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## \* Editorial Notes. \*

THROUGH the wise liberality of some Patriotic Canadian who prefers to do good in secret, a Committee of the Protestant Teachers' Convention, of Quebec is enabled to offer a series of three prizes, amounting to \$2,500, as an incentive to the production of a satisfactory text-book of Canadian History. The conception is a good one and the prizes are sufficiently liberal, it may be hoped, to call forth the best efforts of our most competent historians. The committee which has the matter in hand says that the object is to have a text-book of Canadian History written which will give every Province such recognition as shall unite the interests of all Canadians and conduce toward the creation of oneness of patriotic sentiment, the aim being to have the text authorized for use throughout the Dominion.

"I HAVE now an experience of some forty years as student, teacher and examiner; and it forces on me a profound conviction that our modern education is hardening into a narrow and debasing mill. Education is over-driven, over-systematized, monotonous, mechanical. . . . The round of endless examinations reduces education to a professional cram, where the repetition of given formulas passes for knowledge, and where the accurate memory of some teacher's 'tips' takes the place of thought. Education ought to be the art of using the mind and of arranging knowledge; it is becoming the art of swallowing pellets of special information. The professor mashes up a kind of mental 'pemican,' which he rams into the learner's gullet. When the pupil vomits up these pellets it is called 'passing the examination with honors.'"

The above passage from an article by Mr.

Frederic Harrison, in a recent number of the *Forum*, contains material for a good deal of profitable thinking. There is some reason to hope that some of the gloomiest parts of his description are less true of Canadian than of English methods, and that the tendency of Canadian Education is to become more flexible instead of to harden more and more. So far as teachers and teaching are concerned, advancement is being made, whatever may be said of the Departmental rules and regulations. Many of our teachers are wide awake, impatient of old routine, on the alert for new methods and longing for fuller Educational freedom. Even in England the New Code is undoubtedly less inimical to good teaching than the old. But in Canada, as in England, the iron hand of the examination system still rests heavily upon the schools and colleges, and often sadly retards and cramps true educational work.

WE recently had an opportunity to spend an afternoon in the Manual Training Department of Woodstock college. We came away strongly confirmed in our previous opinion that manual training, properly conducted, is of great educational as well as great practical value. The work in this department does not, we find, consist of a series of experiments, more or less awkward and blundering, in the use of the tools. The lessons are thoroughly systematic and based on sound pedagogical principles. The pupil's first step, rigidly insisted upon in every case from the very outset, is to get a clear conception of what he wants to accomplish. He must make an accurate representation of the thing he proposes to make, on blackboard or paper, carefully drawn to scale, and work from that as a model. In every instance the principle of the thing must be grasped and mastered before any attempt is made to produce the thing itself. In a word, the workmanship must be intelligent and scientific. "One thing is clear," said a friend who accompanied us, and made a close study of the whole system, "when a boy who has taken this course devotes himself to any mechanical occupation, he will be sure to become foreman in a short time." Another conclusion impressed itself upon us with equal force, viz., that the boy who gets the training of the perceptive and con-

structive faculties which such a course gives, will go to his more strictly intellectual studies with such a quickening of that class of mental powers as will make him a clearer, stronger and more accurate student in every department of college work.

IF other schools in the large cities would follow the example of one of the London board schools of which a contemporary tells us, the children of the slums could no longer be spoken of as belonging to the ranks of the "great unwashed." A simple but ingenious method has been devised by which the dirtiest of boys can be washed very expeditiously and efficiently. Each boy stands upright in a small box, from the sides of which numerous sprays of warm water play upon all parts of his body. Three minutes are allowed him for thoroughly soaping himself, the sprays of water closely following the soap. At the end of that time he steps forth to rub himself with the usual coarse, dry towels. In this way it is found that each scholar in a school of 300 boys can have a thorough cleansing once a week. Altogether there is reported to be a marked improvement of late in the cleanliness of the school children, at least as regards their persons. It is regretted that the same process cannot be applied to their clothing, which brings a very discouraging element into the school problem. Yet the new sense of comfort and dawning respectability imparted by the feeling of cleanliness of person will pretty surely react in the matter of clothing. Not many boys will long continue to don their filthy garments after their ablutions without a sense of revulsion which must beget some effort at improvement. But the practical question suggested for Canadian teachers in city and country is, To what extent does personal cleanliness characterize Canadian school children of both sexes? Facts and incidents occasionally come to our knowledge which seem to indicate that the daily or even weekly bath is by no means so universal as it should be. The clothes may generally be well enough, but what about the bodies? Teachers can do much, not only for the health and comfort, but even for the moral well-being of their pupils by inculcating judiciously the truth that frequent bathing of the whole body is essential both to health and respectability.

## ✻ Special Papers. ✻

### THOUGHTS FOR THE TEACHER.

AN ADDRESS BEFORE AN INSTITUTE.

BY THE LATE DR. HIGBEE.

THE following thoughts, which we copy from the *Pennsylvania School Journal*, are rich in fruitful suggestions for the mind of every earnest and thoughtful teacher:

All acknowledge the necessity of educating the young; but this necessity may be grounded upon merely relative ends, and thus great injury may be done at the very start. The necessity for education is found in the nature of the child. There are involved in his person, great possibilities; and forces also of vast significance from behind his individual will are entering into the web and woof of his being, which are to be taken up and finally made to be elements of his character. These possibilities are to be actualized and, so far as lies in our power, the possibilities of evil must be repressed, and those of the good be encouraged. Education must be based upon the need of a fully-developed personality. The furniture of the life already at hand, or the talents already given, must not be hidden in a napkin or buried in the earth.

The danger now is, that, in the pressure upon our attention of the thousand interests of our social order, calling for instruction in the arts and sciences, now almost innumerable, we may so dissipate our elementary training as to make the minds of the children fragmentary—forgetting the solemn interest of a fully-developed personality, without which no one is prepared to accomplish the mission of life.

Teaching is often spoken of as a *moulding process*, and so it is. But mind is not moulded like clay or iron, externally. The moulding power must come from within. The child is not a thing, but a personality—a thought of Jehovah—with possibilities which baffle all finite measurement. You cannot treat the child as a thing—for the plastic elements which are to form his character are to operate from within his own being, and the teacher must come to apprehend at the very outset of his or her work what that being involves. From behind the child's individual life, yet entering therein with conditioning powers, are the broad forces of race and nationality and sex and family life. These form elements of study and serious thought upon the part of the teacher, for they reach beyond the body into the interior psychic structure of the child, and constitute a vast natural force which the child has to take up and carry upward from their base in the natural into ethical freedom, into the spiritual structure of character.

What organic differences, for example, confront us in sex, challenging us to pay regard thereto! The two sexes cannot be treated alike, and it was never intended they should be. The differences show themselves at once. The boy, under the power of a determining phantasy, begins to ride his stick for a horse, while the girl dresses her doll; and as they grow older, although brother and sister, they remove farther from

each other in temperament and forms of feeling and thought.

Passing from what thus enters into the individual life from behind all self-conscious activity, let us look at the being of the child as made up of body and soul. The body becomes important as the investiture of the soul, as the earthly image which it bears, as the ultimate in which it meets the surrounding physical world. Every teacher should have sufficient information in reference to bodily life, to guide the young in dietetics and gymnastics, and in all that pertains to the prophylactic side of medical knowledge; and beyond this there are peculiar temperaments that inhere in the bodily structure which must be understood.

If all this and much more is true relating to the body, how much greater must be the need of knowing the powers of the soul! There are temperaments, so to speak, there also. You may find a pupil in whom the will-side preponderates, with the imminent danger of stubborn wilfulness, calling for you to open the way for it to organize itself into a great administrative power for good. Again, you may have one in whom the intellect-side preponderates, reaching out into the pride of rationalism, needing your most careful restraints and encouragements. Here again is one in whom the emotional in the form of imagination has the ascendancy, in imminent danger of falling into mere sentimentalism, calling for you to open the way for it to reach out into the realm of the beautiful in the way of æsthetic culture. These inner soul tendencies, these beginning impulses of the soul, under the power of influences which flow down from the world of ideas, require your steady and most careful attention. You cannot master the knowledge required here by examination of specific or technical journals. What is required is the broad, full, liberal culture of your own personality.

What are commonly called *faculties* of the mind, we prefer to call recipient forms. The *will* never creates the *good*, but only opens the way for the good to have place in our personal life. The intellect does not make the *true*, but opens the way for it to authenticate itself. Such also is the situation between the *imagination* and the beautiful; and hence, in the culture of these so-called faculties, that for which they are creatively given must be the end toward which they should be directed; and this is no relative end, as is at once apparent when we recognize that the Good and the True and the Beautiful have their source in God, and flow down from Him to apprehend and to be apprehended, that we may live to a purpose infinitely elevating.

Now it is impossible for the mind to evolve itself except in the presence of an already awakened intelligence. Without this, though surrounded by all the facts of the universe, there can be no culture, no movement, much beyond that of the lower nature. Teaching therefore, is not a science, nor an art—it is a *virtue*, an *ethical movement*, a relation of mind to mind, of will to will, of soul to soul. There may be, and is, a science of it but *it itself* is not a science. From this we can see the absolute need of our own *personal culture* as teachers.

For example, Grammar is an abstract

science; but to teach it you must refer back to its concrete base in language. Your preparation must pass beyond the technical analysis of grammar text-books. You must so far as possible, master your mother-tongue, by reading the literature in which it is speaking and hath spoken. Chaucer, Shakespeare, Johnson, Marlow, Webster, etc., etc., should be read until you know *English*. Of course, the children must use the scaffolding while they need it; but *you* should have removed it long ago, to gaze directly upon the fair proportions and glory of the structure itself. How often do we have classes in literature, each member of which can give us dates of birth and death, and headings and titles, etc., etc.—a fine test of memory indeed, but only the skeleton, with no flesh and no blood coursing through arteries and veins! Such will tell you all about Chaucer, so far as regards his space-and-time habitat, who have read a few lines only of his writings, and call this "literature." So also with other departments of study. The mind of the teacher may dwell so long upon methods of teaching, very important in themselves, as to forget the truth that the real method of a science is in the science itself, if grasped in the mind.

In regard to the multiplicity of studies demanded by the age, allow a passing remark. We are constantly asked whether this and that and the other, ought not to be introduced into the schools; and some may have already commenced to introduce, and may keep on introducing, until we have, as the inevitable result, a piebald hodge-podge of an elementary course for our schools. Let us introduce all these if we can *in the teachers*, or, in other words, let the effort be to secure such a teacher as will be prepared to point the pupils, as occasion may demand, to interesting and useful lines of study in his daily intercourse with them.

You teachers are held to stand, each one *in loco parentis*. Of course, you can only approximate such relation. But it is well that you consider the average family life, as this is found in our Commonwealth, and see what elements of culture are involved therein, that the contrast between the school and school-room, and the home-life of the pupils may not be so great as to render an approximation even impossible. If the pupil on the way to school has soiled his face, disarranged his garments, or is wet and covered with mud, as is often the case with the frolicsome youth, take care of him as a loving parent would, or ought. Consider his manners and habits, his needs of moral and religious culture. You cannot introduce the various confessions of our churches. If you could, it would not be wise for you to do so. But, remembering the parents' solicitude, you can point the soul of your pupil heavenward, you can remind him of the bond between his spirit and the Eternal Spirit. A religious atmosphere can be made to fill your school-room and a reverent religious life, so important and necessary, can by your presence and character be made to pervade your whole work.

But it may be said, "All this is idle talk. Children can with difficulty grasp the known, how then shall they think of the

unknown?" No greater mistake can be made than this. "Heaven lies about us in our infancy." Our children are nearer God than we are. The artfulness of later years has not reached them; the maxims of a cold and half-godless world have not yet driven them to faithlessness. They look up into our faces with the confidence of innocence, and with a reverence akin to piety. The immortal lines of the poet recur to my mind:

"Not in entire forgetfulness,  
And not in utter nakedness,  
But trailing clouds of glory do we come  
From God, who is our home."

And though our older lives have drifted farther from that shore where we felt the boundless love of the Divine, yet—

"——— in a season of calm weather,  
Though inland far we be,  
Our souls have sight of that immortal sea  
Which brought us hither,  
Can in a moment travel thither,  
And see the children sport upon the shore,  
And hear the mighty waters rolling evermore."

Think of these things, fellow-teacher, and all other good things will be attended to in their proper order.

## Primary Department.

### THE CHILD'S WORLD AND HOW TO ENTER IT.

BY ARNOLD ALCOTT.

