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The Educational Journal.

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

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J. E. WELLS, M.A. *Editor.*
H. HOUGH, M.A. *Manager Educational Dept.*

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SCHOOL WORK AND PLAY.

A New List of Generous Premiums,

The Publishers of "School Work and Play" have decided to make a grand effort to interest all of the teachers, and all of their pupils, in this country, in the new Canadian paper for Canadian boys and girls. Its excellence is admitted on all hands; but, unfortunately, it cannot live on even the most sincere and friendly encomiums. Four thousand more subscribers are required to place it on a safe financial footing; and to the teachers and their pupil canvassers alone can the publishers look for the success of the enterprise.

Sundry prizes were offered for the formation of school clubs; but these were mainly confined to the teachers. The publishers now make the following offers, which they believe will be sufficient to induce an effort to secure the success desired:

PRIZES FOR PUPIL CANVASSERS.

- 1.—To the boy or girl sending the largest list of new subscribers by Sept. 1st, *A Gold Watch.*
- 2.—Second prize, for second largest list, *A Silver Watch.*
- 3.—Third prize, for third largest list, *\$10 in cash.*
- 4.—Fourth prize, for fourth largest list, *A Printing Press* or a *Magic Lantern*, if the list be sent by a boy; or *A Good Writing Desk*, if sent by a girl.
- 5.—Fifth prize, for the fifth largest list, *A Cricket Bat or Base-Ball Set*, if sent by a boy; or *A Good Workbox*, if by a girl.

It is a condition that the fifth prize list number at least 25.

PRIZES FOR THE TEACHERS.

First.—In order to secure the interest of the teachers in engaging their young canvassers, and overseeing their operations, we will give a Concise Imperial Dictionary, best binding, to the teacher of the pupil who wins the Gold Watch; and a Concise Imperial Dictionary, cloth binding, to the teacher of the pupil who wins the Silver Watch. We also increase our former offers to teachers getting up school clubs, as follows:

- 1.—*An extra copy for an order for 5.*
- 2.—*The "Educational Journal" for an order for 15.*
- 3.—*"Grip," 1 year, for an order for 25.*
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- 7.—*The Concise Imperial Dictionary, "The Educational Journal," and "Grip," for an order for 75.*
- 8.—*Webster's Unabridged Dictionary, bound in sheep, "The Educational Journal," and "Grip," for an order for 100.*

These generous offers to teachers, are, of course, independent of those to the pupils, the teachers securing these premiums for their own work, as the pupils secure their premiums for theirs.

Will our friends not now make one grand effort, either in a thorough canvass of their own, or in setting reliable pupil canvassers at once to work?

Samples will be sent to all teachers whose addresses we have, on 1st May, and samples and directions will also be furnished, on request, to all pupils who wish to act as agents and compete for the prizes. Address,

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Editorial Notes.

MR. B. J. MCKAY, of Kingston, has been notified that his essay on "Teaching Writing in the Public Schools," entered in a prize competition got up by the Penman's Art Journal, which was open to the whole United States and Canada, and entered into by the most competent teachers of penmanship on the continent, has been awarded the first prize. The Kingston *News* says that Mr. McKay has received numerous congratulatory letters. His essay has been published in the *Penman's Journal*.

THE subject to which our correspondent "H.W.B.," calls attention, is of more importance than may be generally supposed. We quite agree with him that the prevalent practice in country schools is unscientific and unhygienic. This is true in regard to pupil as well as teacher. Neither is in fit condition for brain work immediately after partaking of the mid-day meal, especially when that is, as is usual in the country, the principal meal of the day. When the thing is at all practicable, we should recommend only a slight luncheon at noon, and dinner after the close of school. In the good time coming we expect to see the school day shortened to not more than five hours, and completed at one session, with necessary but brief intermissions.

School Work and Play, for May 17th, is being mailed as the JOURNAL goes to press. It is fully up to the mark, and will be welcomed by its young readers all over the country. A great deal of interest is being manifested in the generous premiums offered for lists of subscribers, in the competition to close 1st of September. It is to be hoped that no teacher will let the opportunity pass to interest the pupils in this paper, which is everywhere acknowledged to be full of interest to the children, and not lacking in help to the teacher. A great many of the young people will fail to be reached by the samples and the offers, unless the teachers take the trouble to introduce the matter, as the publishers are not in a position to address the pupils whose names they do not know. But a little kindly effort on the part of those who wish such a paper to succeed, will soon place it on a safe footing. Samples will be sent to any teacher desiring them, and to the addresses of all young canvassers whose names are sent in. The publishers are sparing no pains or expense to make the paper acceptable; and they again ask their friends of the teaching profession to help them.

READ the two reports of teachers' associations in this issue. The reports are of the right kind and our thanks are due to the friends who have kindly sent them. Both are full of good suggestions which may prove helpful to many of our readers.

