. I believe it is the Duke of Argyll who has defined the educated man as one who knows his true relation to the material universe, the world in which we live, and who knows and observes his true relation to the moral universe; in a word, the man whose head and heart are right, and all his conduct under their control. This conception of the educated man gives prominence to the two great facts concerning man's nature, viz.: that, as to his body, he is part of the physical universe, and subject to its laws, while as to his spirit, he is part of the moral universe, and subject to moral law. To fit man to live the highest life he is capable of living, we must,

therefore, teach him to understand nature, his own body being part, and to understand and observe his relation to moral law, and through that relation to rise to the conception of his duty to God and man. "Know thyself," said Socrates, the Greek philosopher.—Know thy power and capabilities; know thy limitations, know thy duties. "Keep thy heart with all diligence, for out of it are the issues of life," said Solomon, the Hebrew philosopher. "Where the Spirit of the Lord is there is liberty," said Paul, the Christian philosopher. "Ye shall know the truth and the truth shall make you free. "Man looketh on the outward things, but God looketh on the heart," said Jesus, the God-man. So, all down the ages, knowledge and faith, right thinking and right conduct, have been inseparable. The ideal man, therefore, must be in possession of a sound heart, a sound mind, in a sound body. Man's tri-part nature is a perfect unity, and cannot attain to perfection of development unless his education extend along all three of these lines. The sum of human life may be compared to a three-strand cable, in which each strand mutually strengthens and is strengthened by the others, while the strength of the three, thus combined, far exceeds the sum of their strengths considered singly.

From the foregoing it is evident that the ideal which the teacher should set before himself is the realization of the ideal man in the character of his pupil. He who has studied nature's laws, that he may preserve his body by yielding obedience to those laws; who has studied himself, that he may rule self; who has studied his own rights and the rights of others, that he may know and observe his true place in society, and who has studied his relation to the great principles of moral government, that he may yield obedience to them, he, and he only, is an educated man, in the true sense of the term. But the question may rightly be asked, is this ideal attainable? I have said the teacher is a public educator, and the ideal he should set before himself, as his goal, is the development of his pupils into good citizens. Now, an educator is not a mechanic; he is that and more; he is an artist. The artist is guided in all his efforts by the influence of his ideal. Not only is his ideal ever present to his mind, but he studies his own powers, and the capabilities of the material in which he works. Be he a sculptor, he knows his tools by use; he knows his marble. He knows not only the symmetry of the several parts of the form which he is laboriously and patiently chiselling out, but he knows the effect when all are combined in a harmonious unity. In this lies his art. The soul of the artist has left its impress upon the cold marble. He lives in the ideal form which his skill has produced. So is it with the true teacher, working under proper conditions. But the importance of the issue in the latter case is vastly increased by the immortal character of the material in which he works—the human soul. If the Greek sculptor immortalized himself in crumbling marble, how infinitely superior must be the immortality of character interwoven in the life-fibre of a human intelligence. The teacher's task, rightly estimated, is momentous. Having before his mind the ideal conception of a perfect manhood as the ultimate end of his efforts, he begins with reverent heart and careful hand to mould the unformed human character. If he be a true teacher, he knows in measure his own powers, and the power of the means he is employing. He is able, also, in some measure, to estimate the character of the material in which he is working. He is a practical psychologist. He does not attempt to apply the principles of psychology until he has fused them into a living unity in his own intellect, and seized the soul of reason in them and made it his own. Then he will wield the magic wand with power to bless; until then, he is in untried armor, and wields a Goliath-sword without the sturdy strength and skill of David's hand to guide it. The skilled warrior ever takes his own weapon to the battle; so the skilled teacher prefers a method he has made his own.

I am aware that I am here face to face with a vast problem. How can one estimate the influence of heredity and of social environment on human character, and how can he calculate, with any degree of certainty, the final result of such varied and complex forces? Now the principles of heredity and social environment are of no practical utility to the teacher. In most cases he is comparatively

ignorant of both, in as far as they affect his pupils. The teacher must be a seer; he must be able to estimate character, as far as evolved from an observation of its movement in the lives of his pupils as they are before him. How vast the undertaking! how much of faith, of love, of scientific process is involved in leading a human intelligence out of darkness and chaos to intellectual light and order! No work on earth superior to it, but that cognate, though more subtle process of leading a human soul from spiritual darkness and chaos to heavenly light and peace.

Is the ideal set before us attainable? No, and yes. If it be asked is it attainable in its complete ness, the answer is no; if, however, it be asked, is it attainable in measure, the answer is yes. Should the teacher be discouraged from striving after the attainment of this ideal, because he knows he can never absolutely attain it? Certainly not. As well may the preacher cease to hold up, as our example, the perfect character of Jesus Christ, because he knows that, in this life, we will never attain to it, and that, perhaps, he will never live to see any great measure of approach to it in our character. Just as the ages hold in their obscure treasury their ideal form of society as an organized body of human individuals, so the life of the individual, viewed in its totality, holds within it the possibility of the ideal man. Let no weak faith blight our hope; let no sordid ambition fetter our free effort, and no "impossible" shall oppose our progress. For purposes of analysis, the three aspects of education must be considered singly; but in the process of education they should proceed simultaneously, with varying emphasis, according to the stage in the process, and according to the special requirements of individual cases. As a healthy physical organism is the necessary foundation of a vigorous mental and moral life, physical culture is of prime importance in education. Especially is this the case in towns and cities, where there is little necessity for engaging in physical exercises at home. In country schools the mere requirement of exercise may be safely left to home life and home duties. But there is another standpoint from which physical culture may be viewed. It is not sufficient that the body be ordinarily healthy for a perfect manhood; it should be a trained servant of the will, prompt and vigorous in obeying the will. There should be cultivation of the manly habit. There is no reason why any man or woman, with ordinary good health, should be a nerveless, spiritless, drooping creature. For both men and women, a graceful and vigorous habit of body is essential to the highest success in life. Such a habit is conducive to cheerfulness and comfort, renders its possessor at ease in society, and vastly increases his influence over others. This, to some extent, may be secured by gymnastic, drill and calisthenic exercises. But these all have the serious defect that they lack spontaneity. The will is always under control of another, so that the bodily movements are in obedience to the will of another, rather than directly and spontaneously in obedience to the will itself. They are useful, however, in cultivating the habit of prompt and orderly obedience to commands—a very important part of education. The best form of physical exercise is that which simultaneously calls forth all the powers of mind, body and soul, with emphasis on bodily powers. In this respect the English Resident Schools are worthy of imitation. Football and cricket afford exercise to the body and social intercourse at the same time. With us, football, cricket, baseball and lacrosse for boys, with lawn tennis for girls, serve the purpose of cultivating a vigorous physique, and at the same time cultivating the power of patient resistance and forbearance under opposition. No one will deny that this trait of character is very serviceable in the struggle of life. To educate men and women for society, we must educate them in society. Men and women will learn patience and forbearance in opposing others, only by enduring opposition. The spirit of honest, friendly rivalry gives tone to a school, as it does to larger social institutions. Every school, if properly equipped, will afford means of recreation of this character, for both boys and girls. We now have baseball grounds and football campuses for the boys, why not tennis courts for the girls? Surely it is time some form of agreeable physical exercise was provided for girls! It may be urged as an objection to this demand, that home life supplies this requisite exercise for girls. To a favored

* A paper read before the Lanark County Teachers' Institute.

few it does, but for the great mass of those attending our High Schools and Collegiate Institutes, no such privilege exists. And, even were such opportunities enjoyed at home, it is almost impossible to secure them in boarding houses, for reasons that are evident to all thinking people. And it is just that class of students, who come from distant homes, and who, during the week, do not enjoy any of the relaxation of the home society, to whom such a provision would be a priceless boon. As a rule, they are the most diligent students, and stand most in need of relaxation. And there is no time when that relaxation will be so profitable to them as during hours of study and confinement, when they can associate with their fellow students in enjoying it.

The existing Departmental Regulations in regard to physical culture in High Schools and Collegiate Institutes are inadequate. If the purpose is to furnish a counter agent to confinement and close mental application, the time devoted to such exercises is too short, and the circumstances under which they are taken are, in very many cases, to say the least, unfavorable to bodily health. If, on the other hand, the purpose is to give instruction in drill, gymnastics and calisthenics as branches of study, the time devoted to them is too long, since all that can be learned of these subjects with the average High School and Collegiate Institute equipment, may be learned in twenty half-hour lessons instead of seventy or eighty half-hour lessons a year. Another defect in the present provisions is that the exercises are given at too long intervals to afford any adequate relaxation from study, and counterpoise to close confinement. After all, the cultivation of a good physique and manly habit must depend almost entirely upon the student's devotion to manly and womanly sports and games. In these the teachers should lead and guide until there is sufficient enthusiasm created to ensure their continuance as a pastime. One objection often urged against this view is that too much attention to sports interferes with the more serious purposes of study. While we must admit here is some force in this objection, yet a careful examination of the facts of the case will convince even these objectors that there are more students who hinder their progress in study through neglect of the body, than there are who indulge in sports to excess. A highly cultured mind is a grand desideratum, but even were it possible to attain the highest mental culture without a properly developed physique, there must inevitably follow an immense loss of power in the struggles of life. The mind, trammelled by its intimate union and sympathy with a weak body, find its wings clipped in its efforts to soar in highest flight. In the wear and tear of life, in the struggle and strain of society, physical energy and staying power give their possessor an immense advantage. In our haste to be wise let us not forget to preserve our strength.

Leaving the physical side of our nature for the present, we pass to the intellectual side. Here, two main aspects present themselves, first, the method of education, and second, the matter or means. The teacher and his methods present themselves under three aspects. The first great function of the teacher is to produce in the mind of the pupils a conviction of ignorance, coupled with a desire to know; second, to lead the mind, by easy and familiar particular illustrations of universal principles to grasp the universality of those principles, and third, by many and varied applications of universal principles to give facility in grasping the universal in the particular, in bringing the particular under the universal, and in advancing to the discovery of new principles and new applications of those already known. This, at first sight, appears rather a vague expression of the function of the teacher. Let us, therefore, explain. Aristotle says, "Philosophy begins in wonder." Now, philosophy is just the search for truth, whether in the realm of knowledge, or in the realm of faith. Wordsworth says, "Heaven lies around us in our infancy," by which he means that the dawning of a new experience, the awakening of the human intelligence to the consciousness of objects and persons, and their complex relations, is a veritable wonderland, a panorama that fills the infantile soul with delight. It may be safely said that all knowledge begins in wonder, in which wonder there is involved the pleasure of acquisition, the consciousness of incompleteness and the desire for that completeness. There is always the contrast

between that part of the unknown conquered, and thus made known, and that part which is still unknown and which remains to be conquered. This is the normal condition of affairs in a child's experience, a condition which all the great educational reformers have recognized, in a greater or less degree. The acquisition of knowledge is agreeable, and obedience to moral principles is agreeable, provided the child is led in a natural path to become conscious of the truths to which it is expected to yield assent.

(To be Continued.)

For Friday Afternoon.

A SPRING DUET.

BY O. C. AURINGER.