EVERY class has its teacher; nevertheless that teacher may not be the person appointed by the school committee. It may be the worst boy in the class, or it may be the person named by the school board. It is the one who, whether called "teacher" or "pupil," exercises the greater personal influence over the boys and the girls.

It seems to me that a consideration of the child's world, and how one may enter it, may prove useful to those of us who have so much to do with little folks.

Someone has compared the little child to a grain of mustard seed, and has said that the child is a type of heaven, and that we, in order to lead it aright, must come to be like it. The kernel of the argument is, that in order to influence successfully little ones, we must let our maturer minds be felt through child-like hearts. We must take the places of the little children as fully as possible.

Now, all who have mingled in the society of children know that two of their leading characteristics are—

1st. THE LOVE OF ACTIVITY.

2nd. THE LOVE OF VARIETY.

Remembering, then, that children love activity and variety, we have clues which ought to be very helpful to us in making our work interesting to them.

#### ACTIVITY.

How I may turn this to account in my teaching?

Simply by keeping the little ones working, but not always using either the same mental faculties or the same physical organs. Change of work does not tire, but

monotony causes time to drag heavily, and the little ones, whose teacher has forgotten them, with their weary dull faces, recall the story of the little boy who, when asked by a gentleman what he went to school for, answered, "To wait for four o'clock, sir." How many have done the same? And no wonder, with the old, cumbersome methods which were employed. The singing monotone of the voices, in some repetition which almost seems as if it would go on forever, keeping time with the slow, sleepy march of the mind. But all this is over (*all*, did I say? Well, let it pass) for we, whose privilege it is to know what is better, will surely follow a brighter, sunnier path.

We should change our lessons in the junior classes on an average about every twenty-five minutes. In the baby classes, every fifteen minutes. In these lessons the work should be divided into two great classes, according as that work consists of, first, thought processes; second, work processes.

Do not attempt to keep the mind on the stretch too long, but relieve it by giving the hand something to do, such as slate work. We do not advocate much oral work, as there is loss of time in it. Of course, as a source of variety and as a spur to the slow pupils, it may be used occasionally to advantage. But, as one educator has put it, a definition from the ends of the fingers, is ten times as valuable as one from the end of the tongue.

Then, follow a lesson employing the mind and the hand, by one which will engage some other part of the body. Here we use our good calisthenic exercises, especially those which will strengthen the chest and the extremities. We must call the blood away from the brain. A man is not made up of head alone, but of head and body, and the healthy action of the former depends upon the healthy state of the latter. Whose mind moves the child's hands? Certainly none other than his own. These forty or fifty minds, being under the direction of the teacher, act at her signal, but, nevertheless, act individually.

Then, give change again. Perhaps, as good as any would be a music lesson, or a voice lesson. And how much may be done to improve the manners in this lesson. How proud the boys and girls felt after we had a friend come into the room who merely wished them "Good afternoon," but who, before leaving, said to the teacher, "the color-tone of the voices of the boys and girls pleases me very much." Just four words were spoken by the pupils, but how gratifying to them to know that the effort which was made was worthy of commendation.

#### VARIETY.

The world might have been made without so much beauty, without so much coloring. But ah! what fine feelings, what delicate, delightful impressions would have been lost. Let us be thankful that it was not created thus. Then do not be afraid of having too much variety. Change your physical exercises, and have marching, serpentine marching, counter-marching, "fours," "twos," and so on. And do not forget the music. If you have not a piano,

or a mouth organ, then have singing, and sometimes whistling by the boys, while the girls sing in tune to "laa." "What," says someone, "whistling! O, I'd be afraid." Well, just try it, and if you are the right kind of teacher, you will be charmed with the effect. Then let me suggest that *you* walk in with the straightest soldiers, and make them feel as if there is nothing else in the world just then but marching, and that it is to be done as well as possible.

Now, about variety in our room decoration. Let me suggest to you what I think is an excellent plan for the "Honor Roll." Of course, in our room we all try to "shine." We have a number of stars cut out of yellow pasteboard. We merely say that everyone who can may bring a pair of scissors on Friday afternoon. And oh, the help we receive. Participation increases interest. Then we have these stars pasted on the black-board, the largest and brightest star at the top. And on one side of the star is written in yellow chalk on the black-board the name of the best girl, and on the other side the name of the best boy, and so on down, taking the names of the good pupils in the class. "Our Stars" have bright faces when we produce this new kind of "Honor Roll."

Next, let me give a hint or two with reference to variety in our reading lessons. Well, first of all, we do not intend to have nearly as much oral reading, as we have had in the past. The most progressive Canadian and American educationists believe that the little ones have been asked to read aloud too soon; and have questioned the utility of oral reading, *i.e.*, to the extent to which it has been employed. When we consider, we find that very little oral reading is done in after life. The authorized readers we are going to use principally for silent reading. If used orally, we shall try not to have a single lesson repeated. Our sight reading will be furnished chiefly from our supplementary stock, which we get from the old readers, now obtainable for a nominal sum, (we merely suggested to our pupils the advisability of having some of these books, and they were forthcoming), also, from old magazines, Sunday-school lesson papers, old story books and journals. These furnish plenty of reading material. The stories which we cut out are pasted on business cards having blank backs. The blank side we may use for gymnastic word-recognition on the lesson pasted on the slip; the teacher having written on the back four or eight words which may serve as helps in drill before the sight reading is begun. The poetical selections in the readers, may very suitably be adapted to familiar tunes, and thus become more interesting.

Coming from institutions where they have been studying educational theories, and practising them somewhat, young teachers very often forget to come down to the level of the little ones, and so soar away over their heads. I am reminded just here of a young Model student who said to one of the first classes she started to teach, "Describe a doll." The little girls, who, we know, were perfectly well acquainted with that article, gazed wonderingly at the young teacher who did not realize what was the matter

until her companion suggested that probably the little pupils did not know the meaning of the word "describe." Let us remember to keep on the level of the little folks.

### EXPRESSIVE READING.

RHODA LEE.

AN Arabian proverb says, "He is the best orator who can turn men's ears into eyes." The proverb is suggestive as we turn our thoughts to the subject of reading. We have listened to *reading* and we have heard a repetition of words commonly called reading, and we are ready to echo the above sentiment with a slight alteration and say that the best *reader* is he who can turn men's ears into eyes.

Reading is a subject in which great advancement has been made of late. Earnest teachers have given it their closest thought and attention and the result is that in the majority of classes we have intelligent, expressive reading. While, however, all will admit the possibility of having good reading in the higher classes, it is by some thought sufficient if, in the junior classes, we get a monotonous sing-song repetition of words. A little fellow stands up book in hand, manfully intending to read, but "What is that big letter?" and "What that long word?" and "Where is the next line?" are the thoughts occupying his mind instead of those upon the page before him. But by a sort of screwing-out process he arrives at length at a period and, taking his seat, believes that he has read.

Why, the poor child had no room in his mind for anything approaching expression. It was all taken up with making sense and sound out of the objectionable words. And this brings us just to the point which we need to keep most prominently before us: that to obtain expressive reading we must see that the mind is wholly absorbed in that work. In other words, the mediums of expression—words and signs—must be recognized *automatically*.

When the thought is clearly and definitely recognized by the child and when he has no difficulties in the way of words to contend with, he will then be able rightly to convey that thought to the minds of others. Be certain that you have taught the words of a lesson so well that the scholars are perfectly familiar in every way with them.

In telling the story, carry it into action if possible. I was once greatly delighted by finding in an unused corner of the school an old gun which had passed its better days in the drill company. But its time of usefulness was not over, for it had various duties to perform after it came into the class-room. The story of the old man and the gun was rendered decidedly more vivid when we had a little man march across the platform, rifle in hand, and finally place it in safety in the so-called house.

This illustrates only a part of the work required. Let the pupils in their own graphic way reproduce the story. In other words, train them to *talk*. It seems to me that if we could only make the children realize that they were *talking* out of their books, we should make an advance towards good reading. You have only to listen to half-a-dozen

little people playing any of their "pretend" games to learn the possibilities of their voices. And we make use of these "pretend" games in our classes with incalculable advantage.

One game or story used most successfully is the old tale of Silverlocks' escapades at the home of the three bears. Here is a little girl to be Silverlocks, there Rough Bruin, Mammy Muff over in the corner and Tiny not far off. Then as the teacher proceeds with the story, the scholars taking the different characters express their surprise, and also their anger and alarm at the treatment their soup, chairs, etc., have received at the hands of the thoughtless Silverlocks. Of course the same words are used on all occasions, every child being familiarized with them. This is only one of many stories that may be utilized as gymnastics in reading. "Two sides to a story," a lesson in the Second Reader, is an admirable one for junior classes.

Other gymnastics must be given principally, I find, in articulation and emphasis, and where these exercises are persistently used, and the practice of personation frequently given, there will be found good reading.

It is not my intention at this time to say anything about the reading books. They have their good features and they have their faults. Nevertheless, I have heard surprisingly good reading out of these same little first books and from very little people; and we ought to have more of it, for wherever a teacher determines to have good reading, and is willing to give time and thought to devising means towards that end, she will find reason for rejoicing in her results.

## Educational Meetings.

### WENTWORTH TEACHERS' ASSOCIATION.

THIS Association had a very profitable convention in Hamilton on October 2nd and 3rd. The President, Mr. J. H. Putman, occupied the chair. The first paper was by Mr. W. N. Stevenson on the subject of Drawing. He laid down the principle that the child must have a mental picture of an object before he can produce the object on paper, therefore there must be much mental work and objects used at all stages of progress. The object as a whole must first be studied, after which the details should be taken up, the children observing closely the lines, angles and surfaces of the object. Lines should then be studied, practical illustrations of the various kinds of lines being given; so also with angles and surfaces. He would allow the use of the ruler to a large extent, particularly in the primary grade.

Mr. J. A. Hill presented the report of the delegates to the Provincial Convention, giving a *resumé* of the important discussions and resolutions.

A half-hour was devoted to discussing time-tables for ungraded schools, and some good hints were thrown out with regard to the time to be given to different subjects and classes.

Miss Whayman took up the subject of Perspective Drawing, and showed her method of bringing it within the comprehension of Fourth Class pupils. A motion was carried requesting that the paper be sent to the EDUCATIONAL JOURNAL for publication.

S. B. Sinclair, B.A., Principal of the Hamilton Model school, taught a primary reading lesson by the phonic method to a class of little ones. He took a pink in bloom, gave a flower to each child and held a short conversation with them as to what they observed. Their statements were placed on the blackboard and the difficult words studied phonically. The statements were then read by different pupils with splendid expression and pro-

nunciation. They were then tried with large words like "remarkable" and "abundance," suggested by teachers present, and the rapidity with which they put together the sounds of the letters and arrived at the correct pronunciation of the words was quite surprising. A lesson with which the children were not familiar was then assigned for sight reading. After a minute or two a little girl was called on to read the lesson, and though there were several words of two syllables, she made not a single mistake in pronunciation, while the reading was quite natural and the expression very good indeed. The work of this class showed the possibilities of the phonic method, and a system that gives such splendid results is sure to grow in favor among the teachers of Wentworth.

The first business taken up on Friday morning was the election of officers; it resulted as follows: President, Robert Burton, Dundas; Vice-President, Miss Whayman, Glanford; Secretary, R. T. Gould, Bartonville; Treasurer, Robert Fletcher, Saltfleet; Librarian, C. O. Nichol, Hamilton.

An essay entitled, "Fostering a National Sentiment in the School Room," was read by Mr. Robert Burton. It was well received, and the wish was expressed that it might find a place in the columns of the JOURNAL.

Mr. R. K. Row, of Kingston Model school, was then introduced to the Convention.

He took up the subject of Language Lessons and discussed it in a very practical manner. He said the object of Language Lessons is twofold, (1) to train the pupil in thought-getting; (2) to train him in the expressing of thought. The distinguishing feature of man is his power to think, and the handmaiden of this power is the ability to express his thoughts, whether it be in written or spoken words, or in the handiwork of the sculptor, painter, mechanic or farmer. The comparatively large vocabulary and the remarkable ability in the use of language that so many children possess when they enter school at the age of five or six, have been acquired easily and naturally by a continual series of language lessons, begun in infancy and carried through these first years of life. Too frequently all this is changed when the child enters school. Instead of being encouraged and trained to talk he is very often repressed, and even at home the treatment is changed. The inquiring disposition and the strong desire to tell what he knows are considered troublesome, and he is silenced with "Little folk should be seen, not heard." The natural method of the first five years should be continued in the school-room, and much oral work should be required of the pupils in all classes and all subjects. Mr. Row briefly outlined a course in language for the various forms as follows:—

Class I. Descriptions of: Subjects of Reading Lessons, Pictures, Objects, Reproduction of Stories and number work.