WE are all glad to hear of our countrymen and women distinguishing themselves abroad. Miss M. A. Bell, of Almonte, has won the distinction of having a large picture hung in the Paris *Salon*. Her subject is a scene in the interior of Brittany, the principal representation consisting of three figures—a peasant woman bending sadly over a sick baby, to which a little girl offers food with pitiful entreaty. This picture has been much praised by French critics, who assert, from the skill of the drawing and coloring, that "Miss Bell will arrive at the rank of a master."

"If a university professor wishes to hear a really valuable and completely candid criticism of his performances in the lecture-room," says the *St. James Gazette*, "he has only to inquire what his pupils say about him." The remark is true of teachers of all grades. The best thing that could happen to many a fossil and many a scold, occupying a teacher's chair, would be to be compelled to listen to all that is said about him by his pupils in the course of a week. It would be well for many a one could some kind of a telephonic arrangement be devised which would pour all this kind of criticism for a stated time into his ears and compel him to listen to it. If that would not help him nothing would.

ONE of the most beneficent of modern educational movements is that which has resulted in doing so much for the education of the blind. Not only have doors been opened for the admission of this most unfortunate of all classes to the delights of literature, but they are being instructed in various occupations by which they are enabled to become self-supporting and useful members of society. At the recent annual meeting of the English Royal Normal College and Academy of Music for the Blind, Mr. Mundella, M.P., mentioned that 100 pupils who had already quitted the institution had last year earned altogether £10,000. This one fact contains a volume of eloquence in favor of such institutions.

ONE remark of one of the speakers at the Northumberland Association strikes us as especially worthy of comment. It is that teachers should carefully inform themselves in regard to current public movements and questions, and should take an active and intelligent interest in whatever stands related to the future of their country. The teacher should be one of the most deeply interested and best informed students of public affairs, fully capable when necessary and expedient of becoming a local leader. And yet how many teachers we meet who are so absorbed in their own school work, and their

own private interests, that they know next to nothing of the great national and moral questions that are being so earnestly discussed all around them.

AMONGST other attractions of the Niagara Summer School, Professor J. Hoyes Panton, of the Guelph Agricultural College, has consented to deliver a course of lectures on Botany and Geology, provided a sufficient number of students will avail themselves of the opportunity. The course will consist of ten lectures upon each subject, and will extend over a period of at least two weeks. A portion of each day will be occupied in practical work, rambles along the river bank, short trips to interesting localities, and an examination of such places as will illustrate fully the lectures of the course. In addition to the regular course, practical lessons will be given in microscopy with an instrument that magnifies up to 1,000 diameters. For fuller information, teachers wishing to join the class are invited to communicate with Professor Panton.

REGULATION 37 of the Education Department provides that at the examinations for entrance to the High Schools and Collegiate Institutes, "When the subject of Agriculture is taken by the pupils, a maximum *bonus* of 75 marks will be allowed." Public School teachers in Ontario will be glad to learn that, by a recent decision of the Department, the subject of Temperance and Hygiene is to be put on the same basis with Agriculture, as a *bonus* subject. This means, of course, that a *bonus* of 75 marks will be given for it also. The new regulation comes in force at the December examinations. This is an eminently proper recognition of the value of scientific study of the effects of alcohol upon the system, and will be an additional inducement to teachers to make room for this important subject in their daily programmes. The subject should be taken up in every school.

TEACHERS will find some good suggestions in Mr. Byron's paper in this issue. For instance, the hint that the teacher should be able to talk on current topics to parents, is an excellent one. Too often it happens that the teacher is an ignoramus on all the ordinary subjects which are of interest to the people of the community. Hence when he meets them they have no points of mental contact. The interview is stiff and useless. The teacher who can convince the farmer that he knows a few things about agriculture, or can give the merchant some valuable points in regard to book-keeping, establishes a new bond of union between himself and them. Teachers have been known to rather take pride in knowing nothing of such common-place matters, but when one begins to pride himself on his ignorance, he will generally not lack a good deal to be proud of. The motto of the noble old Roman is a pretty good one for teachers who wish to be useful and influential, "I am a man: and I deem nothing which relates to humanity foreign to my sympathies."

Educational Thought.

THINGS nameless! which, in passing, so
Do shake us with a subtle grace,
We say, "Who passes?" They are dumb,
We cannot see them go or come.
Their touches fall soft, cold, as snow
Upon a blind man's face.

Yet, touching, so they draw above
Our common thoughts to Heaven's unknown;
Our daily joy and pain advance
To a divine significance;
Our human love!—O, mortal love!
That light is not its own.