SINGS a robin in the spring,
"Merrily!"
Sings a bluebird answering,
"Cheerily!"
I can see and hear them now,
Perched, with airy beck and bow,
On the budded apple-tree—
"Merrily!" "Cheerily!"

Robin is a boisterous boy,
"Merrily!"
Wild and noisy in his joy,
"Merrily!"
How he makes the orchard thrill
With his stormy notes and shrill,
Boasting from his apple-tree—
"Merrily! Merrily!"

Bluebird is a mimic rare,
"Cheerily!"
Mocking robin's boastful air,
"Cheerily!"
Echoing with dainty throat
His loud carol, note for note,
Laughing still in fairy glee—
"Cheerily! Cheerily!"

Thus they do, and so they sing
Merrily,
Till the orchard arches ring
Cheerily.
Yester eve I heard them there,
Merry, tantalizing pair!
With their witching minstrelsy—
"Merrily!" "Cheerily!"

And all night within my brain,
Merrily,
Rang the merciless refrain,
Cheerily.
I could neither rest nor sleep,
I could only toss and peep,
Haunted by that melody,
"Merrily!" "Cheerily!"

Now 'tis morn—no rest again,
"Merrily!"
Echoes still within my brain,
"Cheerily!"
Oh, I'm taunted! I'm enchanted!
By this melody I'm haunted!
Break the spell and set me free
From "Merrily!" "Cheerily!"

—N. Y. Independent.

JOHN'S SISTER.

WHAT! no elder sister?
I wouldn't be you!
Who buttons your jacket?
Who ties up your shoe?
Who gives you a boost
When you climb a tree?
Who bathes your bumps,
As kind as can be?
Who guided your oar
The first time you paddled?
Who blows your birds' eggs,
E'en when they're addled?
Who sets your moths,
Your butterflies too?
Who mops up the floor
When you spill the glue?

Who makes you taffy?
(I tell you it's fine!)
Who baits your hook,
Untangles your line?

Who takes out your splinters,
All in a minute?
Who tells you stories,
And sings like a linnet?

No sister! I pity you,
Truly I do.
And oh! for a whole farm
I wouldn't be you.

—Youths' Companion.

THE LAND OF OUR BIRTH.

THERE is not a spot in this wide-peopled earth,
So dear to the heart as the land of our birth,
'Tis the home of our childhood! the beautiful spot
Which mem'ry retains when all else is forgot.
May the blessing of God
Ever hallow the sod,
And its valleys and hills by our children be trod.

Can the language of strangers, in accents unknown,
Send a thrill to our bosoms like that of our own?
The face may be fair, and the smile may be bland,
But it breathes not the tones of our dear native land.
There is no spot on earth
Like the land of our birth,
Where heroes keep guard o'er the altar and hearth.

How sweet is the language which taught us to blend
The dear names of parent, husband, and friend;
Which taught us to lisp, on our mother's soft breast,
The ballad she sung as she rocked us to rest.
May the blessing of God
Ever hallow the sod,
And its valleys and hills by our children be trod.

THE BIRDS' LESSON.

BY LIZZIE WILLS, TORONTO.

A BIRDIE was teaching her young ones to fly
From their nest in a tree to the ground,
She coaxed them, and said to them, "Now, my
dears, try!"
Then she scolded them soundly all round.

"Just see how I do it, I'll show you the way;
You must try then to do just the same.
Eh! what's that I hear, you're afraid, do you say,
That you'll fall, break your legs and be lame?"

"Such nonsense you're talking, you foolish young
things!
Come, begin right away now and try.
How, under the sun, if you don't use your wings,
Will you ever be able to fly?"

First one little birdie, more brave than the rest,
Shook its wings and flew down from the tree;
Soon others came fluttering out of the nest,
And their mother was pleased as could be.

She said, "My dear birdlings! remember to try,
When you're asked to do difficult things.
There ne'er was a bird yet that soared to the sky
When it first commenced using its wings."

'Tis education alone which gives to man a true
knowledge of what he is and what belongs to the
dignity of his nature.—John D. Pierce.

"Love took up the glass of Time, and turn'd it in
his glowing hands;
Every moment, lightly shaken, ran itself in golden
sands.

"Love took up the harp of Life, and smote on all
the chords with might;
Smote the chord of Self, that, trembling, pass'd in
music out of sight."

—Locksley Hall.

THE merely physical progress of a nation may be
indicated by the extent of its conquests, or by the
wide reach and richness of its commerce; but its
real power and greatness will be measured best by
the character and efficiency of those institutions by
which its moral and intellectual life is fed and re-
fined.—J. M. Gregory.

The Educational Journal.

Published Semi-monthly.

A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART
AND THE ADVANCEMENT OF THE TEACHING
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J. E. WELLS, M.A. Editor.

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PUBLISHED BY

The Grip Printing and Publishing Co.

T. G. WILSON, Manager.

GEO. A. HOWELL, Business Manager.

Offices:—201 and 203 Yonge Street, Toronto.

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TEACHERS' CONVENTIONS.

Haldimand County, May 22nd and 23rd, at Caledonia.

East Kent, May 25th and 26th.

North Simcoe, May 25th and 26th, at Collingwood.

East Gray, May 25th and 26th.

Haliburton County, May 18th and 19th, at Haliburton.

Prince Edward County, May 18th and 19th, at Picton.

East Victoria Connty, May 18th and 19th, Lindsay.

✻ Editorials. ✻

TORONTO, MAY 15, 1893.

THE FIFTH FORM IN PUBLIC SCHOOLS.

THE most important educational question which has been discussed during the current session of the Legislature is that of the point at which the Public School course should end. Is it in the interests of public education that the teaching of the subjects included in what is known as the fifth form in the Public Schools should be encouraged, or should the Department and the profession rather favor the relegating of this work as far as possible to the High Schools? While the Minister of Education, if our memory serves us, always expressed himself in favor of having the work of the fifth form carried on in the Public School wherever the conditions are such as admit of its being done effectively, it must be confessed that some of the regulations seem rather adapted to produce the opposite effect. The refusal of the Department to appropriate money for fifth-form examinations in schools in which but one teacher is employed is probably wise. There can scarcely be a doubt, we suppose, that it is practically impossible for a single teacher, however able and industrious, to teach fifth-form work efficiently without detriment to the work of the lower classes, and so to the education of the great majority of his pupils. But whether this refusal should not be offset with some special inducement to the employment of assistants wherever practicable, so as to make it possible to extend the course to the end of the fifth year without loss, or rather with positive gain to the lower forms, is an important question. Seeing that the amount of the grants to Public Schools has not been increased during the last twelve years, while the sum total of the expenditure for educational purposes has been largely increased, there certainly seems to be some ground for the charge that the common schools are hardly getting their share of this most practical kind of encouragement.

It is also understood that the holding of fifth-form examinations in Public Schools is not encouraged in towns and cities in which High Schools and Collegiate Institutes are maintained. The reason given is, of course, that the duplication of the teaching and

examinations is unnecessary, and consequently a waste of money and labor. But is this so? The argument is valid, it seems to us, only on the supposition that all the pupils who would have taken the year's work in the Public School had it been taught there, will, failing that, avail themselves of the High Schools. Will such be the fact? We doubt it. Nothing seems to us more certain than that there are many boys and girls who would continue for another year in the Public Schools, were that necessary to complete its course and reap all the advantages it offers, who will not enter the High Schools. Various reasons suggest themselves. The High Schools are not usually free. They are generally associated in the minds of parents and pupils with the idea of preparation for the University or for a profession. Their courses are not adapted for those who can remain in them for but a single year, etc.

We are proud of our High Schools. We regard them as one of the strongest links in the educational chain. We doubt if for good teaching and efficiency they are excelled in any country. But nevertheless, or rather for that very reason among others, we do not think that they can take the place or do the work of the fifth-form in the Public Schools. Nothing could be better for them than that their pupils should enter at a more advanced stage of preparation, and that they should thus be enabled to carry them a stage further in the intermediate work. But the real question is, what is best for the country? The ideal of public education is the greatest good of the greatest number. Can anyone doubt that if a much larger number of our Public Schools were well equipped for carrying their pupils forward for another year, a largely increased number of the boys and girls of Ontario would be led to take advantage of the fact and would therefore receive another year at school before going about their life work? For obvious reasons this last year would be worth considerably more from an educational point of view than any preceding year. An incidental result, too, would be that a considerably larger number would be stimulated to enter the High Schools and thus the number of citizens possessing a higher education would be increased in proportion. Few thoughtful persons will, we believe, be willing to maintain that the end of the fourth-form in the Public Schools is such a goal as should satisfy us as an education for the great mass of Canadians, and yet it is beyond controversy that under present arrangements this is the goal which the great majority of parents set before themselves for their children.

TROUBLESOME WORDS.

IN one of J. M. Barrie's stories the following dialogue occurs near the close of an interview between the Editor-in-chief of an important newspaper and a young man who is about to be promoted to the position of leader-writer on the staff.

"By the way, you are Scotch, I think?"

"Yes," said Rob.

"I only asked," the Editor explained, "because of the shall and will difficulty." Have you got over that yet?"

"No," said Rob sadly, "and never will."

"I shall warn the proof-readers to be on the alert," Mr. Rowbotham said, laughingly, though Rob did not see what at.

The Editor, or the writer who made his speeches, evidently had no suspicion that in making the adverb "only" modify the wrong word he was guilty of as great an offence against good English, or which amounts to the same thing, against precision of speech, as was Rob, who by his use of "will" for "shall" had unwittingly expressed his determination never to use the two words correctly, when he meant only--no, we didn't write "only meant"—to declare that he feared the force of the national habit would prove too strong for him.

Whether the Scotch are sinners above all others in the abuse of the will and the shall, or not, they certainly are not the only sinners in that particular. Probably educated Englishmen are seldom guilty of confusing these troublesome words, but certainly neither Americans nor Canadians are, as a rule, in safe positions for stoning the windows of their Scotch fellow-citizens. If any one is curious in regard to the statement, or wishes to verify it, let him take up a few copies of any periodical, the educational papers and magazines will serve the purpose as well as any others, and note carefully the use of the words through a few columns. Of course no one will be so impolite as to apply the test to THE EDUCATIONAL JOURNAL, and then cry "Physician heal thyself."