Class II. Reproduction of:

(a) Reading lessons. (1) By paragraphs, (2) By topics, (3) As a whole.

(b) Geography lessons.

(c) Number work.

(d) Stories.

The systematic study of objects: Picture lessons.

Class III. Reproduction of all lessons studied. At this stage pupils should be able to give a number of full connected statements. Stories may be continued, but they should teach some history, biography, etc.

Class IV. Same as for III., but accounts and descriptions should be more extended. One pupil might occupy ten minutes in telling what he had learned on some topic.

In answer to the question: "What would you do with pupils who are reluctant to express their thoughts or who express them in an incomplete way?" Mr. Row said: "You will have much difficulty in getting the kind of work I have indicated from your older pupils, who have a confirmed habit of expressing their ideas in weak, disjointed, one-legged sentences. These need much encouragement. Friday afternoon debates will help them. Your hopes, however, must rest on your little ones, help them to obtain ideas and the children will want to talk. You never see a child with a new idea who does not want to tell it."

Mr. Sinclair gave a delightful talk on "Child Study," impressing upon the teachers the necessity of studying the children for whose training they are morally responsible. He also dwelt upon the necessity of the teacher studying himself, and also of his reading works on mental philosophy.

The advisability of forming sub-associations in the various townships was discussed, and an attempt will be made to divide the county into districts, each with a local association, which will meet monthly for the discussion of social, literary and educational subjects.

A resolution was adopted favoring the extension of the Model school term to one year.

J. A. Hill and Robert Burton were appointed delegates to the Provincial Association.

Mr. J. F. Ballard, ex-librarian, now Head Master of Wentworth Street school, Hamilton, was elected an honorary member of the Association, with the privilege of using the library.

Mr. Row dealt with the subject of Composition. He showed its similarity to language lessons with regard to the ends to be accomplished and the manner of teaching it. In the first class simple work should be taken up, and the teacher should insist upon perfect accuracy in spelling, capitals and periods. In Part II. the use of capitals, periods and question marks should be taught.

In the Second Class the objects to be kept in view are the formation of correct habits, and the fixing of knowledge that has been gleaned. The thoughts of the reading lessons should be reproduced in the pupil's own language; the solution of problems should be written out; stories should be reproduced; pictures should be made the basis for stories to be composed by the pupils. Letter forms and elliptical exercises should be given.

In the Third Class the same work should be followed up. Stories given to this class for reproduction should have a practical value such as historical or biographical sketches have. Letter writing should be more thoroughly taught than in the Second. Imagination work should be given—hints of a great disaster, fete, etc., should be given, and the pupils left to imagine the details and construct the story. This class should be taught the correct use of such words as "lay" and "lie," "sit" and "set," etc.

In the Fourth Class the subject-matter of the Composition exercises should be investigated independently and the results reduced to writing without assistance. Literature lessons should be produced as in lower classes, letter-writing should be completed, business forms and verbal distinctions should be taught, and original essays should be required, the pupils being given ample time to get required information.

A hearty vote of thanks was tendered Mr. Row for his two excellent papers.

Mr. J. B. Turner, B.A., Science Master, Hamilton C. 1., read a paper on "Natural Science in the Public School," showing what branches are most suitable to be taught and to what extent. The thanks of the Association were tendered Mr. Turner, and he was asked to allow his paper to be published in the JOURNAL, as the thoughts there expressed are of interest to the profession at large.

The last number on the programme was an address by Inspector Smith, who had just returned from the Methodist General Conference in Montreal. His address proved very entertaining, not less from the subjects dealt with than the racy and entertaining manner in which it was delivered. It treated of his trip down the rapids, his visit to Quebec, and the impressions received from mingling with our French-Canadian fellow countrymen and visiting their schools and other institutions.

ROBT. BURTON, Secretary W.T.A.

#### STORMONT TEACHERS' INSTITUTE.

THE regular meeting of this Institute was held in the Public school building, Cornwall, September 18th and 19th; the weather was favorable, and the attendance large throughout.

After the opening address by the President, Mr. McNaughton I.P.S., and the usual routine of business, Mr. Bisset of the Cornwall Public school introduced a class of his pupils, who went through a series of light Calisthenic exercises with a grace and precision of movement that was much admired and warmly applauded. Mr. Bisset also read a paper on "Physical Culture" in schools, which opened the way for a lively discussion on the practicability and advisability of introducing such exercises into every school.

"How to Keep the Young Pupils Busy," was introduced by Mr. Ritchie, who remarked on rising that to keep children busy was an easy matter, but to keep them profitably busy a difficult task. The

teacher of little children should be the best informed person in the world; should have the ability to direct and control the natural activity of the little ones; should give short lessons and make them interesting; should use good language, cultivate good address and possess good common sense.

In the discussion that followed, many valuable hints were thrown out.

On the morning of the second day, the various committees reported, and after such reports had been disposed of, some conversation ensued as to the advisability of keeping the Public school open during the first day of the next meeting; that the teachers in attendance might witness the teaching done. It was decided to leave the matter in the hands of the Management Committee for arrangement. Mrs. Bigelow then read a paper on, "Physiology and Hygiene," giving many reasons why these subjects should be as carefully taught as any of the others, and insisting upon the duty of teachers to instruct their pupils as to the effects of stimulants and narcotics upon the human system.

A delegation was then received from the local W. C. T. U. and Mrs. Warner, on behalf of that organization, read a paper on, "Scientific Temperance Teaching in the Public Schools." The law concerning it, and the necessity existing for such instruction from a moral and physical standpoint were presented, and the teachers of Stormont urged to conform immediately and without exception to the requirements of the case. In response to request, twenty-two teachers stood up to say that they were in the habit of giving such lessons in their schools.

Mr. McRae gave an object lesson to a class of little ones using an apple and a cork as objects. The exercise was very instructive, the attention being well sustained throughout.

The ever troublesome question of "Discipline in Schools," was then dealt with by Mr. Keating, whose practical presentation of its difficulties and the methods of surmounting them, could not fail to be helpful to every genuine teacher.

Another paper on "The Power of Influence," by Mrs. Cameron of the High school, was much appreciated and elicited much commendation. A resolution was passed expressing the opinion of the Institute that the Entrance Examinations should be continued half-yearly as heretofore, and the Secretary was instructed to send a copy of such resolution to the Education Department. Officers elect for the ensuing year: John Ritchie Esq., Pres.; I. Keating Vice-Pres.; F. Bisset Sec.-Treas., Management Committee, Messrs. A. McNaughton I.P.S., W. D. Johnstone, B.A., E. Cleary, Missess Emma McDonald and Nellie Binnie, Geo. Bigelow Sec.-Treasurer.

## Book Notices, etc.

*Sadler's Practical Arithmetic.* By W. H. Sadler and W. R. Will, of Baltimore Business College; pp. 310. 85 cents. Sadler Publishing Co., Baltimore, Md., U.S.A.

This is a new revision of the authors' Commercial Arithmetic and contains a good course on business arithmetic as distinguished from mathematics. Arithmetical puzzles are excluded, and only such problems introduced as are likely to arise in every day business life. Interest, averaging, partnership, etc., are treated from the commercial standpoint, and the book aims at becoming intensely practical.

*Reference Handbook of English History,* By E. H. Gurney. Ginn & Co., Boston; pp. 114.

We have here in concise form genealogical accounts of the English kings and English nobility; lists of English counsellors, statesmen and writers; dates of principal events of English history. As such, it will be of service to readers, students and teachers of history, who sometimes find the too meagre details of general histories a cause of confusion.

*Sidney's Defence of Poesy,* edited with Introduction and Notes by Albert S. Cook, Professor of English in Yale University. Ginn & Co.; pp. 143.

We owe Prof. Cook a debt of gratitude for this excellent and modernized edition of Sir Philip Sidney's able essay. The notes will be especially helpful to the student of Sidney's prose, bearing marks of extensive research in classic lore, translating the Latin and Greek quotations, which abound after the manner of writers of the sixteenth century, and explaining all obscure allusions. Thus, the difficulty which formerly beset the modern reader and was a hindrance to his enjoyment of this model of pure English prose, is swept away; and he leaves the essay not only much better informed as to poetry and Sidney's masterly treatment of it, but also the richer for having tasted of the springs whence the author himself drew so many arguments. Students in the University of Toronto, where the Defence (Apology) is now a text-book, will find this edition particularly opportune.

*A Stem Dictionary of the English Language.* By John Kennedy. A. S. Barnes & Co., New York; pp. 282.

The author aims at arranging alphabetically the chief stems of English words (chiefly) of foreign origin. Under each stem is an explanation of its literal force, followed by the chief words into which the stem enters, and a word illustrative of the force of the stem in the original. So, for example:

DEM—the common people; demagogue (a leader of the people), democracy (government by the people), epidemic (spreading among the people). G. demos.

Throughout are philological notes, and quotations—chosen with excellent taste—furnishing exercises in word analysis. As a book for elementary schools, as its author designs it, it is of doubtful utility, but as a book of reference for those who, unacquainted with foreign languages, are yet desirous of understanding the force of the foreign element in our tongue, it has our hearty commendation.

*The Leading Facts of American History.* By D. H. Montgomery. Ginn & Co., Boston; pp. 360.

This is the third volume of the Leading Facts of History Series, its companion volumes dealing with France and England. Turning from the school histories in use among us to this volume, we realize at once that history-making has vastly improved. Not that Mr. Montgomery's style is to be compared with, let us say, Green's—for he claims merely to narrate his nation's life in a simple, true way—but he has united all the artist, the engraver, the printer can do, and made, as a history for schools, a volume one cannot resist reading. Portraits, maps, fac-simile letters, illustrations of every kind abound, adding interest to the wonderful story of the national life of the United States. With such a book before us we feel that we have missed something in life. Suckled on Collier and Edith Thompson, we believe we might earlier have had a more intelligent appreciation of history, that the flame of patriotism would have burned clearer, had some such history of England and Canada been in our youthful hands as this is of the United States. We venture to express the wish that the able author may add to his series The Leading Facts of Canadian History, or that the compilers of the new Ontario High School History may seek his co-operation.

The press work is quite worthy of the firm whose name is becoming proverbial in school-book publishing for taste and excellence.

#### TO-DAY.

"MAKE a little fence of trust  
Around to-day,  
Fill the space with loving works,  
And therein stay;  
Look not thro' the sheltering bars  
Upon to-morrow.  
God will help thee bear what comes  
If joy or sorrow."

Thou who didst come to bring  
On Thy redeeming wing  
Healing and sight;  
Health to the sick in mind,  
Sight to the inly blind,  
Oh, now to all mankind,  
Let there be light!

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—  
MIDSUMMER EXAMINATIONS, 1890.

PRIMARY EXAMINATION.  
FRENCH AUTHORS.

Examiners { J. SQUAIR, B.A.  
J. E. HODGSON, M.A.

NOTE.—Candidates will take IV. and any two of I., II. and III.

### I.

Translate into idiomatic English :

J'allai donc de ville en ville, travaillant quand je pouvais trouver de l'ouvrage, et mourant de faim quand je n'en trouvais pas. Un beau jour il m'arriva de traverser un champ qui appartenait à un juge de paix, j'aperçus un lièvre qui passait dans le sentier à vingt pas devant moi ; je lui lançai mon bâton ; je tuai le lièvre, et je le rapportais en triomphe, lorsque le juge de paix lui-même me rencontra : il m'appela braconnier misérable, et, me prenant au collet, il m'ordonna de lui rendre compte de moi. Je tombai à genoux, je demandai pardon à sa seigneurie, et je commençai à lui dire en détail tout ce que je savais de mon histoire ; mais, quoique je lui rendisse un compte très fidèle de tout ce qui me concernait, le juge de paix n'en voulut pas croire une syllabe. Je fus déferé aux assises, trouvé coupable d'être pauvre, et envoyé à Newgate pour être transporté comme vagabond.

1. Appartenait, aperçus. Explain why these tenses are used.

2. Distinguish : collet, col, collier.

3. Moi, me. Give rules for the use of these pronouns.

4. Rendisse. Parse and explain the construction.

5. Demandai. Translate : For whom are you asking? I asked him for it. I asked for him.

6. Give in full the Present Indicative, Future Indicative and Present Subjunctive of : allai, pouvais, appartenait, appela, voulut.