IT is well to remember that examinations are a thing of yesterday. They are merely a clumsy substitute for the old "disputations in the schools," and long before they were invented it was found possible to make scholars who loved their work.—*Robert Ellis Thompson, University of Penn.*

IN teaching infants or very young people, the main aim should be to give a taste for the lessons, always taking care to secure the habit of accuracy in the answering. Pains should be taken not to foster too much of a spirit of rivalry which genders jealousy and envy, and may end in making self-confident boys proud, and discouraging the timid and the gentle. These evils of an immoral character will very much counteract the good derived from the smartness produced by premature competitions.—*James McCosh, D.D., Princeton College.*

THE teacher who is an automaton, worked by an examination system, is simply the hired operator of a piece of machinery, and not a living soul in contact with other living souls; and the pupils under such a teacher's charge become as automatic as himself. It is axiomatic that the end of education is not to cram the mind with facts, but to make it see them and decide for itself, to instil that love of learning which becomes an independent impulse, and to awaken it to the joy and wonder of a life which is itself a great education.—*Hamilton W. Mabie, New York.*

TIME, and teaching, and love, these three, can slowly and surely make the eye see, and the mind inspire the eye, and be inspired in turn. The slowest can begin though the swiftest cannot end. Time, teaching, and love, these three, transmute all things when life is at work. There is no incapacity which can prevent observation. And there is no inability to enjoy what observers give. The great writings of all time rightly treated are but lenses which all can look through. The problem of power in a man's self is capable of no hard solution. There is no stupidity. Once impress on the minds of a generation that teaching and training are names of life and pleasure, names of new senses, new strength, new delights, which all can attain, and Plato's Schoolboy will appear again. There will be no stupidity.—*Thring.*

THE teacher is the figure paramount in every school—texts, methods and courses are minor; the teacher is everything. The times demand now, more than ever before, teachers who give to children something more than mastery of sums and spelling books. Breadth and symmetry of character must be the outgrowth of elementary instruction. It must implant desires and longings that will make a life-long student, whose honesty will keep pace with his thrift. Elementary instruction should give purpose, ambition and moral character. In this sense, it is, has been, and ever will be, more important to the state than the work of institutions of higher learning. Give us good elementary teachers, and our common schools will give their attendants an impetus for self-improvement that will do more for the state than the important, though limited, work of colleges can do. Elementary teachers should be the equals, if not the superiors, of college professors. They should be thinkers and leaders, in a broad and liberal sense. Their efforts either drive the child early from the pursuit of truth, or wed him to it and thereby insure progress through higher grades.—*Western School Journal.*

MAKE the truth thine own for truth's own sake.—*Whittier.*

Special Papers.

*SCHOOL HELPS.

BY F. W. HUGHES, BYRON.

By School Helps I do not mean the principles of teaching or the methods of applying those principles, but aids to those methods, which might be called auxiliaries to teaching, and devices for economising time in a large rural public school. So much is required to be done between nine and four that the ingenious teacher can more fully utilize his time by having the pupils as his assistants. This will detract little from their regular work, and add to their usefulness in the future. I shall mention only some of the most important helps I use in my school. Many of them may already be employed in your schools; but to some a few of them may be new.

The first help—a very important one which must be in every school where success is the goal—is that of cheerfulness. Without cheerfulness a teacher cannot deal with children as they should be dealt with. Children are naturally cheerful and lively. Watch them in their play. See how merry they are. It is quite natural for them to like a jovial, pleasant person. How much easier is it for them to do what that teacher asks than to obey one in whom they do not find that congenial spirit. How much easier is it in one of our common, not too well ventilated, overcrowded, schools to work as though our heart was in the work even in such a building. When the teacher is pleasant the pupils soon become filled with the same animation and the work goes on harmoniously. A cheerful person has a kind of magnetism in him for children which soon influences them and draws teacher and pupil closer together. Akin to cheerfulness in the teacher is an inviting and home-like school-room. A few of the pictures which can be obtained so cheaply now will wonderfully relieve the monotony of the bare walls and make the room attractive. Then to make the room more home-like I would introduce singing.

Nearly every person likes music. Shakespeare says:

"The man that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons, stratagems, and spoils."

Simple lively songs will be readily learned by the pupils, and nothing so enlivens them when they get low-spirited and dull as a bright little song. It varies the routine of work, gives vent to the child's pent up feelings, and drives away sorrow and care. It is worse than folly to be sad.

I think it is well for the teacher to be in the play-ground and to mingle with his pupils as much as possible.

Outside, the pupil is not restrained by the ordered and systematic movements of the school. There the boy is guided by his own will. His true character is there seen and a teacher may there learn how to deal with a boy better than anywhere else. The boy who is the best player is very often the best worker and *vice versa*. A boy that can watch the foot-ball most closely, or catch a flyball most deftly, is not generally the last to catch a new idea. Then, that the teacher may know how to work well with his pupils it is necessary that he should know how to play with them. The teacher who finds it irksome to play with his pupils has missed his calling and the sooner he steps down to some other profession the better for his pupils.