The misuse of such words as *shall* and *will* and *only* and others which will readily come to mind, belongs to a class of solecisms which are the less excusable because it is quite as easy to use the right word, or to put the word in the right place, as to misuse or misplace it. But there is another case of literary malpractice which is so common that it must be regarded as the *bête noire* of editors and proof-readers, but which is much more excusable because it is often very difficult to avoid it without a circumlocution which is almost a worse offence than that which is being avoided. We refer to the use of *their* in relation to

a singular antecedent, especially when that antecedent is, or has connected with it, one of the distributive pronouns. It is scarcely an exaggeration to say that not one in four of those from whom we receive communications in connection with this and other journals takes the trouble to avoid showing his gross contempt for all the grammarians from Lindley Murray and William Lennie downwards, by the free use of such forms as "Everyone has their faults." "No teacher can be too careful in regard to the example they set before their scholars," and so on *ad infinitum*. Were it not that the expression grates so harshly upon the sensitive ear, we should be disposed to say that it would be better to give up the struggle, repeal the familiar grammatical law, and accept this usage as one of the idioms of the language. We should like to have the opinions of some of our professors and lecturers in English upon the point. The difficulty arises, of course, from the want of a singular pronoun of common gender in the language. In the old days when the lords of creation had everything their own way, and wives and mothers, sisters and daughters were content to take any obscure place assigned them, the *he*, *his* and *him* sufficed to cover the whole ground, irrespective of sex. In fact, we suspect that many of the modest representatives of the gentle sex were rather proud than otherwise to be included in the lordly designation, instead of being marked off as belonging to the weaker sex by some word of the feminine gender. But now all is changed. We do not know whether the women, as a rule, object to the old forms of speech, but seeing the prominent and often pre-eminent positions they have attained in almost every department of intellectual activity, it is no wonder that we men have the grace to hesitate before ignoring the individuality of the sex by including them in the masculine forms of the pronoun. Hence arises, we take it, the very prevalent tendency to the ungrammatical use of the plurals.

Why is not this somewhat glaring defect in the language supplied? One would suppose that there should be some means by which the needed word or words could be formed and gradually introduced, to supply this felt want in the language. Attempts have from time to time been made, but all have hitherto failed. Authorities in language declare the thing impossible. Words are formed by evolution, not invention. New names may be successfully framed for new objects discovered or invented, but cannot be made to order for the supply of old wants. We confess that we are not yet convinced of the impossibility. But if we must accept the situation in the mean-

time, it is surely worth while for speakers and writers, and especially for teachers, who have so much to do with determining the habits of speech of the next generation, to take the trouble to use the words we have correctly, even at the expense of some trouble and loss of time.

This question of precision in the position and use of words is not a matter of grammatical pedantry. If it were we should say that the looser usage might as well prevail. It would not pay to stickle for accuracy. The game would not be worth the candle. No one cares to pose as a grammatical martinet. But to us the question seems to be of much wider dimensions. It is a matter of precision in the expression of thought; hence, of precision in thinking. Thought and language act and react upon each other. No one who does close thinking can be content with loose and slipshod expression. Grammar is really a logical, rather than a formal study. Its higher office is to teach us to say exactly the thing we wish to say, not something more or less resembling it, but more or less indefinite or ambiguous. The study of the correct use of words is one of the best aids to clear and accurate thinking. Hence it is that we have always thought grammar proper—not grammar as a mere system of arbitrary rules and usages—one of the most useful of all studies, and one that we should be very sorry to see banished from the schools, however much in need of improvement the methods of teaching it may be.

A GOOD deal of discussion is had from time to time touching the effect of education, especially that given in the common schools, in the prevention of crime. Very erroneous inferences have sometimes been drawn from statistics by incompetent writers. No one expects that secular or even religious education can wholly eradicate the tendency to crime. But for obvious reasons it cannot be doubted by any thoughtful mind that all real mental training must have a beneficial effect on conduct, if not on character. All statistics, rightly read, will, we are assured, confirm this view. An article on "School Statistics and Morals," by Commissioner W. T. Harris, in the April *School Review*, lays down the following simple and true principle: "The main point in the interpretation of criminal statistics is to consider the ratio between the number of criminals furnished by a given number of illiterates as compared with a like number who can read and write. We must consider not only the numerators but also the denominators of our fractions in order to get at the true value." Tried by this rule, statistics testify strongly to the moral value of education.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—
ANNUAL EXAMINATIONS, 1892.

HIGH SCHOOL ENTRANCE.

ENGLISH GRAMMAR.

Examiners: { J. E. HODGSON, M.A.
ISAAC DAY, PH.B.

NOTE.—Candidates will take questions 1, 2, 3, 4, 5, and either 6 or 7.

1. State the part of speech and give the syntax of every italicized word in the following extract:—
When the head of the French attack had reached within forty yards, Wolfe gave the order, "Fire." At once the long row of muskets was levelled, and a volley, distinct as a single shot, flashed from the British line. For a moment the advancing columns still pressed on, shivering like pennons in the fatal storm; but a few paces told how terrible had been the force of the long-suspended blow.

2. Write sentences to show that the following words may be properly used as different parts of speech:

walking, iron, on, but.

3. Write out every subordinate clause in the following extracts, state its kind and give its relation:

(a) If I talk to him, with his innocent prate
He will awake my mercy, which lies dead:
Therefore I will be sudden, and despatch.

(b) The elders of the city
Have met within their hall—
The men whom good King James had charged
To watch the tower and wall.

(c) When Bassanio read Antonio's letter, Portia
feared that it was to tell him of the death of
some dear friend.

4. Analyse fully the following:

The happiness of these lovers was sadly crossed
at this time by the entrance of a messenger bearing
a letter from Antonio containing fearful tidings.

5. Parse the italicized words in the following
extract:

Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er darkened ways
Made for our searching: yes, in spite of all,
Some shape of beauty moves away the pall
From our dark spirits.

6. Correct, with reasons, the errors in the follow-
ing sentences:

(a) I will be drowned and nobody shall help me.

(b) The man and the horse which was lost in the
blizzard has been found dead.

(c) Neither the time nor the place of his birth
are known definite.

(d) There aint no doubt as you and me can run
faster than him.

7. Give the principal parts of:

choose, sit, slay, shoot stick,

and the possessive of:

*we, you, she, who, which, one, they, St. James,
goodness, kings.*

Values— $3 \times 7 + 3 \times 4 + 12 + 17 + 3 \times 6 + 5 \times 4 + 10 + 10$.

GEOGRAPHY.

Examiners: { ISAAC DAY, PH.B.
J. E. HODGSON, M.A.

NOTE.—Only five questions are to be attempted.
A maximum of five marks may be allowed for neat-
ness.

1. (a) When are the days and nights of equal
length, and when are the former at their greatest
length in the Northern Hemisphere? Tell why
the days and nights are not always of the same
length.

(b) Of what use are meridian lines; and lines
of latitude?

(c) Which is the most important meridian
line; and which the most important line of latitude?

2. Tell what you know of Ontario, under the
following heads: its mountains, its rivers, its lakes,
and its mineral areas.

3. To what countries does Canada send her sur-
plus flour, pease, barley, eggs, horses, pigs, lumber
and salt? Whence does she get her molasses,
wine, silks, oysters, oranges, bananas, and cotton?

4. Draw a map of the Great Lakes, showing how
they are connected; on the map note the position
of Kingston, Toronto, Oswego, Buffalo, Sarnia,
Port Arthur, Chicago, and Duluth.

5. Give the position of each of the following
cities, and state why each is so important in the
commerce of the world: London, New Orleans,
Liverpool, Nottingham, Manchester, Sheffield, Glas-
gow, Paisley, Belfast, and Londonderry.

6. Where and what are the following noted for:
Toulon, The Hague, Ebro, Saxony, Riga, Odessa,
Hong Kong, Sumatra, Sunda, Madras, Altai, Verde,
Madeira, Orinoco, Lima.

Values— $2 + 2 + 2 + 3 + 2 + 2 + 15 + 8 + 7 + 7 + 8 + 15 + 15$.

COMPOSITION.

Examiners: { JOHN SEATH, B.A.
J. E. HODGSON, M.A.

NOTE.—Candidates will take question 1 and
either question 2 or question 3. A maximum of
five marks may be added for neatness.

1. (a) Write a letter to a school-fellow, giving
an account of some adventure which you may have
had yourself, or which you may have read about.

(b) Write out the address for your letter with-
in a ruled space the size of an ordinary envelope.

2. Give, in your own words, an account of the
Capture of Quebec.

3. Write an account of the last visit you may
have paid to a Provincial, County, or Township
Fair.

Values— $48 + 2 + 50 + 50$.

DICTATION.

Examiners: { ISAAC DAY, PH.B.
JOHN SEATH, B.A.

NOTE.—The Presiding Examiner shall read the
passage three times—the first time, to enable the
candidate to collect the sense; the second, slowly,
to enable the candidate to write the words; and the
third, for review. A maximum of five marks may
be allowed for neatness.

He now observed before him, at a certain height
in the wall, a crevice, which from the point where
he stood, appeared inaccessible. Near the moulded
arch he saw low dark grottoes within the cavern.
The entrance to the nearest was out of the water,
and easily approachable. Nearer still than this
recess, he noticed, above the level of the water and
within reach of his hand a horizontal fissure. It
seemed to him probable that the crab had taken
refuge there, and he plunged his hand in as far as
he was able, and groped about in that dusky aper-
ture.

Meanwhile Wolfe's army had reloaded. He seized
the opportunity of the hesitation in the hostile
ranks, and ordered the whole British line to ad-
vance. At first they moved forward with majestic
regularity, receiving and paying back with deadly
interest the volleys of the French. But soon the
ardor of the soldiers broke through the restraints
of discipline: they increased their pace to a run,
rushing over the dead and dying, and sweeping the
living enemy from their path.

DRAWING.

Examiners: { ISAAC DAY, PH.B.
J. S. DEACON.

NOTE.—Only four questions are to be attempted.

1. Draw an axe, with the handle leaning against
a wall, the figure to be six inches in height.

2. Draw a table lamp, five inches in height.

3. Draw the wheel of a wagon with sixteen spokes,
drawing to be three inches in diameter.

4. Draw a trunk three feet long, twenty inches
wide, and twenty inches high, with the lid partly
open; size of drawing one-half inch to a foot.

5. Draw two oblique lines, one inch apart and
five inches in length; divide each into five equal
parts; join each point of division of the one line
with the three nearest points of division of the
other.

6. Draw a watering-can, below the line of sight,
two inches in height.

Values— $7 + 7 + 7 + 7 + 7 + 7$.

HISTORY.

Examiners: { J. E. HODGSON, M.A.
ISSAC DAY, PH.B.

NOTE.—Candidates will take ANY FOUR questions
in section A, and ANY TWO in section B. A
maximum of five marks may be added for neatness.

A.

1. Give an account of any two of the follow-
ing:—

- The Feudal System.
- The Great Charter.
- The Petition of Right.
- The Execution of Charles I.
- The Act of Settlement, 1701.

2. Narrate briefly the career of any three of the
following:—

- Mary, Queen of Scots.
- Sir Thomas Wentworth.
- John Hampden.
- The Duke of Monmouth.
- Lord Nelson.
- Sir Robert Peel.

3. State the causes and the general results of the
Crimean War, mentioning the principal engage-
ments.

4. Give an account of

- The South Sea Bubble, 1720;
- The Repeal of the Corn Laws, 1846.

5. Give an account of the Battle of Waterloo,
the causes which led to it, and the effect on Great
Britain.

6. Define heir-apparent and heir-presumptive.
How will the death of the late Duke of Clarence
affect the succession? Contrast the right of heir-
ship to the throne of Great Britain now with that
claimed by the Stuarts.

B.

7. Give an account of the Capture of Quebec.
By what treaty and at what time was Britain's
authority over Canada confirmed? What portions
of North America are under the control of Britain
as a result of this treaty?