### II.

Translate into idiomatic English :

Dans le café attenant au bureau de la diligence, se trouvait un ancien ami de mon père ; il avait, outre cette amitié, conservé pour notre famille quelque reconnaissance : blessé à la chasse, il s'était fait transporter chez nous, et les soins qu'il avait reçus de ma mère et ma sœur étaient restés dans sa mémoire. Fort influent par sa fortune et sa probité, il avait enlevé d'assaut l'élection du général Foy, son camarade de collège. Il m'offrit une lettre pour l'honorable député ; je l'acceptai, l'embrassai et partis dire adieu à mon digne abbé qui approuva ma résolution, m'embrassa les larmes aux yeux, et, lorsque je lui demandai quelques conseils, qu'il ne me donnait pas il ouvrit l'Évangile et me montra du doigt ces seules paroles : *Ne fais pas aux autres ce que tu ne voudrais pas qu'on te fit.*

1. Distinguish : ancien and vieux.

2. Reçus, restés. Parse and explain clearly the construction.

3. Étaient restés. What verbs are conjugated by être?

4. Fit. Parse and explain the construction.

5. Il s'était fait transporter. Change it to elles and make any other change or changes which may be necessary for grammatical accuracy.

6. Give in full the Imperfect Indicative, Imperfect Subjunctive and Conditional of : Conservé, fait, ouvrit, partis, dire.

### III.

Translate into idiomatic English :

Quand le bon homme se fut remis à table, ils lui dirent : " Il parait, mon père, que vous ne vous avez pas cédé tout votre bien, et que vous vous êtes réservé une bonne partie."—" Vous ne vous trompez pas," leur répondit-il, " j'aurais été bien à plaindre, si je n'avais pas pris une si sage précaution. J'ai voulu vous éprouver, et j'ai eu la douleur de ne voir en vous que des fils ingrats. Il me reste encore des biens assez considérables ; mais je ne prétends les laisser qu'à celui de vous deux qui se

conduira le mieux envers moi." Les deux gendres promirent de se mieux comporter à l'avenir, et n'eurent garde de manquer de parole.

Ils disputaient à l'envi à qui gagnerait les bonnes grâces de leur père. Jamais le bon vieillard n'avait été si heureux.

1. Distinguish : partie, parti, part.

2. Distinguish : éprouver, tâcher, essayer, giving sentences showing how you would use these verbs.

3. Prétends. Translate : He pretends to be ill. He pretends to be asleep.

4. Remis. Translate : They were sitting down to dinner. Let us sit down to dinner.

5. Reste. Translate : I have nothing left. I have still one hundred dollars left.

6. Give in full the Present Indicative, Present Subjunctive, Present Participle and Past Participle of : répondit, promirent, laisser, conduira, pris.

### IV.

Translate into idiomatic English :

Un domestique avait beaucoup à souffrir du caractère inégal de son maître. Un jour celui-ci revint de fort mauvaise humeur, et se mit à table pour dîner. Il trouva la soupe trop froide, et cédant à sa colère il saisit le potage et le jeta par la fenêtre. Le domestique s'avise alors de jeter après la soupe, la viande qu'il allait mettre sur la table, puis enfin la nappe elle-même. " Téméraire, que fais-tu ? " s'écria le maître irrité, en se levant furieux de sa chaise. " Pardonnez-moi monsieur," répliqua froidement le domestique, " si je n'ai pas compris votre intention. Je croyais que vous vouliez aujourd'hui dîner dans la cour. L'air est serein, le ciel si beau, les arbres sont en fleur." Le maître reconnut sa faute, se corrigea et remercia intérieurement son domestique de la leçon qu'il venait de lui donner.

1. Humeur. Translate : He is in good humor.

2. Colère. Translate : He got angry.

3. Nappe. Translate : He will lay the cloth. He will remove the cloth.

4. Mettre. Translate : He is going to put on his hat. She dresses well.

5. Distinguish crier and s'écrier.

UNIVERSITY OF TORONTO—ANNUAL  
EXAMINATIONS, 1890.

JUNIOR MATRICULATION.

ARTS.

ENGLISH COMPOSITION AND PROSE  
LITERATURE.

PASS AND HONORS.

Examiners { A. H. REYNAR, LL.D.  
DAVID REID KEYS, M.A.

NOTE.—Candidates for Pass and for the Junior Leaving Examination will take the first four questions and any two of the remainder. Candidates for Honors and for the Senior Leaving Examination will take the first five questions and any two of the remainder. Candidates for Scholarships will take the questions marked with an asterisk.

Candidates are warned that the Composition counts sixty per cent. of the whole paper.

1. Write a composition on *one* of the following subjects :

My favorite book.

School life in Ontario.

The humor of Addison.

Addison as an essayist.

\*Addison as a "minor moralist."

\*2. Give examples from the essays you have read of the merits and defects of Addison's style.

\*3. Tell in your own words the vision of Mirzah.

\*4. What gives the Spectator its importance in the history of English literature?

\*5. Describe Addison's vocabulary.

\*6. Criticise Addison's use of figurative language and quote any of his figures that have specially impressed you.

7. Give in your own words Addison's views on cheerfulness.

\*8. Quote and criticise Johnson's advice as to the study of Addison.

9. Tell the story of Biton and Clitobus or that of Diogenes and the young man on his way to a feast.

\*10. "And throughout it all there is a sort of story, the first taste our ancestors had of what, since Richardson's novels, has been the most powerful of literary pleasures."

To what extent does this story enter into the selection you have read?

DURHAM PROMOTION EXAMINATIONS,

JUNE 26TH AND 27TH, 1890.

GEOGRAPHY.

SENIOR II. TO JUNIOR III.

LIMIT OF WORK.—Talks about the earth ; local geography ; outline of map of the world. Public School Geography, lessons I. to IV. inclusive.

(Answer in full sentences where possible.)

1. Explain the terms : Cataract, river-basin, arm of the sea, old world, mouth of a river, bird's eye view, as used in your geography.

3. Why, in crossing the ocean, is it necessary to take on board a supply of drinking water before leaving port?

3. What continents, and which side of each, are washed by the Pacific ocean?

4. Name from the map of the world, and give the position of each :

(1) two straits ; (2) two seas ; (3) two capes.

5. What and where are : Newfoundland, Amazon, Europe, Gibraltar, Cuba, Mozambique.

6. If a person started at a point on the equator and went directly west until he reached a point on the earth directly opposite the point from which he started, how many miles would he then be from the starting point and how many miles would he have travelled?

7. Name :

(1) The county in which you live and two other counties which border on it.

(2) The river, the lake, the island, the sea and the ocean which lie nearest to your home.

8. Make an outline map of a regular surface 36 inches from north to south and 24 inches from east to west, using a scale of one foot to the inch ; draw four lines from the central point direct to the sides of the map, and four other lines from the same point to the corners of the map, on these lines write the words north, north-east, east, south-east, etc., so as to properly indicate the direction of each line from the central point.

Value—6 each.

ARITHMETIC.

SENIOR II. TO JUNIOR III.

LIMIT of work for the II. classes : Analysis of numbers to 100. Numeration and Notation—Juniors to 500, Seniors to 1,000,000. Roman Notation—Juniors to 150, Seniors to 2,000. Correct and rapid work in the four simple rules. Problems.

(Full work required. No value for answers only.)

1. Express the following numbers in ordinary figures and find the difference between the *largest one* and the *sum of the other three*.

Seventy thousand one hundred and two.

Sixty-five thousand and twenty.

MDCCCIX.

CMXLVI.

2. Find the value of  $9724 \div 4 + 23 \times 6 - 146 \times 8 - 736 + 8247$ .

3. If the divisor be 187 and the dividend 738257, what will be the quotient and the remainder?

4. How many times may 436 be taken from 902376?

5. A boy was told to multiply 720 by 304, and gave for his answer 24480 ; by how much did his answer differ from the correct product?

6. A man had \$8,196 at the first of the year ; he earned \$1,928, spent \$839, and gave away \$397 during the year ; how many dollars had he left at the end of the year?

7. How many lead pencils at 60 cents a dozen should be exchanged for 25 scribbling books at 8 cents each?

8. One side of a wall 18 feet long and 12 feet high is to be covered with paper 3 feet wide ; how many feet, in length, of the paper will be required?

9. A farmer sold 236 bushels of wheat at 95 cents a bushel, spent \$4.20 out of the proceeds and with the balance bought a span of horses; how many dollars did each horse cost him?

10. Find a number equal to the product of 7869 multiplied by 7 without using multiplication.

Value—72; 1 to 4, 6 each; 5 to 10, 8 each.

✱ Mathematics. ✱

All communications intended for this department should be sent before the 20th of each month to C. Clarkson, B.A., Seaforth, Ont.

EUCLID'S SEQUENCE.

IN the September number of this column for 1889 we gave a brief survey of some of the objections that may be urged against Euclid's treatise, or rather the modern adaptations of a few fragments of his treatise on Geometry. As a text-book of mathematical science for beginners, it is fundamentally clumsy and illogical in its method; it conducts the learner by a round-about path, and leaves him hampered by a number of foolish prejudices that he has on the way received from his master. A very cursory examination of this famous book is sufficient to startle any mind imbued with the maxims of modern education; and yet British educational authorities cling obstinately to this small portion of a book written in the infancy of the science three hundred years before the Christian era. The conservative British universities have been compelled, however, to yield many concessions to modern methods, such as the use of signs and contractions, alternative proofs, etc., etc. They are at present shut up in their last fortress and closely besieged. The last and apparently the only fragment of Euclid which they are prepared to defend is "Euclid's Sequence," whatever that may mean. Now, Euclid's Sequence, as we understand the phrase, is precisely the most untenable position in the discussion. The well-known maxim: "Teach one thing at a time," for instance, is utterly ignored by Euclid's Sequence, which requires the tyro to study the properties of angles, triangles, rectangles, etc., in miscellaneous order with no regard to sequence of topic or gradation of difficulty. But if a conspicuous example of the clumsiness of "Euclid's Sequence" is required we have only to open the second book, where we find a net-work of propositions all based on one simple principle. Instead of demonstrating this principle once for all, and then using it as the starting point of the remaining propositions relating to the rectangle and its sides, he demonstrates each proposition independently, and produces a chain of circumlocution of which Prop. VIII. is the climax of long-windedness. If the universities had not been blinded by prejudice begotten of ancient use and wont, they would scarcely have taken their final stand on Euclid's Sequence. However, no student is now compelled to learn Euclid's proofs, and very foolish he would be indeed to waste precious time on most of the second and most of the sixth books. All the Canadian examinations accept any sound proofs and allow any intelligible contractions.

For the sake of showing the waste of time to the learner involved in "Euclid's Sequence," we here append proofs of the first eleven propositions of book second, which may be taught to an average class in one lesson of forty-five minutes; whereas the old proofs would require from three to five times as much teaching and learning; in other words, the student gains from two to four lessons for original work on deductions and for review. To those dogmatic assertors who tell us that the sinews of the student's mind will be greatly strengthened by the round-about journey, and that shortened methods are reprehensible because they deprive the student of much valuable exercise, we meekly submit a question based on these same eleven propositions: Will a student receive more training in a course of, say, five lessons by learning only eleven cut and dried demonstrations, or by learning eleven such demonstrations at the first lesson, and discovering, say five other demonstrations at the each of the other four lessons? Only one view is possible whether we look at the question from the side of mental exercise, or from the side of scientific acquisition, for the exercise is more lively

and varied, and the ground passed over is far more extensive, while the time spent is the same in both cases. No teacher who has made the departure will ever return to Euclid's Sequence, after experiencing the enormous saving of time effected by reformed methods. Instead of spending two years on the five books of Euclid usually read, any pupil of average ability may master all the practically useful parts in six months, and have the remainder of the time either to push farther on in his course or to spend his time on exercises and original work.

Prop. I. Figure and proof same as Euclid's, excepting the use of contracted notation. The whole rectangle A.B.C is equal to the sum of all its parts = A.BD + A.DE + A.EC + &c.

Prop. II. A  $\frac{c}{d}$  B. Take  $\frac{d}{c}$  = A B.

Then D.AB = D.AC + D.CB by Prop. I.

i.e., AB<sup>2</sup> = AB.AC + AB.CB. Q.E.D.

Prop. III. A  $\frac{c}{d}$  B. Take  $\frac{d}{c}$  = BC.

Then D.AB = D.AC + D.BC, by Prop. II;

or, BC.AB = BC.AC + BC<sup>2</sup>. Q.E.D.