The Friday afternoon entertainment I find to be a help. It gives variety to the regular work of the school. It also takes the pupil into a different sphere. It lets him go by himself, as it were, without the guidance of his teacher. A committee is appointed monthly. This committee prepares the programme. A considerable part of this programme consists of what we call "speeches" by the pupils. To each of two or three of each class I give a lesson or allow them to choose a lesson for themselves. After a week's preparation the pupil tells the substance of the lesson assigned to him in his own words as though he were making a speech. Sometimes I give one a story to read and let him tell that. This is of more educative value than a simple recitation or reading, as he

must keep his mind on the story. I have tried it for the last two or three months and am well pleased with the results. Pupils who do not like to give a recitation very readily give a "speech."

We sometimes have spelling matches, arithmetic matches, and geography matches. In geography we choose sides. I give the captain of one side a name, suppose "London." He then has to name a place beginning with the last letter of London *n* and tell what, and where it is as, Naples, city, on west coast of Italy. Then the opposite captain has to name one beginning with *s*, the last letter of Naples, and tell what and where it is. I generally limit them to a continent. It makes a very good review.

Another help is to allow the pupils a little freedom for the exercise of their judgment of right and wrong. For instance in leaving their seats for some purpose, *e. g.*, going to the dictionary to find the meaning of a word, etc., and other small things which a pupil does because he thinks he is doing right. I like to treat the pupils as though they were reasonable beings and will do right because it is right. I do not want them to think they come to school because they are sent and have to come, probably to be out of the way at home, and to be made to learn whether they will or not, and that everything I say is right because I said it, and everything they say, or most of it, is wrong and useless; but rather, that I regard them as rational human beings of some importance, having opinions which are also of some importance. Infinitely better results can be obtained by taking the pupils into a partnership with yourself to work *with* you rather than *under* you, and when anything of importance is to be done asking the opinion of the pupils. In that way the co-operation of the pupils may be secured and they will take more interest in the welfare of the school. Most of the pupils think their opinion worth something, be it ever so little. The boy or girl who does not think something of himself is of very little use in this world. Equally useless is the boy who thinks too highly of himself. The golden mean is the ideal. I like to have the pupils give their honest opinion on points in the lesson. The other day in the lesson "Dora" I asked them if William did right in not marrying Dora. Some thought he did and some thought he did not. I gave them my opinion, but did not ask them to take that as right unless they thought it right. The more true thought pupils put into their unreserved answers the better will be the result. The fewer rules in a school the higher is the standard of right and wrong.

Marching is a very important help. In the morning and at the recesses and noon I have the pupils fall into line in order of size under a captain and lieutenant, and march in to the music of the mouth organ. In Summer I have both boys and girls march in but in Winter only the boys who are out playing, and that is all, or nearly all of them. At three minutes to nine and one, one stroke of the bell is given to stop play and fall in, in the yard where they have been playing, and then at the order "quick march" they march into school in an orderly manner, thus avoiding a general rush for the door when the bell rings. Marching is very important as it teaches them how to walk both alone and in company with others—an art not too well known by many of our country people.

The appointing of monitors is a fact not to be overlooked in school government. It gives the school a democratic air which is needed to keep pace with this age of democracy. The child is an active being that likes to have his activity used and noticed. He is quite ready to do anything a reasonable teacher will ask him to do. Why? Simply to gain the favor of that teacher, whose favor he esteems so highly. One of the strongest forces which a teacher possesses is the willingness of the pupil to please, though sometimes we find a pupil who seems more willing to displease than to please. But the average pupil is not slow in reciprocating any kindness or courtesy shown by his teacher. We have about a dozen monitors—one each for the bell, windows, maps, fire, drawing books and writing paper, etc. We have a yard monitor who has to look after the fence, wood pile, etc., who reports to me when anything is broken or out of order. We have two girls appointed as "house-keepers" to keep the schoolroom neat and things in their proper places. They sweep the crumbs up after the luncheons have been eaten,

keep the ashes off the damper, sweep the snow out that is brought in around the door, see that the window-blinds are properly rolled up, and attend to any other thing they notice wrong. These monitors are changed monthly. Sometimes they are elected, sometimes appointed, and in this way I show them the difference between the appointing and elective parts of our government. The appointment of monitors takes some of the responsibility off the teacher, as each monitor is responsible for his department.

Another help in a large school is to have signals. By the use of signals a great deal of valuable time can be saved. While the teacher is teaching a class he can allow or disallow a request by a motion of his head without disturbing the class or having any noise. We have holding up one finger, the signal asking permission to speak to a seat-mate; two fingers, to leave his seat; three, to leave the room; the whole hand, to ask any general question. In dismissing and calling up classes I make the same command do for both, thus minimising the intervals of time between the classes on the floor, and also the noise, as both classes are moving at once. I have the classes so seated that the retiring class does not go down the same aisle up which the other class is coming. By this method I can keep myself busy all the time with a class.