8. Give an account of the dispute which led to
the Ashburton Treaty. State the terms of the
Treaty.

9. What are the chief provisions of the North
America Act? Why is so much importance
attached to this Act by the people of Canada?

10. By whom is each of the following ap-
pointed:—Governor-General, Lieutenant-Governor,
Premier of the Dominion, Premiers of the Pro-
vinces, Senators, Judges, Mayors of Cities,
Wardens of Counties, Reeves of Townships,
Trustees of Public Schools, Police Magistrates,
Registrars, County Inspectors of Public Schools,
Sheriffs?

Values.— $6 \times 2 + 4 \times 3 + 12 + 6 \times 2 + 12 + 2 + 2 \times 2 + 6 + 6 + 4 + 4 + 14 + 10 + 4 + 14$.

LITERATURE.

Examiners: { JOHN SEATH, B.A.
J. S. DEACON.

NOTE.—A maximum of five marks may be
allowed for neatness.

I.

"Princess! if our aged eyes
Weep upon thy matchless wrongs,
'Tis because resentment ties
All the terrors of our tongues.

"Rome shall perish!—write that word 5
In the blood that she has spilt;
Perish, hopeless and abhor'd,
Deep in ruin as in guilt!

"Rome, for empire far renowned,
Tramples on a thousand states; 10
Soon her pride shall kiss the ground—
Hark! the Gaul is at her gates!

Book Notices, etc.

Any book here reviewed sent post-paid on receipt of price. Address The Grip Printing & Publishing Co., Toronto.

The History of Modern Education. By Dr. S. G. Williams, Professor of Pedagogy in Cornell University. Syracuse, N. Y. C. : W. Bardua. Cloth, 16 mo. Pp. 395. \$1.50.

Twenty-five years ago, when the late Mr. Quick presented his "Educational Reformers" to the public, he wrote: "I have found that on the history of Education not only good books, but all books are in German or some other foreign language," and, although several original or translated works treating of this subject have since been served to English readers, that author's book still holds the foremost place among English texts on the history of Education. This hold is due to the vivacity of style and the aptness with which, as an experienced teacher, he seized upon and emphasized the practical in the methods and writings of the reformers whom he reviewed; for the work, considered as a history of Education, is, even for the period to which it relates, incomplete and unconnected.

English speaking students and teachers, conscious of these defects, will gladly place beside their Quick's "Educational Reformers" the new work above named. Dr. William's book gives a concise, connected and satisfactory, although within the limits of 400 pages, a necessarily brief history of Education since the Renaissance. Here, besides the reformers noticed by Mr. Quick, we have practical reviews of the labors or theories of Vives, Ramus, Rollin, Kant and other "Innovators." Then the chapters on the characteristics of Education in each of the three centuries give a comprehensive summary, an interesting perspective view of the progress of Education during the period.

The last sixty pages, dealing with Education in the present century, excepting the part devoted to Herbert Spencer's "Education," are not so interesting as the rest of the volume. Canadian readers will feel that in the evolution of a public free school, of a national system, harmoniously and consistently graded from the Kindergarten to the University, and of means of giving professional training to every teacher, the work done north of the lakes, especially in Ontario, deserves notice.

Selections for Memorizing. Compiled by L. C. Foster and Sherman Williams. Published by Ginn & Co., Boston, U.S. Pp. 194.

Suitable selections for memorizing, in primary and intermediate grades, are not very numerous, but the compilers of this work have been particularly fortunate in obtaining many gems of literature quite within the grasp of children. Jean Ingelow, Lucy Larcom and Phoebe Cary are among the list of contributors to the primary grades, and the intermediate and High School classes are quite as well supplied. The work of memorizing what is good and beautiful is in some cases neglected for want of suitable material. This collection of poems will undoubtedly meet the wants of a great many teachers.

The city school in some things is superior; but the well-regulated country school has a freedom from conventionality, from red tape, from dead routine, an approach to the individuality of the pupil, which the city school may imitate with great profit.—*Henry Sabin.*

It is a mistake to appeal to coercion, it is a mistake to appeal to the child's fondness for play when the higher motive of love for school and for school work will effect the same end.—*A. B. Poland.*

"How're it be, it seems to me,
'Tis only noble to be good.
Kind hearts are more than coronets,
And simple faith than Norman blood."
—*Lady Clara Vere de Vere.*

WHATEVER enobles and elevates man as man, strengthens and enriches the state.—*J. M. Gregory.*

2. Write the following twice:

Toronto, 2nd July, 1892.
Sir, Dear Sir, My dear Sir.
Lieut., Capt., Col., Maj., Gen.
inst., ult., prox., Yours truly.

3. Write the following once:

Courage, brother! do not stumble;
Though thy path be dark as night,
There's a star to guide the humble,
Trust in God, and do the right.

Who is the honest man?

He who doth still and strongly good pursue,
To God, his neighbor, and himself, most true:

Whom neither force nor fawning can
Unpin, or wrench from giving all their due.

Values.—5 + 10 + 10.

TEMPERANCE AND HYGIENE.

Examiners: { J. S. DEACON.
ISAAC DAY, PH. B.

NOTE.—Any five questions may be taken. A maximum of five marks may be added for neatness.

1. The taste for water and for milk is natural and almost universal: the first taste of alcoholic drinks is repugnant, and the liking for them is acquired. What do these facts teach?

2. Opium, tobacco, and belladonna have no poisonous effect upon certain animals, but alcohol affects all.—(Text-book.)
Give examples of this.

3. State how much work is done in twenty-four hours by the heart of a healthy man, and how this would be affected if he took four ounces of alcohol?

4. Explain the statement that alcohol seems to warm the body, but actually cools it.

5. Prove, by illustrations, that alcohol stimulates the system but wastes its strength.

6. Alcohol produces many diseases.—(Text-book.)
Name as many as you can.

7. Give medical testimony, and some of the author's reasons, against the use of tobacco,
Values.—15 + 15 + 15 + 15 + 15 + 15 + 15.

AGRICULTURE.

Examiners: { ISAAC DAY, PH. B.
J. S. DEACON.

NOTE.—Only five questions are to be attempted. A maximum of five marks may be added for neatness.

1. What trees are most suitable for shade; for protection as windbreaks; for adornment?

2. By means of what agencies is rock changed into soil? Describe the part each agent takes in this change.

3. How should exhausted soil be treated, so as to restore its fertility?

4. Explain the terms: tillage, plant food, heavy soils, humus, general manure, trenching.

5. Under the following heads, tell what you know of underdrainage: materials used, depth of the drain, distance apart of the drains, cutting the trench, refilling the trench.

6. Tell as many of the benefits as you can, arising from the rotation of crops.
Values.—15 + 15 + 15 + 15 + 15.

READING.

Examiners: { JOHN SEATH, B.A.
J. S. DEACON.

In the examination in Reading, the local examiners shall use one or more of the following passages, paying special attention to Pronunciation, Emphasis, Inflection, and Pause. They shall also satisfy themselves by an examination on the meaning of the reading selection, that the candidate reads intelligently as well as intelligibly. Twenty lines, at least, should be read by each candidate.

Lesson XXIV.—The Face against the Pane.

" LXII.—Lumbering.

" LXX.—A Christmas Carol.

" Other Romans shall arise,
Heedless of a soldier's name;
Sounds, not arms, shall win the prize,
Harmony, the path to fame. 15

" Then the progeny that springs
From the forests of our land,
Armed with thunder, clad with wings,
Shall a wider world command. 20

" Regions Cæsar never knew
Thy posterity shall sway;
Where his eagles never flew,
None invincible as they."

1. What is the subject of the foregoing extract, and under what circumstances is it supposed to be spoken?

2. Explain fully the meaning of each of the italicized parts. (For values of answers, see margin of extract.)

3. Distinguish between the meanings of "resentment," line 3, and "anger"; and "tramples", line 10, and "treads"; and supply the words left out in line 24.

4. Write out in as simple language as you can, the meaning of each stanza, and tell how each part of the prophecy has been fulfilled.

5. Point out the bad rhymes in the above extract.

II.

The battle commenced with a cannonade, in which the artillery of the Nabob did scarcely any execution, while the few field pieces of the English produced great effect. Several of the most distinguished officers in Surajah Dowlah's service fell. Disorder began to spread through his ranks. His own terror increased every moment. One of his conspirators urged on him the expediency of retreating. The insidious advice, agreeing as it did with what his own terrors suggested, was readily received. He ordered his army to fall back, and this order decided his fate. Clive snatched the moment, and ordered his troops to advance. The confused and dispirited multitude gave way before the onset of disciplined valor. No mob attacked by regular soldiers was ever more completely routed. The little band of Frenchmen, who alone ventured to confront the English, were swept down by the stream of fugitives. In an hour the forces of Surajah Dowlah were dispersed, never to reassemble. Only five hundred of the vanquished were slain. But their camp, their guns, their baggage, innumerable waggons, innumerable cattle, remained in the power of the conquerors. With the loss of twenty-two soldiers killed and fifty wounded, Clive had scattered an army of near sixty thousand men, and subdued an empire larger and more populous than Great Britain.

1. (a) What is the subject of the foregoing extract?

(b) Tell briefly the events that led to the battle.

2. Explain the meaning of each of the italicized parts.

3. (a) Distinguish between the meanings of "terror", line 6, and "fear"; "mob", line 15, and "crowd"; and "to confront", line 17, and "to meet".

(b) Why is "innumerable", line 22, repeated?

4. Give briefly, in your own words, the meaning the foregoing extract.

III.

Quote any one of the following:

The stanzas of the "Elegy Written in a Country Churchyard," beginning with "Beneath those rugged elms" and ending with "The paths of glory lead but to the grave."

"Lead, Kindly Light."

The last two stanzas of "Yarrow Unvisited."

Values.—2 + 4 + 4 + 4 + 4 + 4 + 2 + 2 + 2 × 3 + 12 + 6 + 2.

WRITING.

Examiners: { J. S. DEACON.
J. E. HODGSON, M.A.

1. Write the seven principles used in the formation of small and capital letters.

* Hints and Helps. *

THE PLAYHOUR IN A COUNTRY SCHOOL.

FRED. BROWNSCOMBE, PETROLIA.

VI.—INDOOR GAMES.

CHASING THE SQUIRREL, SMELLING GAME, GUESSING GAME, WHEN WE'RE PLAYING TOGETHER, are by kind permission of the publishers, The Oliver Ditson Co., Boston, taken from "Songs and Games for Little Ones," one of the most excellent books of which I know for primary teachers.

"OPEN THE GATES" is from "Songs for Kindergarten and Primary Schools," by permission of the same publishers. The full music of the above, is contained in the books mentioned.

The first six games are for small children only; the JOLLY OLD MILLER is for older boys and girls.

CHASING THE SQUIRREL.

The squirrel loves a pleasant place, Tra, la, la, la, la, la!
 Now see our la, by squirrel dear, Tra, la, la, la, la, la!

To catch him you must run a race, Tra, la, la, la, la, la!
 We will not keep them prisoners here, Tra, la, la, la, la, la!