Prop. IV. A  $\frac{c}{d}$  B.

From Prop. II., AB<sup>2</sup> = AB.AC + AB.BC; or AB<sup>2</sup> = (AC<sup>2</sup> + AC.CB) + (BC<sup>2</sup> + AC.CB), by Prop. III.;

= AC<sup>2</sup> + 2AC.CB + BC<sup>2</sup>. Q.E.D.

Prop. V. A  $\frac{c}{d}$  B. Here AC = BC,

and AD.DB = AC.DB + CD.DB, by Prop. I.;

= BC.DB + CD.DB;

= (DB<sup>2</sup> + CD.DB) + CD.DB, by Prop. III.;

= DB<sup>2</sup> + 2CD.DB. Add CD<sup>2</sup> to both sides.

∴ AD.DB + CD<sup>2</sup> = DB<sup>2</sup> + 2CD.DB + CD<sup>2</sup> = BC<sup>2</sup>, by Prop. IV. Q.E.D.

Prop. VI.  $\frac{N}{A} \frac{C}{B} \frac{D}{D}$

Produce CA and make CN = CD.

∴ CN + CB = CD + CA, i.e., NB = DA.

∴ NB.BD = AD.DB.

But NB.BD + CB<sup>2</sup> = CD<sup>2</sup>, by Prop. V.

∴ AD.DB + CB<sup>2</sup> = CD<sup>2</sup>. Q.E.D.

Prop. VII. A  $\frac{c}{d}$  B.

AB<sup>2</sup> = AC<sup>2</sup> + BC<sup>2</sup> + 2AC.CB by Prop. IV.

∴ AB<sup>2</sup> + BC<sup>2</sup> = AC<sup>2</sup> + 2(BC<sup>2</sup> + AC.CB), by adding BC<sup>2</sup> to both sides.

= AC<sup>2</sup> + 2AB.BC, by Prop. III. Q.E.D.

Prop. VIII. A  $\frac{c}{d}$  B.

CB = BD; or, CD = 2CB; ∴ 4CB<sup>2</sup> = CD<sup>2</sup>.

By Prop. IV., AD<sup>2</sup> = AC<sup>2</sup> + CD<sup>2</sup> + 2AC.CD,

= AC<sup>2</sup> + 4BC<sup>2</sup> + 4AC.BC,

= AC<sup>2</sup> + 4AB.BC, by Prop. III. Q.E.D.

Prop. IX. A  $\frac{c}{d}$  B. Given AC = BC.

Here DB<sup>2</sup> + 2BC.CD = BC<sup>2</sup> + CD<sup>2</sup>, by applying VII. to BC;

or, DB<sup>2</sup> + 2AC.CD = AC<sup>2</sup> + CD<sup>2</sup>, by substitution.

But AD<sup>2</sup> = AC<sup>2</sup> + CD<sup>2</sup> + 2AC.CD, by IV.

∴ AD<sup>2</sup> + BD<sup>2</sup> = 2(AC<sup>2</sup> + CD<sup>2</sup>), as 2AC.CD cancels. Q.E.D.

Prop. X.  $\frac{H}{A} \frac{C}{B} \frac{D}{D}$

Make AH = BD, ∴ HB = AD.

Then HB<sup>2</sup> + BD<sup>2</sup> = 2CD<sup>2</sup> + 2AC<sup>2</sup>, by IX.

∴ AD<sup>2</sup> + BD<sup>2</sup> = 2CD<sup>2</sup> + 2AC<sup>2</sup>. Q.E.D.

Prop. XI. We require to construct geometrically the equation AB.BH = AH<sup>2</sup>.

Draw AE perp. to AB and =  $\frac{1}{2}$  AB. Join BE, and make EF = EB, and AH = AF.

Then AB<sup>2</sup> + AE<sup>2</sup> = EB<sup>2</sup>, by I. 47.

= EF<sup>2</sup>

= EA<sup>2</sup> + AF<sup>2</sup> +

2EA.AF, by IV.;

or, AB<sup>2</sup> = AF<sup>2</sup>

+ 2EA.AF, as

EA<sup>2</sup> cancels out;

i.e., AB.BH +

AB.AH = AH<sup>2</sup>

+ AB.AH, by II.

and substitution;

or, AB.BH =

AH<sup>2</sup>, as A B.

AH, cancels. Q.E.D.

See also No. 5 in September issue, and No. 6 for Prop. XIV.

So far as the power of abstraction is concerned, these forms of proof furnish a higher exercise than

the old ones which endeavor to reduce the mental process down to mere intuition of the whole = sum of parts as perceived by the eye. As a preparation for solving new problems there is no comparison, since Euclid's method cuts off from available use most of the student's knowledge of equations, substitution, etc., which he already knows from arithmetic and algebra. As introductory to geometrical conic sections, it is impossible not to admit the superiority of the reformed methods, which permit the student to use his accumulated knowledge instead of tying his hands by unreasonable and arbitrary restrictions.

But if "Euclid's Sequence" is interpreted to mean the order and concatenation of his propositions, the ground is equally untenable. In the first place the British universities have long ago virtually acknowledged this on their examination papers. One would search in vain to find Euclid's seventh proposition of the first book, the eighth of the second, the eighth of the third, the fifteenth of the fourth, or the twenty-seventh, twenty-eighth and twenty-ninth of the sixth book. The last three are generally omitted even in the university text books, and very many more might as well be suppressed, since they have never been asked for within the memory of any student. So that the college authorities have themselves discredited this interpretation.

All the well established principles of elementary education conflict with Euclid's method of developing the science. His course is the track of a pioneer making a journey through an unknown country. Other travellers have discovered shorter and smoother routes. At the very outset he lays down hampering restrictions which exclude his methods from practical use in architecture, surveying, etc. For example, the rule must be used only as a straight-edge, and not as a measure of length, and the consequence is that in order to mark off a required length on a given line he is compelled to describe five circles, an equilateral triangle, one limited straight line and two others of unlimited length. He begins with abstract definitions that can be understood only after the pupil has become acquainted with the things defined: he introduces as self-evident a proposition of which he demonstrates the converse; he introduces geometrical conceptions before they are wanted and some that are never again referred to; he proceeds in an arbitrary way to select his topics, and consequently is not able to graduate the difficulty of his topics, and also consequently fails to exhaust each topic and thus misses some elementary propositions of first-class importance. His treatise grows better as it proceeds, but the first book is utterly without order or method, and the postponement of the doctrine of proportion to so late a stage as the sixth book has compelled him to employ clumsy round-about methods in the preceding books. So long as there was no better text-book the university authorities were justified in prescribing Euclid, but now-a-days there is nothing in favor of the book except hereditary prejudice. *The Association for the Improvement of Geometrical Teaching* has done good work in England, and in France and the United States modern methods have long been followed with the very best results in the early parts of the mathematical course. If our own Education Department would prescribe President Hill's *Geometry for Beginners* (Ginn & Co., Boston), instead of the first book of Euclid, or rather a portion of it, for III. Class Certificates, it would be taking a step out of the dark, and would be doing a great deal towards making the geometrical teaching of our schools better and more practical. Mensuration connects arithmetic and geometry, as it must have been the origin of geometry. We ought to have the courage of our principles, and not rest under the shadow of a great name, great as it undoubtedly is. We want all our pupils to be able to make practical applications of their geometrical knowledge to the affairs of everyday life, and we need to economise time.

OH what a store of pleasure  
Sweet, smiling faces bring;  
And what a wealth of music in pleasant voices  
ring!  
The skies may meet in sadness,  
The blustering wind may blow,  
But if our hearts are cheery, there's sunshine where  
we go.

# The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A. - - - - - Editor.

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## TEACHERS' CONVENTIONS.

North Simcoe, at Orillia, Nov. 13 and 14.  
East Kent, at Ridgeway, Nov. 13 and 14.

## \* Editorials. \*

TORONTO, NOVEMBER 1, 1890.

## COMPULSORY SCHOOL ATTENDANCE.

WE have already, we think, expressed our gratification at the fore-shadowed intention of the Education Department to provide more effective machinery for enforcing those clauses of the School Act which make a minimum attendance of one hundred days in the year compulsory with regard to all children between seven and thirteen. It is well known that this provision of the law is practically a dead letter, though we are glad to observe that action looking to its enforcement has lately been taken by the Brantford School Board. Our attention is still further directed to the matter by some questions which have been sent us by a teacher, who wishes to know whose duty it is to enforce this provision of the law. The answer is that it is no one's business. That is the cause of the trouble. The Act provides (212) that "the Trustees may appoint an officer" whose duty it shall be to inquire into the matter, and to notify parents and guardians who are found

neglecting or violating their obligations in this respect. In reply further to our correspondent, we may say that the teacher can do nothing in the matter save by persuasion and personal influence. The defect in the law is that it makes the appointment of a truant officer merely permissible, and so optional, with the School Boards, and that those almost uniformly neglect to appoint one. The consequence is the very bad showing in respect to attendance to which we have before referred. In a recent public address, the Minister of Education intimated, or is understood to have done so, that the appointment of the truant officer will be made obligatory upon the Trustees, and the regulation in question more strictly enforced. This is very desirable in the interests not only of the community and the State, but of the children themselves. Not even parents should be allowed cruelly to deprive their children of their educational birthright, thus relegating them to social inferiority during all their future lives. On the other hand, the people who cheerfully submit to taxation in order that no child may be permitted to grow up in ignorance, to the injury of society and the State, have a right to insist that the money they provide shall be applied so as to secure the result intended.

## "IN DARKEST AFRICA."

THE publication of the diaries and other papers of the deceased Major Barttelot adds a new and melancholy interest to the story so graphically told in this remarkable book, though we have no reason to suppose that the zest with which it has been received by the reading public has in any degree begun to decline. It is highly improbable that any new facts which may be brought to light by the promised narratives of Bonny, Jameson and other officers of the expedition, can seriously detract from the high reputation of the great leader and explorer. Self-reliant and self-confident, even to the borders of egotism, he may be, but that he could be capable of gross injustice and cruelty to a brother officer the public will be very slow to believe. But whatever the nature of coming developments, nothing can ever invalidate the claim of Stanley's wonderful narrative to be one of the most remarkable books of the age. The enterprise of the Presbyterian News Co., of this city, in so promptly arranging with the American publishers for the binding and handling of this work in Canada, is very commendable and merited the substantial success it is no doubt achieving. The work is such a one as should be read by every teacher who means to keep himself abreast of the times in general information. As a

contribution to our knowledge of African Geography the work is, of course, by far the most important that has yet appeared, while the effect that Stanley's discoveries are already producing, and are sure to produce, not only in the opening up and development of Africa, but upon the movements and relations of European States and Empires, cannot fail to mark its production as a turning point in the history of the Dark Continent and of the nineteenth century. It should be not only in the hands of every teacher, but in every school library, and accessible to all the older pupils.

WE are sorry to find, as the paper is being made up for press, that "Question Drawer," "Hints and Helps" and a good deal of other matter in hand will be unavoidably crowded out of this number. Both the quantity of our material and the scope of our ambition are, even to a greater extent than usual, out of proportion to the capacity of our pages. We shall try hard to bring up arrears in next issue.

THE report of the Wentworth Teachers' Convention kindly sent us contains so much that is well adapted to be of practical value to teachers that we could not find it in our heart to cut it down, as we perhaps should have done in justice to other reports which came in later, and which we now find ourselves obliged to hold over. If the secretaries or others, who so kindly furnish the JOURNAL with these reports, will condense or omit all matters of routine and of merely local interest, and give us that which will be generally interesting and useful to all teachers, they will add to the obligations under which we are laid by their kindness.

IN a recent address, Mr. Mundella, M.P., quoted some interesting statistics to show what has been done during the last twenty years for the education of the English people, *i. e.*, since the passage of Mr. Forster's great Educational Act. When that Act was passed there at were most 1,600,000 children on the rolls, making very irregular attendance at the schools, and the education they received was very poor in quality. Instead of 1,600,000 there were now 4,800,000 children on the rolls, making a much higher average attendance and receiving a much higher quality of education. The attendance had increased threefold, but the quality had had a greater increase. Prior to the passing of the Act of 1870 there were 24,000 in the sixth standard of that day. Today the fifth standard was the sixth of 1870, and a sixth and seventh had been added. Despite this fact, however, we now presented 480,000 in those higher standards. These were great and substantial results

and they had had a most important influence on the national character. Let them look on the general intelligence of the people as compared with twenty years ago. The whole aspect of affairs had changed, and changed infinitely for the better, in regard to the places for and means of education.