When the junior classes have finished their work before I get time to look at it I have one of the best in the class take half or all of his class to the other end of the room and drill them on the multiplication or addition table. They take great interest in it. For this drill I have the digits printed in a circle on a piece of cardboard with a movable digit in the centre.

This can be used for multiplication and by placing the remaining eight digits by the ones in the circle (the other one being in the centre) a circle of numbers of two figures is formed, and these connected with the centre figure form an excellent series of figures for addition drill. By changing the moveable digit in the circle, many new combinations can be made which can be easily used by the pupils themselves. I have only lately adopted this plan but find it successful so far.

Instead of this drill I have, sometimes, one of the pupils tell his class a story in one part of the room and then let them reproduce the story at their seats. I have no trouble in getting stories. I ask for volunteers and generally have plenty. They are simple stories which they have read at home. When I am looking at their reproductions I have one to tell the story while the remainder listen.

One of the best ways of economizing time is to fully use it, and to use it well we must make the work as interesting as possible. Keep the pupils busy at something. You know the old adage about Satan. As soon as their assigned work is done they look about for something to do to put in their time, and that something is not generally what is the most beneficial to them or to the order of the school. For junior classes I find drawing a valuable exercise. I have them write out part of their lesson and have them copy part of a picture out of their book. The other day in the second class we had the lesson about elephants. When they had part of their lesson written I asked them to draw an elephant. They went at this very eagerly, and soon had completed a number of elephants. Some would need a name to be known, but most of them looked like the animal, which, one of the boys said, had a tail on each end. I consider this time well spent, even by those pupils whose pictures needed names, if there was an honest effort put forth, and I discourage strongly work done carelessly. At other times I have them describe the picture in their book in their own words, make small words of so many letters or over, out of a large word, or make words ending in a certain syllable, practice making some capital letter, draw from memory a drawing out of their drawing-book, or make a drawing of some object, or a circle, or square of certain size free-hand. Many such things will employ their spare time at their seats. The plan has the double advantage of keeping them out of mischief and of bringing some of their faculties more under the control of their will, which is, Matthew Arnold says, the end of education.

In a large school some of the work can be done at home. History can be read, a reading lesson

*Read before the East Middlesex Teachers' Association.

practised, some problems in arithmetic, involving a principle previously explained, might be worked, exercises in grammar done, drawings completed, etc. I do not approve of much home work in any of the junior classes; but when the third class is reached, I think a little home work supplementing the day's work, or preparing for the next, is a benefit. They might as well be doing that as something less useful. They had better be engaged at some home work than taking part in some current gossip, such as is frequently heard around the fireside.

I think the teacher should be well acquainted with the pupils' parents, and for this purpose it is necessary for him to visit them. He may in that way learn many of the characteristics of his pupils which he would otherwise have to find out by experience. Much useful information about the pupils can be gained in this way, besides securing the good-will of the parents, and their co-operation as well. Especially would I recommend the seeing of a parent in dealing with a pupil of somewhat ugly disposition. Some plan may be devised by both parent and teacher which will materially help the teacher in the governing of such a pupil.

The last help I shall mention is that of preparation. The teacher should never appear before a class without being thoroughly prepared. A well-prepared lesson will awaken interest in almost any kind of class. If the teacher can tell some little incident about a place, how much more easily it is remembered. In a geography class recently I asked a pupil how it was that he could remember Moscow, in Russia, while he forgot places of greater importance. He said because I had told him of its being burned when Napoleon marched upon it. He said he could remember any place if I would tell him something particular about it. To be able to do this the teacher must be a wide reader. First he must prepare the lesson, then he must prepare around it—prepare, as it were, adornments for the bare subject. In the magazines and newspapers of to-day much of interest and benefit to the pupils may be found. A good magazine is one of the best helps the teacher has for outside reading. Such magazines are easily procured, in this age of cheap literature, and the money so invested will not be misspent. The teacher should have a library of moderate size of his own, especially for reference. Books are so cheap, that even out of the small salaries we get one may manage to buy a number of good books, and a few added yearly, or half-yearly, would soon make a very useful library.

The teacher should not only be well prepared for his regular school work, but he should be able to talk intelligently on the current subjects of the day, and on subjects which are of interest to the ratepayers of his section. It has been said that a teacher can talk of nothing but school. While the school should be first in the mind of the honest teacher, he should not shut out all the other important things of the world. He is part of an ordered creation, and one of the noblest parts, and as such should act conjointly with the other parts. All professions have their social side as well as their business side. The teacher should be able to do the social as well as the business duties of his noble calling.

Correspondence.

A PLEA FOR LONGER "NOONINGS."

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—I would like to draw the attention of the profession to one much-needed reform, viz, a longer noon hour.