Hold out your hands, and you will see Which of the two will
 We'll give them each, a nut to crack, And then they'll gal-ly

quick-er be, Tra, la, la, la, la, la, la, la, la, la, la, la!
 scam-per lack, Tra, la, la, la, la, la, la, la, la, la, la, la!

CHASING THE SQUIRREL.—The child chosen for the squirrel runs around outside the ring. At the words, "Hold out your hands," the children hold their hands behind them. Then the child whose hand the squirrel touches gives chase. If the squirrel is caught he takes his place inside the ring. After several squirrels have been caught, the last stanza is sung.

SMELLING GAME.

Oh, love-ly fra-grant flow-er, Pray come and join our game,
 And to our lit-tle play-mate Tell soft-ly now your name!

Now take the lit-tle flow-er, You've guessed its name a- right,
 But place it in cool wa-ter, To keep it fresh and bright.

SMELLING GAME.—One child is blindfolded, and a flower is held for him to smell. If he guesses its name, the flower is given him.

GATHERING NUTS IN MAY.—The children separate into two parties, who stand in two rows, ten or fifteen feet apart, facing each other. One side now advance halfway towards the other and retire again, singing the first verse, after which the other side advance and retire, singing the second verse, and so on till all are sung. At the end of the fifth verse, the two players whose names have been mentioned, step forward, clasp hands and pull. The one who yields belongs to the conqueror's side. The game is then re-opened, the second side taking the initiative this time. Continue this alternately till one side has captured all the players.

A variation of this to the words given below is as follows: The sides sing and march alternately as

before, but at the end of the fifth stanza each member of one side pulls against each member of the opposite side. After the first trial one party will probably have a majority of the players. For the second then and succeeding games the leader of the larger side selects the required number from his side to pull against the remaining number of his opponents. Game, when one side has taken all the players.

1. Oh, give us please some bread and wine,
Bread and wine, bread and wine.
Oh, give us please some bread and wine,
This cold and frosty morning,
2. No, we'll not give you bread and wine, etc.
3. Then we'll tell the red-coat man, etc.
4. We don't care for the red-coat man, etc.
5. Then come and we will pull you all, etc.

GUESSING GAME.

1. Let us pace a-round with sing-ing, Till our play-mate taps his stick,
 2. Sing the song I now am sing-ing, Till right-ly guess your name;
 3. Tra, la, la, la, la, la, la, la, Tra, la, la, la, la, la, la, la, la.

When you hear him, do not let him go; Sing your an-swer soft and quick,
 If I fail, your mer-ry laugh-ter Will not harm or spoil the game.
 Tra, la, la, la, la, la, la, la, Tra, la, la, la, la, la, la, la, la.

GUESSING GAME.—A child blindfolded stands in the middle of the ring, holding a stick. When he gives the signal, by tapping the floor with the stick, the children, who have been pacing around, stand still. The stick is then pointed at someone in the ring, who, taking the other end, holds it and sings the Tra-la-la in answer to the second stanza, which is sung by the blindfolded child.

WHEN WE'RE PLAYING TOGETHER.

1. When we're play-ing to- geth-er, We are hap-py and glad,
 In bright or dull weath-er We nev-er are sad.

2. Now tell, little playmate,
 Who has gone from our ring,
 And if you guess rightly,
 We'll clap as we sing.

WHEN WE'RE PLAYING TOGETHER.—A child stands before the teacher with eyes closed. During the singing of the first stanza, another is sent from the ring to hide. While the second stanza is being sung, the child looks around the ring and guesses who is gone.

20 OPEN THE GATES AS HIGH AS THE SKY.*

With animation.

1. O-pen the gates as high as the sky, And
 Cho. Tra, la, la, etc.

let King George and his men pass by! O-pen the gates as
 high as the sky, And let King George and his men pass by!

OPEN THE GATES.—Two leaders are chosen, who step to one side and select some object for each, as a peach and a pear, a ring and a brooch, a trip to London and a trip to Toronto, etc. Suppose that Sarah chooses the peach and Amelia the pear. They then join hands and raise them to form an arch under which march all the others in line, hand in hand, singing "Open the Gates as High as the Sky." The arch descends about the last in line making her a prisoner, and the leaders ask her, "Which would you rather have, a peach or a pear?" If she choose the peach she steps behind Sarah; if a pear, Amelia claims her.

The questions and answers must be in a low tone, that the others may not discover to which leaders the selected objects belong. The players continue marching and being taken one at a time till none are left, singing each time "Open the Gates." Each of Sarah's followers now clasp her hands around the waist of the player ahead of her and Amelia's followers do likewise. The two leaders

then clasp hands and with their sides pull in opposite directions. The party which pulls the other a certain distance is the winner and celebrates its victory by clapping hands and cheering.

THE JOLLY OLD MILLER.—A boy, say Albert, stands up alone, while each of the other boys chooses a partner from among the girls. When all have partners they commence marching in a circle around Albert, the boys inside, singing "There's a jolly old miller, etc." As the word "grab" is sung each boy drops his partner's arm and, stepping forward, takes that of the girl ahead. Albert at the same time, having watched his opportunity, steps in ahead of one of these boys, who has then to go to the centre and the game is recommenced. After a time a girl stands in the centre, the boys take the outside of the circle, and the girls do the "grabbing."

School-Room Methods.

GEOGRAPHY—POINTS OF THE COMPASS.

FIRST PRIZE LESSON.

BY C. N. CLOW, ATHENS, ONT.

How many of you ever got up in the morning before sunrise?

You have, Carrie, and Willie, and Johnnie, and Mary.

Who can point towards where the sun rises? You all can. You may, Susie.

(Susie points towards the East.)

Where does the sun rise, Charlie?

In the East.

How many think that is right?

Now who can tell me where the sun sets?

Mary—In the North.

How many think that is right?

Where do you think the sun sets, Willie?

In the West.

How many think the sun sets in the West?

Nearly all of you. Yes. That is right.

Susie, will you stand out here and hold both arms out straight? Let the left arm point towards the East, and the right arm towards the West. That is right.

Your face is towards what? Who can tell?

Carrie—The North.

How many think Susie is facing the North? Well Charlie, what do you think?

The South.

How many think Susie is facing the South? Yes, that is right.

If I stand right behind Susie with my back towards her, and start straight away from her, I'll be going towards what, Mary?

The North.

Yes. I am standing here in the room; who can tell me in how many directions I might walk?

Everybody knows. Tell me one, Jennie?

You might walk towards the East.

Another, Mary?

You might walk towards the South.

Another, Charlie?

You might walk towards the West.

And another, Willie?

You might walk towards the North.

How many directions is that in all?

Class, four.

Name them, altogether with me, commencing with the North and then East?

North, East, South, West.

Now name them alone?

North, East, South, West.

Very good.

Did you ever notice that our school-house is right at four corners?

What direction does each of you go when you start for home? Hands up. Those that know.

Willie—I go North.

Mary—I go East.

Susie—I go East.

Then you and Mary must go along the same road? Yes, we do.

Charlie—I go West.

Jennie—I go West.

And does nobody go South?

Johnny—Please sir, I do.

Very well.

Now, I'll tell you a little story.

One day I was out hunting on the prairies in the North-West. When it got dark I found I was a long way from my shanty. It was a sharp frosty night, and the stars were out as thick as could be. I thought how glad I would be to walk on such a pretty night if I were only within sight of my shanty. But I was not. I knew if I went straight North I would come to it all right, but there was no road to follow, nor any fence, nor anything else that would direct me. How did I get there? Who can tell?

Well, Willie, how did I get home?

You followed the stars.

But what stars? There were many of them.

Willie was pretty nearly right. I picked out one star and walked straight towards it, and by and by I got home all safe and sound. Now what star did I follow?

When you are outside on a bright night, how many of you can pick out what is called the dipper?

Nobody.

Here is something that will help you. If you look in the North you will find a group of stars that looks something like this that I have drawn on the board. You see that if I draw lines from one to the other thus, I will have something quite like a dipper. Do you see these two stars that form the edge of the dipper farthest from the handle? Just imagine a line drawn from the star at the lower edge of the dipper through the one at the top edge, thus, then imagine the line continued in the same direction till it is about three or four times as long as the handle of the dipper. This will lead to a large star that seems to be all by itself. This is called the North Star, and when you go towards it you go straight North.

Now, if you are out on a starry night and want to go North, how would you know which way to go, Susie?

I would find the North Star and go towards it.

That is right. Then how would you know which way was East, Jennie?

I would stand with my face towards the North Star and hold my right hand straight out from my side.

That is right; and how would you find the West, Jennie?

I would hold up my left hand.

That is right again.

How would you find the South, Charley?

If my face was towards the North the South would be behind me.

Yes.

One thing more, suppose you are out on the prairie on a dull, cloudy day. You couldn't see either the sun or stars then. How would you know which way was North or East then?

Who can answer that? Have I puzzled you all this time?

Well see here. Do you know what this is?

You do. What is it, Willie?

A magnet.

What will happen if I hold it near a pin, Mary?

The pin will jump up to it.

That seems strange, doesn't it? I will show you something stranger though. See. Here I have a large sewing needle. Watch what I do. I take one end of the magnet and rub it along the needle from the middle to the head, just so. Then I take the other end of the magnet and rub the needle from the middle towards the point. Here is a very fine thread that I have just drawn from my handkerchief. I tie it around the needle exactly in the middle, so that it balances nicely. Now I take hold of the end of the thread and let the needle swing loose. See what happens. There, it is quite still now. Notice which way it points. Do you all see? There I have given it a spin around. Let it get still again.

Which way does it point now, Jennie?

Just where it did before.

Yes, isn't that strange? And it will always point towards the same place. I wonder if anybody can tell in what direction the needle points. Think a minute. Do you know, Willie?

The head points towards the North.

How many think that is right?

Yes, that is right.

Now if you were out on the prairie on a cloudy day, and had this needle with you, could you tell which way was North?

You may answer, Carrie.

The head of the needle would point to the North.

Yes.

A long time ago a man found out what I have just been showing you about this needle. So he made a needle that looks something like the hand of a watch or clock, and put a pivot through the middle of it so that it would balance. Then he had a round box made with glass in the top. Next he fixed this needle in the box so that it would spin round freely, and then rubbed the magnet on it, so as to make the small end point towards the North. When he wanted to know which way was North, he had only to lay down the box and look at the needle.

Does anybody know what we call this box I have been telling you about? No one.

It is called a compass.

What do you call those men that sail on the sea, Susie?

Sailors.

Do you know any other name for them?

Sometimes they are called mariners. When these mariners get away out on the ocean they must have something to guide them or they would get lost. So they always take with them one of these compasses, and for that reason we call them "mariners' compasses."

How many different directions have you learned that there are, Mary?

North, South, East, and West.

In cloudy weather what helps us to find these directions, Johnnie?

The compass.

Now if we say "points" instead of "directions," and the compass helps us to find them, we might call them points of what, Willie?

We might call them the points of the compass.

That is very good.

All together, name the points of the compass?

North, East, South, West.