TRUTH has a pretty hard chance for its life in this modern world of prepossessions and prejudices. Mr. Andrew Carnegie, the New York millionaire, recently made a sweeping statement to the effect that he looked in vain among successful business men for the college graduate. Many college graduates replied, denying the truth of the assertion, and giving good reasons for their denial. The *Tribune* printed the Carnegie article in a little tract, and the criticisms of the college men in another tract having twice as many pages. The two are sold at the same price, \$10 a thousand copies. The Carnegie tract has sold 50,000 copies; the college replies 1,000. The *Christian Advocate* says that this is but natural. Attacks on men or institutions, true or false, always circulate more widely than the answers. This fact, for such we fear it is, is far from complimentary to human nature. When a lie gets fairly started, in its seven-league boots, especially if it be one which falls in with popular notions, slow plodding truth can hardly hope to overtake it. Mr. Carnegie's statement could be disproved by hundreds of hard facts, in concrete shape, but in the great majority of cases that statement will be accepted as true and unchallenged by nine out of ten of those who read it. There is no power or device whereby the contradiction can be put into the hands of these nine, or they compelled to read it, if it were put into their hands.

### ✽ Publishers' Chat. ✽

THE Publishers of the EDUCATIONAL JOURNAL are gratified with the evidence, daily accumulating, that with their two books of arithmetical problems they have met a felt want of the Public school teachers of the Province. Possibly some of our readers may not yet have had their attention called to the character of these books, and are suffering loss in consequence. For the information of such we may explain that "Practical Problems in Arithmetic," by J. White, which is now in the Third Edition, contains about seven hundred original problems carefully graded, and expressly prepared to aid teachers in furnishing pupils of the First, Second and Third classes with practical exercises in Arithmetic. The usefulness of the book for the purpose has been demonstrated in the most unambiguous manner by the large demand for it.

This book, however, it was soon found, supplied the want of the teachers only in part. They were still without aid in the teaching of the more advanced classes. Knowledge of this fact led Mr. Armstrong to supplement it with the book of "Arithmetical Problems," which has just been issued by our Company, and with which teachers are now being rapidly supplied.

This book contains about six hundred problems, original and selected, suitable for Senior classes in the Public schools and candidates for the Entrance Examinations to High schools and Collegiate Institutes. A large part of the book consists of problems originally prepared by the author for his own classes in order to supply a want created by the present authorized Public School Arithmetic.

Both these exercise books contain answers to all the problems furnished. A feature of the new book, "Arithmetical Problems," which will be appreciated by all who use it, is the supplementary addition of all the Entrance Examination Questions in Arithmetic set by the Education Department since July, 1880, with answers. The frequent applications made to us for copies of these examination papers, which we have hitherto been unable to supply, is sufficient guarantee that teachers will be glad to get them.

We have space to add only a word about the "Public School Temperance" text book. It will be pleasing to all friends of temperance teaching in the schools to learn that the whole of the first large edition of this work is exhausted. This shows that the number of schools in which the subject is taught is large and rapidly increasing. A new edition is now on the press, and all orders will be filled in a few days.

Teachers, let us know your wants, and we will do our best to supply them promptly and at reasonable rates. That is our business, and we want to attend to it honestly, faithfully and in a manner profitable to both parties. We are much gratified with the words of warm approbation of the EDUCATIONAL JOURNAL we are constantly receiving. We do not parade these in print, preferring to let the paper stand on its own merits, and leaving each teacher to judge for himself whether it is helpful and stimulating in the work. If in any way it can be made still more so, let us know.

### ✽ Literary Notes. ✽

MISS SARAH ORNE JEWETT'S next story has been bought by *The Ladies' Home Journal*, and it will shortly begin in that magazine

*Our Little Men and Women* for November is full of pretty stories and pictures for the little ones. We wish every child from five to ten years old in the land had a copy.—D. Lothrop Company, Boston.

THE *Farmers' Advocate*, published by W. Weld, of London, is an excellent agricultural journal. The September number was beautifully illustrated and was a credit to the Province as well as to the publisher.

"Of all the books published for children, whether in single number or as a bound volume, there is nothing quite equal to *St. Nicholas*," says the *School Journal*. And so say we. The volume is in two parts; 1,000 pages richly illustrated. Cloth, \$4.00.

THE title of the paper by Prof. Axel Key, of Stockholm, in the November *Popular Science Monthly* is "School Life in Relation to Growth and Health." Prof.

Key maintains that the studies of children, as now ordered, do not allow enough time for rest and growth, and urges a reform in this respect.

LORD CHESTERFIELD is a man whom the world has persistently misunderstood, and upon whom its verdict has been entirely too harsh. In a fair and admirable article entitled "A Philosopher in the Purple," Mr. G. Barnett Smith exhibits Lord Chesterfield in a better light than is usually thrown upon him, and shows that this man-of-the-world-philosopher possessed some admirable traits of character.

THE twentieth anniversary of *The Century*, and the beginning of its forty-first half-yearly volume, is celebrated by the publication of the next (November) number. The date will be marked by an issue of special interest, and the twenty-first year of the magazine will contain a wealth and variety of literary and artistic material which bids fair even to surpass those which in the twenty volumes now completed have given *The Century* its enviable place in the row of monthly magazines.

THE editors of *The Century* expect to print in the January number the first of the series of articles containing extracts from the Talleyrand Memoirs—the most eagerly anticipated autobiography of the time. The Memoirs are to be published in five large volumes, and *The Century* will print one article from each volume in advance of the issue of the book in any country. The selections will be made by the Hon. White-law Reid, Minister of the United States to France, who will also write an introduction to the series.

A REMARKABLE picture of the early growth of the English people—their intellectual, political, social and religious development—is presented by the various articles of "required reading" in *The Chautauquan* for November. Edward A. Freeman, of Oxford University, writes of "The Heathen English Britain"; Woodrow Wilson, Ph.D., LL.D., of Princeton University, treats of the history of "The English Constitution"; Prof. George P. Fisher, D.D., LL.D., continues "The Religious History of England"; R. S. Dix gives a lively description of Saxon home life and customs; D. McG. Means analyzes several phases of land-tenure in England, and James Baldwin, Ph.D., vividly portrays "The Knight of the Round Table."

ST. NICHOLAS has completed seventeen successful years, and begins its eighteenth volume with the November number. The new volume will, it is announced, contain a number of serials by prominent writers for the young. J. T. Trowbridge, author of "The Tinkham Brothers' Tide-Mill," a continued story of great interest and lasting popularity among boy readers of *St. Nicholas*, and their sisters, will contribute a long serial entitled, "The Fortunes of Toby Trafford"; and Noah Brooks, whose exciting book, "The Boy Emigrants," is well remembered, will write a similar and yet different serial, "The Boy Settlers," the scene of which is the Territory of Kansas during the border troubles. Both of these stories begin in this number and are full of wholesome interest.

## \* English. \*

Edited by F. H. Sykes, M.A., of the Parkdale Collegiate Institute, Toronto.

This department, it is desired, will contain general articles on English, suggestive criticism of the English Literature prescribed for Ontario Departmental Examinations, and answers to whatever difficulties the teacher of English may encounter in his work. Contributions are solicited, for which, whenever possible, the editor will afford space.

### THE BAREFOOT BOY, BY JOHN GREENLEAF WHITTIER.

A. STEVENSON, B.A.

A BAREFOOT boy doesn't seem a very likely subject for a poem, does he? The ordinary versemaker does not choose such commonplace subjects. But the true poetic instinct and inspiration are shown by the writer who takes the things of every day and shows us the halo that is about them. For there is beauty in humble things if we could but see. We with dull common eyes need poetic revealers, and Whittier is one of them.

How the critics and the pedants must have laughed when it was said that some one had written a poem on a shirt! And a serious poem, too! The idea of it, how absurd! Professor Bain could have given one hundred and one reasons why there could not be a poem on a shirt. Yet Thomas Hood will go down to everlasting fame chiefly as the author of that very poem. Burns, who was Whittier's prototype and first model, wrote his best poems on humble themes; a mouse or a mountain flower had inspiration for him. James Russell Lowell has glorified the dandelion in verse, and Charles G. D. Roberts justifies himself as our own true Canadian poet in his strong and beautiful sonnets on "Burnt Lands," the "Potato Harvest" and the "Cow Pasture."

To return;—Whittier was independent always. As a young man he sacrificed all his highest material prospects at the shrine of duty. He was one of the first Abolitionist writers and agitators. He made himself the champion of the slave when that meant to draw upon one's self the bitterest hatred, loathing and contempt of the majority of men throughout the land. He was the secretary of the first anti-slavery convention, and, at an age when bardlings are making sonnets to a mistress's eyebrow, he was facing mobs at Plymouth, Boston and Philadelphia.

Such was Whittier. Let us see what he has here to say for us. In this smaller matter his independence shows itself, too. Yet it is not so small a matter, either.

For how the whole world is deceived by clothes! In the Hebrew story of Eden, clothes were the badges of a moral fall, but we have gone so far from that now as to make clothes the distinctive mark of highest humanity. Has not some one defined man as "the clothes-wearing animal"? And the missionaries in tropical countries are much concerned that the natives be induced to wear far more clothes than are good for them, and all in the interests of civilization and Christianity. Still, in enlightened Europe and America there are people, who presumably do not know any better, who seem to think that the perfection of refinement is reached only in a black tail-coat and white kidskins. We see, too, such things in the newspapers as that "no gentleman is seen walking on the street with a lady unless he has his hands well gloved." Observe here the final test of a gentleman!

We breathe a different atmosphere from all this when we read "The Barefoot Boy." It is like going out of the hot stifling fetidity of the ball-room to the bracing air of the fields and hills.

Barefootedness—unconventionality—is what Whittier glorifies here. As a boy he went barefooted, and as a man he is not ashamed to tell of it. Not in a spirit of pride or boastfulness, but simply reminiscent and indifferent to what the world thinks. Men who have risen from humble rural obscurity only to some little city fame do not ordinarily talk freely of their barefooted experiences. Even young men, when they first come up from the country to the schools and colleges, the offices and warehouses of towns and cities, are usually reticent in regard to the details of their previous lives. In fact, they are ashamed of them.

But there is no more important education than that which teaches us to be ashamed only of the right things. Here is one end which the study of this poem may serve. It may keep some boys from adopting a false and distorted moral standard. For when people are ashamed of things in which there is nothing to be ashamed of, it may readily come about that they will not be ashamed when they should be.

Perhaps the chief value of the piece lies in the wholesome views therein expressed or implied as to what education truly consists in, and of the objects to be attained thereby. Whittier shows us that it is but a small part of knowledge after all that can only be gained at schools, and that there is a very valuable means of education open even to the farmer's hard-worked boy. It is a wrong notion of this matter that takes many young men away from the health-giving, productive activities of a country life, always in themselves honorable, to the strife and struggle, often mean and dishonest, for the means of living and for fame and honor in the city.

Foolish teachers in the country schools are responsible for some of this. They tell fond parents that this boy or that is too clever to make a mere farmer. It is wrong, they say, to confine one with such splendid abilities to the dreary drudgery of life on a farm. But there need be neither dreariness nor drudgery in it beyond what is the lot of man anywhere. There must be something wrong in the teacher himself who cannot show a bright country lad how many beautiful, cheerful, interesting things there are to see and feel in the country if he will only look for them.

There is no lack of means and material for mental development in the country, if but there were some one to show the way in every school section. The ancient Greeks were wise to place the homes and haunts of the gods and muses on the hills and by the fountains and streams of the country, for there are the sources of poetry and of all art and religion. Science may begin there, too. For to the boy with wakened mind Nature throws open her laboratories and museums, where he may freely learn if he will. The Chaldean shepherd-farmers learned the first astronomy on the open plain, and the same stars shine down on the boy of to-day in the same old way. Then in the fields and woods the country boy has most abundantly the best material for the study of botany, ornithology and entomology. No one has better chances than he to study the mysteries of the beginnings of life and the subsequent processes of nutrition, growth and decay in both animals and plants—shall we call them by the bookish names of embryology and physiology? The farmer's boy could study, too, and be interested in chemistry and physics and meteorology, for it is upon the laws of all of these that his particular occupation depends. What need, then, to speak of dullness or drudgery here? There is no need. The custom of decrying country life began in the city, and began in ages when natural science was not developed and when all learning was in books and in cities.

It is a good thing, a very good thing, that there are so many pieces in our Public school reading books which, like this of Whittier's, tend to give truer ideas of what the country life is and may be. Great good in this line will also result in time, doubtless, from the more general study of science by teachers, especially as carried on in the botany classes of the midsummer vacation.