Nature calls for rest after the mid-day meal, and we find the most prosperous class of people among those who are in the habit of taking a "good noon-ing."

Laborers for several years have been agitating for fewer hours in order that they may not be obliged to hasten to and from their meals.

Specialists in throat and lung diseases tell us that the voice should have ample rest after partaking of food.

How is it with the school teacher? He is almost always obliged to hurry to his dinner and then

hurry to his school, with barely time to arrange his toilet, and never has the blessing of the *siesta*, which physicians of the day say is of paramount importance. It is from the want of this sufficient "nooning" that four o'clock often finds the teacher too weary to enjoy his "tea," much less perform the amount of reading necessary to enable him to excel in his profession. I think the teacher in rural as well as city schools should have at least two hours at noon. What is your opinion, Mr. Editor?

Yours truly,
H. W. B.

Question Drawer.

[N. B.—For answers to questions in English and Mathematics see those departments respectively. Correspondents will please send all such questions direct to the Editors of those departments.]

1. THE trustees of a school section wish to extend, for a further period, the use of "Campbell's Modern School Geography" and "Kirkland & Scott's Arithmetic." Should a resolution to effect this be in writing?

2. I would like to get copies of the Entrance Examination Papers that have been set during the past few years. Where can I get them? Is there any book published containing them?

3. Is any fee charged for admission to a Normal School? If so, how much is it? About how much would a person's expenses be who spends a term in that school?

4. Could you give me, through the columns of your paper, a time-table for the guidance of teacher and pupils in a small country school?—A YOUNG TEACHER.

[1. Yes. 2. We do not think they are procurable. 3. No fee. The chief expense would, we suppose, be for board, say \$3 to \$5 per week, according to quality. 4. Will some teacher of experience kindly submit a programme?]

I AM a teacher in a Separate School. My certificate expires in December, 1889. If I write at the midsummer examination and obtain a non-professional certificate, will it be at the discretion of the Public School Inspector or of the Separate School Inspector to allow me to teach three years longer?—T. P. F.

[It will be at the discretion of the County Board or Examiners.]

ON the "3rd class" certificates given out at Barrie in Christmas, '83, I notice over the non-professional marks the following note: "The non-professional examination has to be passed but once, but if the certificate is to be renewed, any County Board may, at its option, require the candidate to attend the County Model School to pass the professional examination." Can the person, after having taught three years, go back to the Model again and have the certificate renewed?—A SUBSCRIBER.

[The renewal of the certificate rests with the County Board of Examiners. We presume they may, if they see fit, require the teacher to go back to the Model School. It seems probable, however, that the note was intended to refer to teachers who had not previously attended the Model School.]

1. DOES the term of three years for which Third Class Teachers' Certificates are valid begin when they have finished the term at the Model School, or from the time they begin to teach?

2. What is the best work you know of on Canadian History?—L. A. C.

[1. We can find nothing definite on the point in the Regulations, but it seems reasonable that the three years will commence from the date of the certificate. 2. Probably Withrow's or Bryce's is best for ordinary purposes. Tuttle's is much larger and fuller.]

1. What is the capital of Greenland, Alaska, Alberta, Athabasca, Keewatin, California, Louisiana?

2. Is Parry Sound a county?

3. Give the names of the Lieutenant-Governor and the Executive Council of Ontario?

4. Name the first rate powers of Europe?—READER.

[Greenland belongs to Denmark, and has, so far as we are aware, no local constitution or legislature. The capital of California is Sacramento; of Louisiana, New Orleans. The other places named have no territorial organization. 2. No. It is a district. 3. *Lieut.-Governor*, Sir Alexander Campbell, K.M.C.G.; *Premier and Attorney-General*, Hon. Oliver Mowat; *Commissioner of Crown Lands*, Hon. T. B. Pardee; *Commissioner of Public Works*, Hon. C. F. Fraser; *Provincial Secretary*, Hon. J. M. Gibson; *Provincial Treasurer*, Hon. A. M. Ross; *Minister of Agriculture*, Hon. Charles Drury; *Minister of Education*, Hon. G. W. Ross. 4. Germany, France, Austria, Russia, and, we suppose, Italy.]

WHAT are the arguments for encouraging school games?—W. J. B.

[This question opens a wide range. Many such arguments such as that they are adapted to promote health, cheerfulness, love of school life, etc., will readily suggest themselves. Two of the strongest are, to our mind, that they are adapted to keep pupils from idleness and its temptations during recess, and that, under proper supervision, the playground can be made one of the best of schools for developing manliness, self-control, a high sense of honor and truthfulness, and other moral qualities.]

I WROTE for and secured a Second and Third Class Non-Professional Certificate at the same time. I afterwards secured a Professional Third. After teaching the three years covered by my Third Professional, is it lawful to teach three more on the Non-Professional Second?—A SUBSCRIBER.