* Literary Notes. *

In *St. Nicholas* for May, Mrs. C. V. Jamison, who is the author of "Lady Jane," begins a new serial. The new story is called "Toinette's Philip," and is, like its predecessor, a story of New Orleans. Two strong stories for boys—one by Herbert H. Smith, and the other by Tappan Adney—are descriptive of jaguar-hunting in South America and salmon-spearing in the Northern States and Canada. In view of the opening of the Chicago Fair upon the first of May, there is a general survey of "The World's Fair Palaces" by Tudor Jenks. G. R. O'Reilly, under the title "Secrets of Snake-Charming," sets forth a new explanation of the methods by which the Indian magicians deceive Europeans, and natives also. Mr. O'Reilly claims to have done all that the most learned fakirs have accomplished, and other feats of his own. But to get a true idea of this number, we must not omit some less important but more delightful bits. We may select Kemble's drawing of the baby lion that tries to eat the doll and remarks, "Whew! Sawdust"; Maurice Thompson's poem, and Louis Loeb's pictorial echo of it; Miss Cloud's old-time poem, and Birch's delightful pictures to it; Miss Cone's Venetian gem, an accompaniment to Rico's picture; the crisply delightful portrait of "Poet's Narcissus"; and, to make an end somewhere, Marian Douglas's poem on "The Tinman," which will bring to many a homesick ear the lively rattle of the peddler's cart.

The *Century* for May starts a new volume with a new cover-design by Stanford White. The magazine opens appropriately with the subject of the World's Fair, there being two prose contributions, one by Mrs. Van Rensselaer with practical suggestions how best to see the Exposition; and the second, by W. Lewis Fraser of the *Century* Art Department on "Decorative Painting at the World's Fair." The personal interest of the number is strong and varied. It includes, among a number, a paper of "Recollections of Lord Tennyson," by John Addington Symonds, the English art critic, with interesting anecdotes of discussions between the laureate and Mr. Gladstone. The fiction of the number comprises the last part of Mrs. Burton Harrison's New York society novel, "Sweet Bells Out of Tune," with a picture by Gibson; the sixth part of Wolcott Balestier's "Benefit's Forget"; "The Chevalier de Resseguier," a short story by

Thomas Bailey Aldrich, with a picture by Howard Pyle; the first instalment of a humorous two-part story by William Henry Bishop, entitled "Writing to Rosina," with pictures by H. S. Watson and Herbert Denman; and a short story by M. Frances Swann Williams, entitled "Mr. Gadsbury's Brother," with pictures by Kemble. There are also as usual poems under well known names, the topics of the Time, the "Open Letters, etc.," "In Lighter Vein" are several humorous prose compositions.

THE *Review of Reviews* for May, without pretending for a moment to invade the special domain of the elegantly illustrated monthly magazines, may perhaps claim to surpass any of them in a certain quality of original and timely interest in its pictures. It contains all told about one hundred illustrations. They pertain to the World's Fair, to the Naval Review, to the Flag-raising on the Navesink Highlands, of April 25, and the casting of the Liberty Bell on May 1 at Troy, to the reception in New York of the Duke of Veragua, the lineal descendant of Christopher Columbus; to Mr. Cleveland's various important appointees, including perhaps a dozen of the most important new foreign ministers and the principal commissioners and chiefs of bureaus.

AN important article of special interest at the present time on "The Behring Sea Question" has been written for the May number of the *North American Review* by Hon. B. F. Tracy, ex-Secretary of the Navy. New light is thrown on the Hawaiian situation by the article on that subject contributed by Mr. T. H. Davies, personal guardian of the Princess Kaiulani. An article by the Rev. Dr. W. S. Rainsford on "Possible Reformation of the Drink Traffic"; one on "The Gates Ajar—Twenty-five Years After," from the pen of Elizabeth Stuart Phelps; "The Decadence of Theology," by John Burroughs; "The Ann Arbor Strike," by Frank P. Sargent, Grand Master of the Brotherhood of Locomotive Firemen, and many others on subjects of current interest make up a good number of this excellent monthly.

THE Exhibition number of *Scribner's* magazine contains nearly one-third more matter than the regular numbers of *Scribner's*, and the illustrations are of extraordinary abundance and richness, including twenty-five full pages, two of them in colors, the frontispiece being a reproduction of a pastel by Robert Blum. Among the artists are eminent Frenchmen, Englishmen, and a striking list of American artists. On its literary side this Exhibition Number shows a list of contributors such as has never been brought together before in a single issue of a magazine. The opening article is an unpublished autograph narrative by Washington, describing in a most graphic manner "The Braddock Campaign"—a manuscript which is unique among Washington relics. W. D. Howells contributes a charming autobiographical sketch entitled: "The Country Printer," which embodies recollections of his youth. It is illustrated by A. B. Frost. Prominent English writers are Walter Besant and Thomas Hardy. The American short story is exhibited at its best by such masters of the art as Bret Harte, Henry James, George W. Cable, H. C. Bunner, etc.

* Question Drawer. *

D. S. and Others.—Temperance and Agriculture are still optional.

J. B. S.—Write to the Education Department for the Entrance Literature Lessons. The circular will give you full information.

J. A. P.—You will find a time-table for an ungraded school on page 100 of the *EDUCATIONAL JOURNAL* for July 15, 1892. We cannot say whether it is the best. That is a question for the practical teacher.

P. S.—Your question is too comprehensive to be answered in our columns. Consult the "Statistical Year Book of Canada" for information as to Canada's exports and imports. You can probably see a copy on application at the nearest newspaper office, or procure one by writing to the Department of Agriculture at Ottawa.

Primary Department.

A GLIMPSE OF PRIMARY WORK.

RHODA LEE.

"We have just time for a glance at the lowest classes before intermission," said the principal, throwing open the door and leading the way into one of the brightest and most attractive school-rooms I have ever seen.

Sunlight streaming in plentifully on pretty wood work, brand-new furniture and happy children could not well produce any other than a cheery atmosphere, it is true. But there were other touches than those of the sunlight that helped to bring the inward sunshine into this class. The table-drape, though of very inexpensive material, was extremely tasty. The pot of mignonette which stood on it, and the other plants on the window-sill, poured forth their sweetness unstinted. Apparently the greater part of the black-board was in constant use, but there were corners and panels which were artistically decorated. Flags, pictures and mounted work adorned the walls, and the charts, which stood in convenient corners, were ornamental as well as useful.

There was a class at the board, but, although they seemed to be having an interesting lesson from their quietly energetic teacher, it was not there that I felt attracted. My attention was drawn to the busy work at the desks. Here was interest. A glance up as the door opened and then at work again as diligently as ever. There were two classes engaged at their seats—the highest and lowest. Each pupil in the first class had a box containing, apparently, about two hundred single letters, with which they were building words.

The little ones were busy with the shoe-pegs, making all sorts of figures and designs on their slates. One little fellow had his almost covered and was quite ready to explain the various devices to me. Among them were a chair, table, star, box, spade, saw-horse, and a bird-house.

On entering another primary class we found all heads bent down upon the desk. "Dreaming," the teacher said as she met us. An occasional peep was taken by some curious little day-dreamer, but they were all supposed to be in the region of the happy-land until the teacher's "wake up" was heard, when the heads were again raised in readiness for the narrating of the dreams. Spring was naturally the general topic. At the same time there was abundant variety in the detail. The children stood and told their dreams in the most natural manner possible. One little girl was in the country and was helping to feed a lot of little yellow chickens. A little boy was looking for violets in the woods and found some beautiful ones which he took home to his mother. A little girl was going to a pic-nic on the Queen's Birthday in her dream, and told us where it was to be and what she was going to do. Another on being questioned stated that she did not have a "big" dream. She just thought it was a nice, warm Saturday and she was

taking her best doll for a ride in her carriage.

The last dream we heard before the gong sounded for recess was described by a little fellow as follows: "I was waiting for my papa to come home; and at the side of our house there is a big tree and there is a robin's nest in it. I thought I was watching the old robins, too, and I saw them carry up four worms for the little robins. And just then I saw my papa.

Our verdict, after hearing these dreams, was that the device was a most effective one in getting the children to talk naturally and easily.

LANGUAGE.

RHODA LEE.

In story-writing, and, indeed, in all written language work, the most common error observed is the incorrect use of words which sound alike and are spelled differently. A great many of these enter into the composition of the children and are constant stumbling-blocks. As a part of our language work there should be definite teaching of the meaning and use of these words. They should be used in sentences, written either by the children themselves or at the teachers dictation. The words cannot be fixed too well. In the second part of the First Reader there are, at least, thirty common homonyms. Those most frequently used and most necessary in our work will be found in the list given below. Methods for conducting a lesson of this sort have been discussed in a previous number. New ways and means of impressing the meaning and use of the different words will suggest themselves if we only keep our object plainly in view to make the impression as lasting as possible. More difficult words will be met with in the higher grades, but the work should be well begun in the lower classes.

their	two	road	sum	made
there	too	rode	some	maid
	to	rowed		
knew	see	hear	be	write
new	sea	here	bee	right
hour	herd	threw	meet	knows
our	heard	through	meat	nose
sail	ate	tail	fair	son
sale	eight	tale	fare	sun
flower	whole	four	raps	buy
flour	hole	for	wraps	by

STORIES.

ONE Saturday morning Fanny took her little sister and brother out for a walk. Her brother's name was Willie and her sister's name was Maud.

Maud was so little she could not walk far and so they took their little cart with them. When they came to a shady tree Fanny took out her slate and she would draw pretty things for them. They got some nice flowers, too, and when they got home they put them in water.

ETHEL MACDONALD (age 7 years).

ONCE upon a time there was a little girl and she was poor, and she had a little brother called Jimmy and they loved each other, and once Jimmy took sick. There was a good man who heard he was sick and he came next day and asked how he got sick and his mother said he was out playing and got wet and took cold. The doctor said, "I will cure him." The lady thanked him and Annie thought how kind of him to do it for us, and in ten days Jimmy was quite well. Annie had thanked the doctor over and over, but that was not enough for her. She wanted to do something for the doctor. One day it was raining very hard. Annie saw the doctor go by in the morning and thought likely he would come back that way at night. She went out into the rain and just as she expected, the river had got so full that it had swept the bridge away. She went back to the kitchen and lit the lantern and went out and swung the lantern. At last she heard a voice say, "all right," and she went home. The next day some one told the doctor Annie had saved his life.

ANNIE MUNRO (7).

Educational Notes.

AN English school teacher has recently published a collection of replies to questions made in the schools, some of which are very amusing. To a question, Who was Esau? one boy replied: "Esau was a man who wrote fables and who sold the copyright to a publisher for a bottle of potash." Another one said: "Oliver Cromwell was a man who was put into prison for his interference in Ireland. When he was in prison he wrote *The Pilgrim's Progress* and married a lady called Mrs. O'Shea." This is an odd jumble of John Bunyan and Charles Parnell. In reply to a question, Who were the Phoenicians? one answer was: "The inventors of Phoenician blinds." The word *immaculate* was defined as "state of those who have passed the entrance examination at London University." This pupil got *immaculate* and *matriculate* mixed. One definition of *hydrostatics* was: "When a mad-dog bites you. It is called *hydrophobia* when a dog is made and *hydrostatics* when a man catches it." In the way of anatomy we have the following definition: "The heart is a comical-shaped bag. The heart is divided into several parts by a fleshy petition. These parts are called right artillery, left artillery, and so forth. The function of the heart is between the lungs. The work of the heart is to repair the different organs in about half a minute." Judging from the freaks that Cupid plays by manipulating some people's hearts one would say it is indeed "a comical-shaped bag." Perhaps the "fleshy petition" accounts for the number of deaths by heart failure. A pupil who was asked to explain the words *fort* and *fortress* wrote: "A fort is a place to put men in and a fortress a place to put women in." Evidently this young Briton did not believe in co-education of the sexes. One boy defined *divine right* as "the liberty to do what you like in church," and another one defined a *Papal bull* as "A sort of cow, only larger, and does not give milk."