### QUESTIONS AND ANSWERS.

FIRST C. ENGLISH.—I. How would you advise a private student to proceed with Chaucer's Prologue for First C. Examination, and what ought to be expected of candidates? \* Use the Clarendon Press edition. Make yourself thoroughly familiar with the meaning of the text by repeated rendering of the lines into good modern English, by explaining to yourself all words and phrases that are at all obscure, by studying the characters of the poem. This done, study its versification. Then treat it as a field of grammatical research, and, aided by the admirable preface, study to understand the differences between the grammar of Chaucer and the grammar of modern English. Chaucer's life and times, with the light thrown on them by the Prologue itself, would complete the work that the candidate for First C. could fairly be expected to have mastered.

2. Is it necessary to use Genung's "Rhetoric and Rhetorical Analysis," or are there better works? \* A fairly complete and accurate book on Rhetoric you must have and must study. Bain's "Composition and Rhetoric" (Parts I. and II.) is a thorough and systematic treatment of the subject, illustrated by copious examples—a greater work by far than Genung's. Yet unfortunately it is perhaps too philosophical to be read without a teacher. On the other hand, you will find the Rhetorical Analysis a great aid in showing you how to apply rhetorical principles. Either Genung or McIlroy should be used.

3. Should all Earle's Philology be read for examination? If not, how much? \* You should strive for a good general knowledge of all the book.

## Elocutionary Department

### STUDIES ON ELOCUTION.

SCENE FROM KING JOHN, FOURTH READER, P. 309, ETC.

BY R. LEWIS.

THE events of the next scene demand the best dramatic conceptions of the conflicts between the terror of the child and the cruel purpose of his jailor, Hubert; and the highest skill of the reader to realize the conflicts. It has sometimes been supposed that Hubert was assuming a character, and a cruelty which he had no intention to execute. But the speeches which he utters aside—"If I talk to him," and "How now, foolish rheum," show that his intentions were cruel, however his better nature might be in conflict with them; and it is this view of the cruel purpose of Hubert that alone can realize a just conception of the terror of A. when the attendants enter. Hubert intended to burn out his eyes, but that shriek of terror, "O, save me, Hubert, save me," pierces the heart of the strong man, and his wicked purpose bends and is broken before the cry of innocence for mercy. The reader must exercise judgment and skill in giving the child's appeal. It must be one of overpowering earnestness; yet the greatest care must be observed lest the cry of terror should pass into a ridiculous scream. If uttered tamely it will fail in expressing the fear of the threatened torture, and if too loud it will be a mere shout, exciting laughter. The words, "Save me, Hubert, save me," are the heart-rending appeals of innocence and fear and trust, and their passionate delivery conquers the wicked purpose.

But that conquest has not yet been revealed nor completed. Hubert still seems to struggle between mercy and cruelty, and the appeal of it must be given with all the force of intense fear without passing into childish extravagance. "The fierce looks of those bloody men" fill him with terror, and we must conceive and give expression to that conception; how earnestly he implores his only friend not to let him be bound; how his voice, in the utterance of that dear name, trembles with affection, and how he will submit even to the torture, if H. will but "drive those men away," and execute the cruelty himself. This appeal is uttered with the rapidity of intense fear. In l. 3 there is an expression of tenderness—of passionate trust in giving the name "Hubert," and "bound" is emphasized and spoken as marked. In the succeeding lines the words "stir," "wind," "speak a word," "angrily," are to be emphasized with passionate earnestness.

H. is conquered. All that he utters in reply betrays the conquest. Mercy is triumphant; while each answer he gives is uttered with hesitancy in the vain attempt to sustain the appearance of a murderous intention which has melted away before the heavenly eloquence of innocence and the trusting love of helpless childhood.

But the dramatic interest is still continued and must be represented with truthful expression.

The words of the attendant demand a low and tender utterance with em. on "from." Even in him there is humanity and he is relieved to be from such a deed.

Again the conflict is renewed; but under the conditions suggested. H. assumes a cruelty of purpose, and A., in terror of the reality, appeals with renewed earnestness and beauty of utterance

\* From W. J. F.

for the preservation of his eyes. In the entreaty, "Is there *no* remedy," em. *no* with force; and in A.'s succeeding speech, as he names each object, from "mote" to "hair," each object named should be emphasized with falling inflection. "Mote" takes primary em., and that em. is repeated with additional force on "any"; and, as the sentence is exclamatory in character, while "precious" should be delivered with earnest tremor, "sense" takes a rising inflection with similar force. In l. 4, em. "small" as marked. The tremulous force should pervade all l. 5; em. "your," "vile," with excessive tremor on "horrible." In A.'s reply to H. em. "brace," and in l. 2 avoid em. on "pair"; as that would, as in a previous appeal, indicate that the loss of one eye could be borne. Let the reader be careful to mark the necessary pauses; in this instance at "pleading" with em., and with decided rising inflection on "eyes."

Read ls. 3, 4, 5 as marked with em. on italics.

"Let me not hold my *tongue*—let me *not*, Hubert! Or, Hubert, if you will, | *cut* out my *tongue* So I may keep mine *eyes*. Oh *spare* mine eyes. Though to no use | but still to *look* on *you*."

This line 5 must be marked with earnest tenderness; it is sincere as it is touching in its appeal. Then, with a momentary glance at the iron, he utters ls. 7, 8, with excitement.

The answer of H., "I can heat it, boy," is low, with assumed sternness.

The reply of A. is calmer, courage and hope are returning, for the child feels assured that he has triumphed.

In l. 4 the text is incorrect; it cannot now be a *burning* coal, for the "fire is out." Read "There is no burning malice in this coal."

Again the reply of Hubert is low and hesitating; the cruel purpose like the fire is extinguished.

"The breath of heaven hath blown its spirit out."

The child is now the master of the man. His reply is eloquent and manlike in its truth, and the force of its rebuke. It must be delivered calmly, for fear is subdued and confidence fills the trembling young heart. L. 7 em. "you."

L. 1 em. slightly "your"; ls. 2, 3 may be thus paraphrased: "If you heat it again to burn out mine eyes it will throw sparks into your eyes, as a dog sometimes turns round to bite his master when he is inciting him to fight, that you may feel the pain you would inflict on me."

LS. 7, 8, 9 have been thus paraphrased by Dr. Johnson: "The fire being created, not to hurt, but to comfort, is dead with grief for finding itself used in acts of cruelty; which, being innocent, I have not deserved."

The speech of H. ends the agony and anxiety of this scene. The change is quick and decided. A momentary pause, with placid expression of tenderness and love, prepares the child and the audience for the act of mercy. Hubert speaks hurriedly in suppressed tones lest the attendants should hear him but with intense earnestness. Em. "See to *live*," "touch thine *eyes*," "treasure" and "owes" with deep feeling.

The relief from sure torture and probable death incites A. to utter his gratitude and joy with dangerous loudness; but H. hushes him to silence in whispering tones and he dismisses him with expressions of love and assurance of safety with warmth, but in suppressed voice. The last words of Hubert are breathed softly and in whispers.

In the first article on this scene a few errors failed to be corrected because the writer neglected to return the corrected proof in time for the press.

On page 308, Fourth Reader, the following line occurs:

"Even in the *matter* of mine innocence."

Hudson introduces *water* for *matter* as a happy and suitable correction.

In l. 25, col. 2, "which notwithstanding" should be "which represented him notwithstanding." A few other errors were uncorrected which the writer cannot now remember.

Whoever reads these articles is invited by the writer to criticize them. The investigation of such splendid passages for elocutionary purposes is as profitable as an intellectual exercise, as the investigation for literary results. Students will find that the oral reading of a passage will often be the best and the only method for its just interpretation. Legouré says with truth that "reading aloud is the only means to render a passage intelligibly and therefore with proper effect, either to ourselves or

to our audience. In addition it should be understood that inflection and emphasis may differ according to the interpretation and conception of the reader. Two may differ and yet be right, as each judges from different standing and puts a different meaning on a passage. It is not there that the difficulty lies. He only is the good reader who can illustrate and interpret his meaning by his voice. In that power lies the true elocution, and it is in that department of the art that often the best scholars utterly fail.

Finally, there is no difference on one point, he may form a different conception of a passage, but there is no difference in the correct utterance of words. No difference in the conception of a passage justifies indistinct, unfinished or careless pronunciation of words. There is no act more important in elocution and none more neglected."

## ✻ Correspondence. ✻

### THE TEXT-BOOK IN HISTORY.

FOLLOWING is a copy of a resolution passed by the Public school teachers of Prince Edward County in convention on Oct. 9, 1890.

Moved by G. M. Williamson, seconded by M. C. Mabey, that it is the opinion of this Association that the text-book on History prescribed by the Education Department to be used in our Public schools is unsuitable for teaching that subject, and that it should be removed from the list of authorized text-books and a better work put in its place.

By order of the Convention.

R. F. GREENLEES.

Secretary.

PICTON, Oct. 16, 1890.

[To the Editor of THE EDUCATIONAL JOURNAL.]

SIR,—The very prominent, extended and favorable notice given in the JOURNAL of October 1st, to the report of my address on Technical Grammar before the Provincial Association, encourages me to write a short letter on the subject. While I must confess to much satisfaction in finding my general position approved by so eminent an educator as yourself, I feel that I owe it to you, to your readers, and to myself to endeavor to more clearly express my views and to support the utterances to which you, in your kind way, wholly or in part, take exception.

I have said that I have no quarrel with Grammar, *per se*, but rather with the stage at which it is introduced. I know there is a science of our language which could be made a most interesting and profitable study for High school students, but "if teachers and Education Departments and even authors" have not found that science how is it possible to "reform or revolutionize" the teaching of it? I was satisfied to contend that High school entrants do not understand the elementary principles of Grammar. Since I prepared that address I have learned, on the best possible authority, that "few students in the High schools really *know the parts of speech*." This does not show that the subject is too difficult for the High school course, but that the vague, hazy ideas and misconceptions received in early childhood have not been eradicated. If we want further proof than that before submitted that the subject is too abstruse for young minds we have but to observe the children closely. We have all noticed that young children, in fact all children, *seek* opportunities for expressing every new idea they get. We have often been much amused, interested and surprised at the matters which form the subjects of their conversation. Who ever heard children exchanging ideas on Grammar? They never have any to exchange. True, they "play school" and make it quite realistic by asking for facts learned from a book or from the teacher's lips, and I have even known them, just before examination, to parse words in their sleep, about as well as they could when awake. But to expect young children to tell what they *know* or *think* or have been led to discover about the principles of Grammar is quite absurd; because they never discover, or *think* or *know* anything about them.

When I said that Grammar "hinders the development of language power," I meant Grammar as now supposed to be taught in our Public schools. It usurps the place real language training should occupy and, what is even worse perhaps, it befalls

young minds. There is no language training without thought-getting; clear, original conceptions must precede clear, original expressions. The study of Grammar in elementary schools supplies only indistinct, second-hand ideas and therefore trammels expression, in other words, *hinders* the growth of the language faculty. Still, it may be said, all I have urged against Grammar at this stage may be accounted for by the wrong methods of teaching. I think not. The subject has had a fair trial during many years. Many teachers have made a specialty of it, methods of teaching it have been discussed by the best teachers in the Province, many text-books have been tried, the Education Department at one time placed a premium on it; now the representative teachers and inspectors of the Province have voted it out.

After some years, when the "doctors" have agreed, when the subject has been well taught in the secondary schools, when a future generation of teachers have been well trained in the elements of it, when pupils shall require a year or two more to prepare for the High School Entrance Examination, it may come back to the highest grade of the Public schools. Until then, let us direct our attention to *practical language-training*, and as a subordinate matter, teach the simpler laws of our language in connection with the literature and composition lessons.

R. K. ROW.

KINGSTON, Oct. 21, 1890.

## For Friday Afternoon.

### FORGOTTEN WORKERS.

THEY lived, and they were useful; this we know,  
And naught besides;  
No record of their names is left, to show  
How soon they died;  
They did their work, and then they passed away,  
An unknown band;  
But they shall live in endless day, in the  
Fair, shining land.

And were they young, or were they growing old,  
Or ill, or well,  
Or lived in poverty, or had they wealth of gold—  
No one call tell;  
Only one thing is known of them—they faithful  
Were and true  
Disciples of the Lord, and strong, through prayer,  
To save and do.