[Regulation 123 of the Education Department provides that "a holder of a Third Class Professional Certificate who has passed the Non-Professional examination for any certificate of a higher grade may, on application to the County Board of Examiners, and on proof of his efficiency as a teacher, have such Third Class Certificate extended, by endorsement, for a period not exceeding three years. That will, we presume, cover your case.]

1. Can trustees in a rural section engage a teacher for a term of three years without having a clause in the agreement by which it can be cancelled before the expiration of that time?

2. If such an agreement were signed would it be binding if the same men or two of them continued to be trustees by re-election?—TRUSTEE.

[1. There is nothing in the Law or Regulations forbidding such a contract, though it would be a very unwise one to make. If the teacher proved incompetent or immoral, the remedy would, we suppose, be found either in the withdrawal of his certificate, or in the cancellation of the agreement by a court for cause shown. 2. That would, we think, make no difference. The action of the Board of Trustees, as a corporate body, is binding on their successors.]

English Department.

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

[NOTE.—Owing to the large number of questions answered in this number we have been compelled to omit the usual notes on the Entrance Literature. They will be resumed, we hope, in our next when a few questions still left over will also be answered.

We are glad to receive letters stating that the series of articles in the Public School Literature is proving helpful. The notes on *The Song of the River* appear to have been especially welcome. We are sorry that the author's modesty does not allow us to publish his name, but we hope to have another paper from him at an early date.—ED.]

QUESTIONS AND ANSWERS.

I. PLEASE answer through the columns of your journal, the following questions and oblige.—D. M., *Smithdale*.

(I) What is the Literature prescribed for Second Class examination, July 1890?

II. According to the scheme of Analysis given in the Public School Grammar, where would you place the complement of intransitive verbs?—M. D.

III. WHOM does Bryant mean by *her* in the last stanza of "Death of the Flowers."—A YOUNG TEACHER, *Allan's Mills*.

IV. If these sentences are complex, what are the dependent clauses? of what kind are they, and why?

- (a) "He told me to go, so I went."
- (b) "We saw him as he turned the corner."
- (c) "She laughed as she came."
- (d) "You may go where he is if you wish."

V. Is *said* a Transitive verb, in the sentence.

- (a) He said "Do not go."

If so, why?—SUBSCRIBER, *Mountain View*.

VI. KINDLY answer the following questions in the EDUCATIONAL JOURNAL.

(1) "Dora" (p. 140., Fourth Reader).
"The boy set up betwixt his grandsire's knees.
Who thrust him in the hollows of his arms?"

(a) Was the *boy* on his grandsire's knees? Notice further down:
"And Allan set him down."

(b) What is meant by thrusting him in the hollow of his arms?

(c) In the sentence, "His house is in the city," is the phrase, "in the city" adjectival or adverbial? Compare on the one hand, "His house is in that place"; and on the other hand, "The house in the city is his." Notice Seath xiii, 85.

In "His house is there," parse "there."—J. A. S., *Mayfield*.

VII. I TAKE the very respectful liberty of asking you to publish answers to the following difficult passages which occur in Third Class Literature for July, 1889.

(1) The Cloud. Scan first four lines of 1st stanza.

(2) Explain last four lines in 2nd stanza.

(3) In last line of 4th stanza, to what does *these* refer?

(4) The Cloud Confines. 3rd stanza explain.
"War that shatters her slain,
"Peace that grinds them as grain."

4th stanza.

(5) "Thy kisses snatched 'neath the ban"

(6) "Of fangs that mock them above."

The Forsaken Garden.

(7) Explain last line in last stanza,
"Death lies dead."

VIII. PLEASE answer these questions in the EDUCATIONAL JOURNAL as soon as possible.

(1) Give the meaning of

(a) With all a poet's ecstasy—The 11th line from the end of the Introduction to "Lay of Last Minstrel.

(b) "Merry elves their morris-pacing" in fifteenth stanza of "Lay of Last Minstrel.

(2) How is pain redeemed in the *slaughter of the Beattisons*?

(3) Who was the last of all the bards, and why did Scott describe the Mercenaries so fully?

(4) Describe each of the four parts into which "Rosabelle" may be divided.

Show how these parts are related to each other and to the main idea of the poem.

(5) Discuss the Question.

(a) The sixth Canto is altogether redundant, for the poem should certainly have closed with the union of the lovers when the interest was at an end.

(b) The last Canto is no more redundant than the first: It is a necessary part of the scheme.

(6) Where can I find a parallel to the (a) 1st stanza in the 6th Canto, (b) 2nd stanza in the 3rd Canto, and (c) 1st stanza in Canto 2.—A SUBSCRIBER.

IX. GIVE the Grammatical distinction between The melancholy days are (have) come.

X. WILL you please give notes on "By Cool Siloam's Shady Rill," (Third Reader page 187.) in the next issue of the EDUCATIONAL JOURNAL, and oblige.—YOUNG TEACHER AND SUBSCRIBER.