"SUNSET and evening star,
And one clear call for me
And may there be no moaning of the bar,
When I put out to sea.

"For tho' from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face,
When I have crossed the bar."

—Crossing the Bar.

A GOOD education necessarily implies a knowledge of ourselves.—John D. Pierce.

* English. *

Edited by Fred H. Sykes, M.A., EDUCATIONAL JOURNAL, Toronto, to whom communications respecting this department should be addressed.

ENTRANCE LITERATURE.

NATIONAL MORALITY.

BY JOHN BRIGHT.

I. INTRODUCTORY.

As the brief abstract in this lesson deals with a special thought and is tolerably complete in itself, it seems unnecessary to enter into the general argument of the speech from which it is quoted. Suffice it to say that the speech of which this admirable selection forms a part was delivered in 1858, during the Palmerston regime, and was directed against the foreign policy of Palmerston and his ministry, which, in the opinion of Mr. Bright and many others, intermeddled quite too much with the affairs of other nations, thereby tending to involve Great Britain in hostilities with foreign powers, as in the Crimean and Chinese wars, which had but recently been brought to a close.

In the extract Mr. Bright speaks from the lofty point of view of one who holds that, in the nation as in the individual, the character is the chief thing. The possessions, the power, the prestige of the nation, as of the man, are of minor importance compared with what it is in itself, in the motives and aims, virtues and vices, which make up its essential and distinctive character.

II. ANALYTICAL.

The first thing to be done here, as always, is to have the lesson read carefully and intelligently in order that the class may comprehend and appreciate its meaning as a whole. When the class have thus become imbued, to some extent, with its general thought and spirit, it may be taken up paragraph by paragraph with a view to determining the separate parts of which it is composed, and their relations to one another in the mind of the speaker. Thus, e.g., the first paragraph enunciates the view that the only real greatness of a nation is moral, as distinct from military or any other kind of greatness. The second declares that military expenditure should be strictly limited to what is necessary to the maintenance of internal order and defence against aggression, and so on.

The third step in the analysis will be the examination of the paragraphs, sentence by sentence, and word by word, so far as time may permit, and as may be necessary to the elucidation of each.

P. 295. *I do not care for military greatness.*—John Bright was a member of the Society of Friends, whose peace principles are well known. It must be remembered that at the time these words were spoken there was a strong tendency to reaction against the policy of peaceful development of commerce and industries which had prevailed for a time before the Crimean war, and which had given rise to the taunt that the British nation was becoming a "nation of shop-keepers." Many were weak enough to regard this as a reproach, and were rather inclined to seek than to avoid occasions for warlike demonstrations. We are happily once more in an era of peace. It required much more moral courage for a public man in England to utter this sentiment in 1858 than it would to-day. In fact, Bright and Cobden were ridiculed and satirized as being members of the "Peace Society," though it does not appear that they had actually joined that society.

Greatness, renown.—Distinguish in meaning.

Crowns, coronets.—Write explanatory notes. Is there any tautology in this enumeration? Can you justify the use of so many terms in the connection?

Comfort, contentment, happiness.—Do these words seem fitly chosen? Distinguish their meanings.

The nation... in the cottage.—Explain and justify. [Of course the many, the masses, in every nation are the poorer classes, who dwell in cottages. Bright evidently considers that "a man's man" in cottage as well as in castle.]

Adequate, scientific.—Notice here and throughout the careful choice of the right words.

P. 296. *Ninety-nine out of every hundred.*—Who would be the exceptional hundredth man? To which class would Bright naturally belong? On what political principle is his admission based? Note how carefully that admission is guarded and modified.

The most ancient of profane historians.—[Herodotus.]

Scythians.—The term denotes an aggregation of tribes rather than the occupants of any distinct territory. So far as the term is geographical it denoted a vast, indefinite and almost unknown region north and east of the Black, Caspian and Aral seas.

To Mars alone.—This is not strictly correct. Herodotus represents the tribe evidently referred to as worshipping Venus and other deities, though Mars was their chief God.

Scimitar.—Describe and distinguish from other kinds of swords. [The word is of Persian origin, but Bright probably does not use it with special discrimination.]

What are our contributions?—In connection with this passage and the next, beginning "Two nights ago," the teacher will do well to point out, in regard to the first, the tremendous present force of the comparison there instituted, in view of the enormous expenditures of European nations of the present day in military equipments—an expenditure which is on a scale that would have seemed almost incredible at the date of Mr. Bright's address, thirty years ago—and, in regard to the second, the great change wrought since that date by the extension of the franchise to millions who had then no political power.

P. 297. *I am speaking, too.*—Whose are the "finer instincts" and "purer minds" referred to? What does Mr. Bright mean by saying "these have not suffered," etc? Are there any tendencies in the direction of a change?

You can mould opinion.—This sentence is made obscure by bad punctuation. The construction and meaning would be made clear, and the whole would be more in Mr. Bright's style, were it re-cast in sentences, and punctuated as follows:—"You can mould opinion. You can create political power. You cannot think a good thought on this subject and communicate it to your neighbours; you cannot make these points topics of discussion in your social circles and more general meetings, without affecting sensibly and speedily," etc. Many minor points in punctuation are matters of taste, yet there are general principles in regard to it, whose observance is of great importance in the expression of thought.

Written for men alone.—Would you suggest any change in the position of the word *alone*? Would *only* be the preferable word? Give some illustrations of the ambiguities arising from the use of these two words in wrong positions in sentences.

Reject and deride.—Define, and note again the happy choice of words.

The great Italian.—Who? [Dante.]

We have experience, etc.—Account for the repetition of words, and the omission of connectives.

But we are not left.—What is the force of *but*? [The word *but* comes in rather unexpectedly. It seems to have been suggested by the word "wandered." One wanders from the right path for want of a guide. Probably the force may be that shown by such a paraphrase as, "Our experience gained through costly mistakes and wanderings, furnishes us with beacons and landmarks to guide us in the future, *but* we have a better and safer guide." There is, however, some ambiguity. The connection in the speaker's mind may have been quite different. "Seeing our costly mistakes, and knowing how far we have wandered, we may be disposed to despair of finding the right way, *but* we are not left without a guide. The use of the words "beacon" and "landmarks" favours the first view.]

Urim and Thummim.—Explain. [See Ex. 28-30; Lev. 8, 8; Deut. 33, 8; Ezra 2, 63; Neh. 7, 65.]

Oraculous.—Give the usual form. [Oracular.] The whole phrase is from Milton. "Urim and Thummim, those oraculous gems on Aaron's breast."—*Paradise Reg.*, iii. 14.

What strikes you as being the chief characteristics of Bright's style, as seen in this extract?

Is it easy or laboured, clear or obscure, simple or involved, quiet or florid, argumentative or didactic, chaste or rhetorical? Does he use a larger or smaller proportion of words of Anglo-Saxon origin than the average? Justify your answer by references.

III. BIOGRAPHICAL.

It is impossible, in the space which can properly be given to a biographical note, to do anything like justice to the life of this noble Englishman. Students should be encouraged to read for themselves a history of his life, or, at least, a few of

his more important speeches, if these are accessible. John Bright was born in Rochdale, Lancashire, in 1811, and died there in 1889. His family had been for generations Quakers and Nonconformists. His father had been a weaver by trade, but a year or two before John's birth had purchased an old cotton mill, and commenced business as a cotton manufacturer. His sons were taken into this business as soon as they became old enough, and without much education. John, who was very delicate in health as a boy, and, indeed, throughout his whole life, received only a common English education before going to work with his father. He had no knowledge of the classics, but he had what is better, if one had to choose between the two, a taste for good reading. He knew Milton's poems by heart, and no doubt learned much classic lore from them. Strange to say, he did not appreciate Shakespeare. He said, "The dialogue spoils him for me. The flow of thought is not sustained. The style goes to pieces." The American Whittier, a brother Quaker, was his favorite poet. He found great joy in reading him, and could recite his poems almost by the hour. When he first began to speak on Temperance and other questions of the day he used to write his speeches, and recite them to a workman in the mill, who was an unsparing critic. Later, as his themes got fuller possession of mind and heart, he abandoned manuscript and gradually developed that wonderful power over his audiences which made him one of the greatest, perhaps the greatest, English orator of his day. He first came to the front in politics in connection with Mr. Cobden, as an advocate of the Corn Law movement. He was first elected to Parliament in 1843, as member for Durham. In 1847 he was returned for Manchester, which he represented for ten years, when, having lost this seat in consequence of his opposition to the Russian war, he was immediately elected for Birmingham. He continued to represent that constituency until his death. He did not care for office. He was a member of the Government under Gladstone for but a few years prior to 1882, in which year he withdrew because he could not support him (Gladstone) in the policy which led to the war with Egypt and the bombardment of Alexandria. Throughout his whole career he was a consistent and powerful advocate of every measure of reform which tended to the enfranchisement of the labouring classes and the improvement of their condition, and generally to the spread of liberty and equal rights for all classes and sections. Free trade, freedom of the press, financial reform, the improvement of the condition of Ireland, disestablishment, the removal of Jewish and Catholic disabilities, the extension of the suffrage, and kindred movements, always found in him one of their most powerful and most consistent promoters. Most strenuously, and almost alone, he opposed the Crimean war. Though he separated with deep regret from Gladstone on the Egyptian question, these two great statesmen afterwards became fully reconciled, and on his death, Gladstone pronounced an eloquent eulogy in the House of Commons.

J. E. W.

CORRESPONDENCE.

A SUBSCRIBER.—(1) The analysis of (a) "One moment wait, thou holy man," is as follows: The sentence is imperative; the subj. is "thou," (understood); pred., "wait"; adverbial complement (of time) "one moment." "Thou holy man," is nominative of address, and consequently has no part in the grammatical analysis of the sentence. (b) Ah, whence this mercy, Lord? "Ah," as an interjection and "Lord" as nominative by address have no part in the thought expressed by the sentence, and are excluded from the analysis. The sentence is interrogative; subj. "mercy"; compl. of subj., "this"; pred., "is" (understood); adverbial modifier of pred. (of place) "whence." (3) Hesperus, vesper, was the evening star of the Romans. (4) The lesson "The Farmer and the Fox," (III. R. 71) is really an allegory on the punishment of criminals. The arguments advanced by the Fox represent the arguments against capital punishment, (a) it does not deter others from crime; (b) the criminal is not responsible as he is what heredity and environment make him (c); it is a terrible thing to put a human being to death, especially sudden death, before repentance is possible; (d) punishment should be for the reform.

mation of the criminal; (e) it should not proceed from hate or vengeance. The Farmer's views represent the rough, common sense way of getting rid of an evil, undeterred by sentimental consideration for the culprit. (5) The "Good time coming," of MacKay's poem (III R. page 86) is that perfect world, the realization of which seems to be brought ever nearer by the improvement of morals, the development of inventions, the spread of religion. The wished-for perfect age that every one longs for to-day just as people did in biblical times.