But what avails the gift of empty fame?  
They lived to God;  
They loved the sweetness of another name,  
And gladly trod  
The rugged ways of earth, that they might be  
Helper and friend,  
And in the joy of their loved ministry  
Be spent, and spend.

No glory clusters round their names on earth;  
But in God's heaven  
Is kept a book of names of greatest worth,  
And there is given  
A place for all who did the Master please,  
Though here unknown;  
And their lost names shine forth in brightest rays  
Before the throne.

O, take who will the boon of fading fame;  
But give to me  
A place among the workers, though my name  
Forgotten be;  
And as within the book of life is found  
My lowly place,  
Honor and glory unto God resound  
For all His grace.

—Selected.

"HE who checks a child with terror,  
Stops its play, and stills its song,  
Not alone commits an error,  
But a great and moral wrong.  
"Give it play, and never fear it,—  
Active life is no defect;  
Never, never break its spirit,—  
Curb it only to direct.  
"Would you stop the flowing river,  
Thinking it would cease to flow?  
Onward must it flow forever,—  
Better teach it where to go."

# I took Cold, I took Sick, I TOOK **SCOTT'S EMULSION**

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AND I AM VIGOROUS ENOUGH TO TAKE  
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"JONES is a faith curist."  
"I didn't know that."  
"Yes; he believes that the madstone will  
cure hydrophobia."  
LARKIN (*pushing through the crowd*)—  
"What's the matter with the detective?  
Has he got a fit?"  
BUNTING—"No; he has a clue!"  
DUDELBOHY—"Aw, are you fond of leaves,  
you know?"  
MISS SHARPLEIGH—"Yes; some people's."  
—*Judge.*  
JAWKINS—"I had a rattling good time last  
night."  
HOGG—"Shouldn't wonder; you were  
pretty well rattled when you came home."  
—*Munsey's.*  
TENANT—"But does the chimney always  
smoke like that?"  
LANDLORD—"Oh, no! Only when there's  
a fire in the grate."  
DRUM MAJOR (*furiously*)—"You broke  
down a dozen times during the parade, sir.  
Why was that, sir?"  
CORNET PLAYER (*apologetically*)—"In  
order to keep in time I had to look at you,  
and whenever I did that I laughed."—*Good  
News.*  
MRS. WICKWIRE—"If you go first, you will  
wait for me on the other shore, won't you,  
dear?"  
MR. WICKWIRE—"I suppose so. I never  
went anywhere yet without having to wait  
for you at least half an hour."—*Terre Haute  
Express.*  
ED.—"We cannot use the poem. The  
sentiment is good and the rhyme is not bad,  
but the rhythm is very imperfect."  
IRATE MOTHER (*of fledgling poet*)—"What's  
that? Now I call that scan'alous!"  
ED.—"That is the word, madam; it is  
scanless."  
SPOKESMAN (*of Strikers' Committee, fifty  
years hence*)—"We have decided to go out on  
strike."  
PRESIDENT OF R. R. COMPANY—"Why,  
what is the trouble?"  
SPOKESMAN—"Well, we don't propose to  
work for a man who wears a cutaway coat  
before twelve o'clock."  
FATHER—"What, you want to marry my  
daughter? Why, sir, you can't support her.  
I can hardly do it myself."  
SUITOR (*blankly*)—"C-c-c-can't we chop in  
together."—*Puck.*  
"WHAT horrible shapes we see in our  
dreams!"  
"Yes, but just think of the poor dress-  
makers; they see all sorts of shapes both  
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2. No letter can be used in construction of any words more times than it appears in the text.
3. Words having more than one meaning, but spelled the same, can be used but once.
4. Names of places and persons are barred.
5. Words will be allowed either in singular or plural, but not in both numbers, and in one tense only.
6. Prefixes and suffixes are not allowed.
7. The intention being that purely English words only are to be used, all foreign words are barred.
8. The main part only of Webster's Unabridged Dictionary will be the governing authority; its Appendix or Supplement will not be used.

Each list must contain name of person sending same (sign Mrs., Miss or Mr.) with full Postoffice address and number of words contained therein, and be accompanied by \$1 for a year's subscription to THE QUEEN. If two or more tie on the largest list, the list which bears the earliest postmark will take the first prize, and the others will receive prizes following in order of merit.

The object of offering these liberal prizes is to introduce our popular magazine into new homes, and this contest is therefore open to New Subscribers only. Present Subscribers can avail themselves of it by enclosing \$1 with list and the address of some friend to whom THE QUEEN can be sent for one year.

Prizes awarded to subscribers residing in the United States will be shipped from our American agency free of customs duties. No person can take more than one prize on the same list. Every New Subscriber sending a list of not less than twenty words will receive a prize. All prizes awarded in order of merit.

### WINNERS OF THE SPECIAL DAILY PRIZE.

(A \$25 SILVER TEA SET.)

Tuesday, Sept. 16th, Mrs. Annie L. Jarvis, 89 Gloucester Street, Toronto; Wednesday, Sept. 17th, Mrs. Reid, 37 Tranby Avenue, Toronto; Thursday, Sept. 18th, F. Pethick, Bowmanville, Ont.; Friday, Sept. 19th, Miss R. Jackson, Hellmuth College, London, Ont.; Saturday, Sept. 20th, Miss Jessie C. Brown, Brockville, Ont.; Monday, Sept. 22nd, Mrs. J. E. Lennon, Welland, Ont.; Tuesday, Sept. 23rd, Mr. F. L. Sawyer, Orillia, Ont.; Wednesday, Sept. 24th, Miss A. Fraser, Prescott, Ont.; Thursday, Sept. 25th, Miss Eva Lake Denne, Peterboro, Ont.; Friday, Sept. 26th, Mrs. W. Percy, 65 Goulbourn Avenue, Ottawa, Ont.; Saturday, Sept. 27th, Miss E. Godson, Truro, N.S.; Tuesday, Sept. 30th, Mrs. J. W. E. Darby, 135 Hargrave Street, Winnipeg, Man.; Wednesday, Oct. 1st, Mrs. James F. Gillard, Cobourg, Ont.; Thursday, Oct. 2nd, Mrs. John Martin, 312 John Street north, Hamilton, Ont.; Friday, Oct. 3rd, Mr. John Waddell, 25 Kensington Avenue, city; Saturday, Oct. 4th, Mr. K. C. Hamilton, Galt, Ont.; Monday, Oct. 6th, Mr. John Carrick, 357 Barton Street east, Hamilton, Ont.; Tuesday, Oct. 7th, Miss Georgina Hilton, 319 Brock Street, Kingston; Wednesday, Oct. 8th, Wm. Douglas, 21 Scollard Street, Toronto; Thursday, Oct. 9th, H. A. Kennedy, city editor of the *Witness*, Montreal, Que.; Friday, Oct. 10th, Mr. Clifford Kemp, Barrister, Woodstock, Ont.; Saturday, Oct. 11th, Evans Jackson, 196 Gloucester Street, Ottawa, Ont.; Monday, Oct. 13th, C. A. Steeves, Botsford Street, Moncton, N.B.; Tuesday, Oct. 14th, George O. Pheasant, 73 Mecklenburg Street, St. John, N.B.; Wednesday, Oct. 15th, Mrs. M. St. John, Montreal, Que.; Thursday, Oct. 16th, Miss Jost, 69 Queen Street, Fort Massie, Halifax, N.S.; Friday, Oct. 17th, Miss Tremayne, 36 South Street, Halifax, N.S.; Saturday, Oct. 18th, T. R. Stewart, Stratford, Ont.; Monday, Oct. 20th, Mrs. E. H. E. Eddis, Orillia, Ont.; Tuesday, Oct. 21st, Millie R. Snyder, Leamington, Ont.; Wednesday, Oct. 22nd, Mrs. Annie E. Hood, Yarmouth, N.S.; Thursday, Oct. 23rd, Elizabeth Holt, Parkhill, Ont.; Friday, Oct. 24th, Mr. A. Savary, St. George Street, Annapolis, N.S.

### WHAT THE MAILS BRING US.

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DEAR SIR,—It affords me great pleasure in acknowledging receipt of the handsome prize awarded me in *The Canadian Queen* "Word Contest." The prize, a Cruet Stand; is a most chaste and artistically got-up affair, and is highly prized by your very obedient servant,  
JOHN WADDELL.

89 GLOUCESTER, TORONTO.

*The Canadian Queen:*  
DEAR SIR,—I beg to acknowledge the receipt of the Silver Tea Set awarded me as the prize in your word contest. I shall be glad to satisfy any persons making inquiries as to your bona fides in this, and as to its real value and elegance.  
ANNIE L. JARVIS.

51 SCOLLARD ST., TORONTO, Oct. 9, '90.

*The Canadian Queen, 58 Bay Street:*  
DEAR SIR,—I beg to acknowledge the receipt of the elegant Tea Set awarded me as the daily prize on October 8th. Accept my heartiest thanks for your handsome present. With best wishes for *The Queen*, I remain, yours truly,  
WILLIAM DOUGLAS.

VANCOUVER, B.C., Oct. 6, 1890.

Miss Hobson begs to thank *The Canadian Queen* for the silk dress, which she has received in good order. She wishes the magazine every success.

ST. JOHN, N.B., Oct. 10, 1890.

*To the Editor of The Canadian Queen, Toronto:*  
DEAR SIR,—I beg to acknowledge the safe arrival of the Gold Watch, won by my daughter Annie in the late contest, and to say on her behalf that she is very much pleased with it. There are a large number of her schoolmates now working and will take part in the next competition.  
I remain, yours respectfully,  
ALEXANDER MILLER, 173 Princess Street.

1602 SHERBROOKE ST., MONTREAL, QUE., Oct. 2, 1890.

*To the Editor of The Canadian Queen, Toronto:*  
DEAR SIR,—Received the prize. I am very well satisfied; the magazine alone is worth the money. Yours truly,  
T. R. JOHNSON.

WINNIPEG, MAN., Oct. 19, 1890.

*To the Editor of The Canadian Queen, Toronto:*  
DEAR SIR,—I acknowledge the receipt of Silver Tea Ser-

vice expressed to me last week as the Special Daily Prize in your "Word Competition." I am greatly surprised that it was of such good quality and neat and pretty design. I am certainly much pleased with it, and take this opportunity to thank you.  
Respectfully yours,  
MRS. J. W. E. DARBY.

124 CRAWFORD STREET, TORONTO.

I am delighted with the handsome prize awarded me for my efforts in the "Word Contest." All who have seen the Toilet Case compliment me in securing such a fine prize. Wishing *The Queen* every success, I am, respectfully,  
HARRIET D. DRUMMOND.

281 KING STREET EAST, TORONTO.

DEAR SIR,—I received my prize to-day in connection with the late competition, with which I am well pleased. I am perfectly satisfied with the fairness of your dealing.  
Yours, etc.,  
J. HOWITT.

TWEED, Sept. 10, 1890.

Prize awarded in last word contest to hand. Am well pleased with it. Yours, etc.,  
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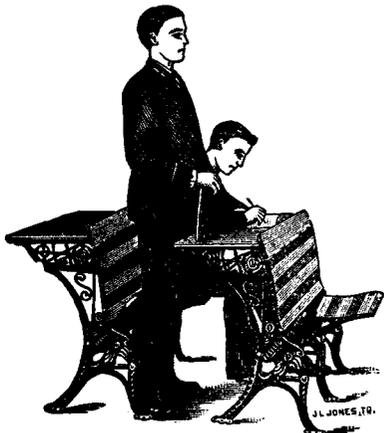
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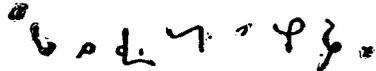
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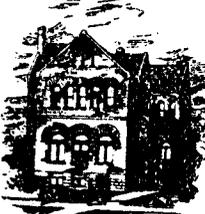
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5. The Face against the Pane... " 74- 76
6. To Mary in Heaven..... " 97- 98
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### TIME-TABLE.

FIRST DAY.

- 9.00 to 11.00 A.M..... Grammar.  
11.15 A.M. to 12.30 P.M..... Geography.  
2.00 to 3.30 P.M..... History.

SECOND DAY.

- 9.00 to 11.00 A.M..... Arithmetic.  
11.05 to A.M. 12.15 P.M..... Drawing.  
1.15 to 3.15 P.M..... Composition.  
3.25 to 4.00 P.M..... Dictation.

THIRD DAY.

- 9.00 to 11.00 A.M..... Literature.  
11.10 to 11.40 A.M..... Writing.  
1.30 to 3.00 P.M., Temperance, and Hygiene, or Agriculture.

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

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