Science

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

HOME EXPERIMENTS.

MUCH of the experimental work in Science, especially in physics and chemistry, must necessarily be performed in the laboratories at the school. If the work at present prescribed for the Primary Examination is to be carried out practically, it means, especially in large schools, either the expenditure of large sums in duplicating apparatus, or the preparation of a time-table for the whole school which will suit the convenience of those taking the Science option. In many cases both of these are impossible. In order to lessen the pressure caused by a congested curriculum, it is possible for the students to perform at home many simple, but on that account none the less instructive experiments. Every experiment honestly and expeditiously performed, places the student in a better position to understand one in which the apparatus is too complicated for him to handle unaided. A few experiments suitable for home work are here suggested:

LIGHT.—Oil a piece of paper, place a lamp before a key hole, hold the oiled paper behind the hole in a dark room. This will give the formation of images through small apertures. Hold the oiled paper at different distances from the hole and observe the sizes of the image. Measure the size of the image at different distances.

The formation of shadows can also be taken up very successfully at home.

A simple experiment in photometry also suggests itself. Stick a fork in a table near a white wall. Place a candle flame behind it and a lamp flame close to the candle flame. Which produces the deepest shadow? Vary the position of the flames until the shadows are the same depth. This shadow photometer will be instructive and enable the students the better to understand the Bunsen photometer.

The simple coin experiment illustrating refraction, in some cases will be better understood after a trial at home.

ELECTRICITY.—Take three tumblers, half fill with sand and moisten with dilute sulphuric acid. Get small strips of zinc and copper and a few bits of copper wire and a magnetized needle suspended by a thread from a convenient support. With this apparatus you can have the students perform the following experiments: Hold the wire connected with the zinc and copper strips under the needle, over it, beside it, wind the connecting wire round a nail, connect two "cells" in opposition. Learn to connect cells in series, and in multiple arc. Test for a current in both cases. Try pieces of string to connect the plates. Nearly all the simpler experiments in the High School Physics, under the head of Electricity, may be performed with this simple battery. A few months persistent effort and sympathizing help and you will have students working like Trojans.

SOUND.—Take an old tin fruit can, punch a hole in the bottom, place a nail across the hole inside the can, fasten a string to the nail; put a little rosin on your hand and draw along the string. Let four boys measure the velocity of sound.

SIMPLE EXPERIMENTS.

To illustrate the comparative densities of hot and cold water.

Heat a small quantity of water in a beaker almost to the boiling point and add a few drops of ink. In a second beaker of cold water float a small flat piece of wood. Pour the inky water on the floating wood to break its fall.

Reverse the experiment pouring cold water on the hot inky water.

Take cold inky water, and cold pure water and repeat the experiment. The phenomena following these three simple experiments establish the truth, hot water is lighter, bulk for bulk, than cold water.

To ascertain quickly the specific heat of a metal. Place a layer of cotton wool around the inside of a large beaker, and fit into this a smaller beaker. Put into the inner beaker a measured quantity of water and ascertain its temperature. Weigh the metal whose specific heat is to be ascertained, and immerse with an attached fine wire in boiling water until it has attained its temperature. Then remove, wipe quickly with a dry cloth and place in the inner beaker. Note the rise of temperature.

What are the sources of error?

This will give remarkably close results if carefully performed.

HOW TO CONVERT INCANDESCENT LAMPS INTO GEISSLER TUBES.

THE idea of utilizing burned-out incandescent lamps for performing Geissler tube experiments may be new to many of the readers of your valuable paper, and if so, would be pleased to submit it.

The experiment may be performed as follows:

Procure a burned-out lamp, if possible one in which a piece of the filament has been broken off, leaving the ends separated about an inch. Solder a piece of wire to each terminal of the lamp, and connect to the secondary terminals of an induction coil yielding about a one-eighth inch spark. Start the coil in action, and holding the globe in one hand, begin to file off the glass point where the lamp has been sealed. This operation must be performed very cautiously, using a fine file with a gentle pressure.

The filing should be continued until the discharge diffuses the bulb, and then the point is quickly sealed in the flame. It is, of course, apparent that the object in filing the point is to allow a certain amount of air to enter the globe, producing a low vacuum, through which the discharge will readily pass.

The writer has obtained quite a number of beautiful and varied luminous effects in this manner by using the lamps of different manufacture and with very little trouble.—E. M. La Boiteaux.

A SIMPLE MICROSCOPE.

MAKE a small hole in a glazed visiting card or piece of tin, and place a drop of water in it. Try it.

CORRESPONDENCE.

R. T.—Q. 1—How can it be proven that CO contains half its volume of O?

Ans.—It can easily be proven that carbon dioxide contains its own vol. of O.

Pass, say, 40 cc of CO into a graduated Endimeter filled with mercury, then pass in say 32 cc of oxygen. By means of a Ruhmkorff coil pass a spark and ignite the gases. When cool note vol. Then pass in by means of a pipette, say 10 cc solution of KOH, shake and note the diminution of volume. Now KOH absorbs CO₂ but not either CO or O, hence the amount of diminution is due to the CO₂. Measure the amount of O left over and subtract from the amount taken. This gives the amount combined with CO. It will be found that the amount of O used is one half the CO₂ absorbed by KOH, but CO₂ contains its own vol. of O, therefore, etc.

Q. 2—What position does an astatic needle assume?

Ans.—The astatic arrangement is intended to overcome terrestrial magnetism, hence the needle will remain in any position in which it is placed, if it is properly constructed.

Q. 3—Is the carbon filament in a 1,000 hr. incandescent lamp oxidized at the end of the time?

Ans.—No; the blackening of the bulb is due to the projection of very small particles of the filament from itself, probably due to the heating effect of the current.

Q. 4—What is the action of air on Iodine vapor and cause of change of color of the vapor.

Ans.—In all probability the change is a purely physical one, and the varying color due to the

refraction of light in the two media, air and Iodine vapor. There is at least no defined chemical change.

A. J. S.—Mosgrove.

Q.—What is the limit of physics for Senior Leaving.

Ans.—The course is by no means clearly defined. You will be expected to possess the knowledge of Junior Leaving candidates with more difficult problems which will imply a year's further study.

Correspondence.

THE WHISPERING QUESTION.

JAMES MOORE, Brussels, Ont., writes: "I allow whispering only between those in the same seat; and their remarks must be confined to the school work. I find the plan quite satisfactory, and have very little difficulty in carrying it out."

ONE who does not wish his name published:—"I am a teacher in an ungraded Public School and tolerate "no whispering" whatever. Of course the school is not perfectly silent. There is a very little noise caused by the children being so busily engaged at their work. But it is a very little hum which is not by any means unpleasant. But as for "whispering" I would not and could not have it. From my first day of teaching I have put down whispering sometimes by "punishment" but chiefly by keeping children interested in their work and plenty of it to do."

R. SNELL, Haydon:—"My practice in regard to whispering is: There is no rule made forbidding whispering or permitting whispering. I punish in different ways any found talking, often asking what it was they were saying. But in case I see one ask for a book or do some almost necessary talking, even though the pupil sees that I see him, I do not punish. I think, then, by always punishing in cases when you think it (the talking) uncalled for, the pupils will not take or can't take any advantage in any way. Suppose I see a girl turn her head and speak two or three words and get a ruler, I see no cause for punishment. It looks too much like Czarism."

"I HOLD it truth with him who sings
To one clear harp in divers tones,
That men may rise on stepping-stones
Of their dead selves to higher things."

—In Memoriam.

MR. J. K. CRANSTON, Galt, writes that the negotiations for the sale of his business are still in progress, but the transfer is not yet completed. In the meantime the prices advertised in the issue of April 15th still continue.

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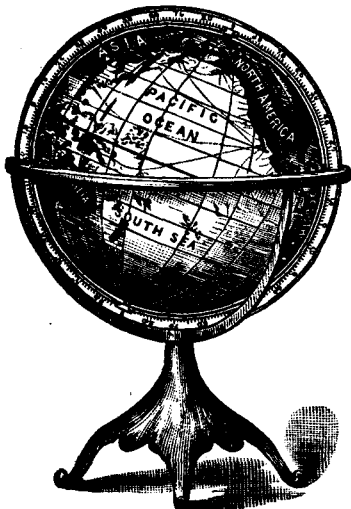
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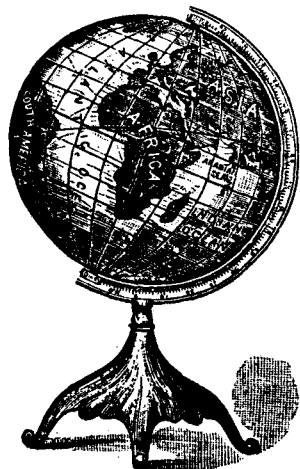
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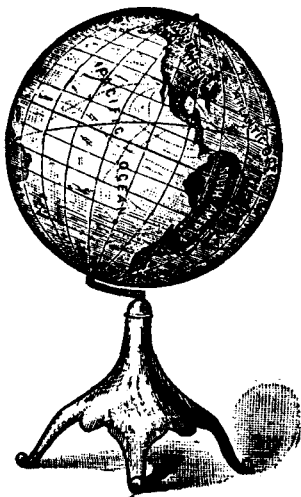


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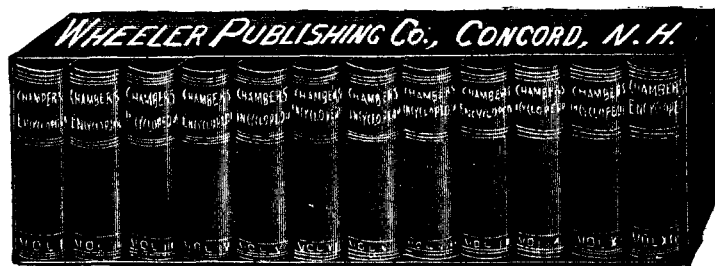
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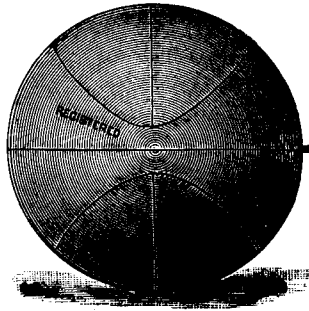
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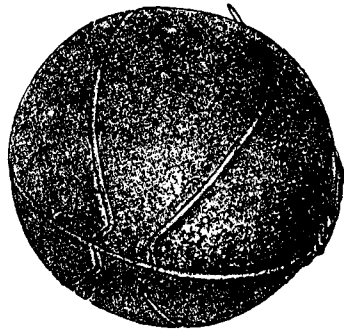
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