XI. TO-DAY as I was teaching Fourth Class Literature I discovered a passage which I considered beyond my explanation. Would you please explain? You will find the passage in "National Morality" Fourth Reader page 295, ("the light of your constitution.") H. T.

XII. WHAT constitutes a paragraph? Can it ever consist of one sentence? viz., as the following: (See Fourth Reader, page 164.)

"What is thy name yeomen?" asked Prince John.

"Locksley," answered the yeomen.

XIII. What reason can you give for Goldsmith not putting his letter "The Bookseller's visit to the Chinese in a similiar form?" H. H.

ANSWERS.

I. Byron's "Prisoner of Chillon," and "Childe Harold's Pilgrimage," from stanza 73 of Canto II, to stanza 51 of Canto III; also selections from Addison's *Spectator*, Nos. 21, 23, 26, 47, 50, 69, 93, 115, 159, 162, 169, 195, 225, 381, 387, 458, 483, 574, 583, 598.

II. In the Predicate. See last line of page 82, Public School Grammar.

III. We have been unable to find to whom the reference is made. We shall keep up the search. Perhaps some of our readers can help us.

IV. (a) This is not a complex sentence, "so" being we think a demonstrative not a relative adverb.

(b) The subordinate clause is adverbial to "saw," indicating the time of the action.

(c) The subordinate clause is adverbial to "laughed."

(d) "Where he is," is subordinate, adverbial to "go," as is also "if you wish."

V. It is; because it denotes an action exerted upon an object, which is in this case a certain statement.

VI. (a) We think he was.

(b) The meaning is that the Grandfather thrust his fingers into the hollow of the child's arms in order to make him laugh.

(c) We think it is adverbial. With intransitive verbs of incomplete predication it is often extremely difficult to decide whether a phrase is adjectival or adverbial. In such cases it makes no difference to the sense in which way the expression is regarded, seeing that the action denoted by the verb is merely existence and if an object exists in a certain way (*i. e.*, the phrase is adverbial) it must be of a certain quality (*i. e.*, the phrase is adjectival). The only difference between the sentences cited for comparison is that in the first two the modifiers are connected with verbs and in the third the phrase is connected with a noun.

(d) An adverb modifying "is."

VII. (1) I bring | fresh showers | for the thirst-
| ing flowers,
From the seas | and the streams; |
I bear | light shade | for the leaves |
when laid |
In their noon | day dreams. |

There are four accents in the odd lines and two in the even. The odd lines may, however be regarded as double lines of two accents each.

(2) Shelley seems to be alluding to the fact that the course of the clouds is to some extent influenced by the character and amount of the electricity with which they are charged. The poet, however, may merely be indulging in a poetical fancy to explain in a sympathy-begetting way the never ceasing motion of the clouds, and the frequent falls of rain.

(3) The reference is to the "stars," which are reflected in "the calm rivers, lakes and seas."

(4) The reference is, we think, to the cruel carnage of war—which in slaying does shatter—and to the oppression seen even in times of peace.

(5) "The kisses snatched 'neath the ban of fangs" typify the course of affection—the rose with the thorn concealed. The thought seems to be that behind the rosy lips lie mocking fangs.

(6) The poet wishes to describe the utter desolation and ruin visible in the Garden, so complete indeed that there is no more work possible for death or decay to accomplish, "Death lies dead" therefore, means that death has proved so active that it has no more work to do, has no more power, *i. e.*, lies dead.

VIII. (1) Poets are often spoken of as peculiarly inspired. Compare (Gray's bard)

"And with a master's hand and prophets fire."
also (The Elegy)

"Perhaps in this neglected spot is laid
Some heart once pregnant with celestial fire,
Hands that the rod of empire might have sway'd,
Or wak'd to ecstasy the living lyre."

(2) By the liveliness imparted and by the compliment paid to the Lady Buccleuch.

(3) The minstrel himself. To describe fully the customs and manners of the times.

(4) Stanza 1, The Introduction. Stanzas 2-6, The unheeded warning. Stanzas 7-11, The ominous fire. Stanzas 12-13, The fate of Rosabelle.

(5) This question we have already answered. See EDUCATIONAL JOURNAL of March.

(6) (a) In Byron's poems, notably in the *Giaour*, (ll. 100-160) and in *Childe Harold* the baseness of the lack of patriotism is referred to. Patriotism itself is a theme of nearly all our poets. Cf. Goldsmith, *The Traveller*, "The shuddering tenant," *seq.* Tennyson "Love thou, thy land."

(b) Whittier, "The Slaves of Martinique."

(c) Tennyson "In Memoriam" (67), Shakespeare, "Merchant of Venice" "How sweet the moonlight, etc., Byron, "Lake Lemna by moonlight."

IX. The grammatical distinction is that in "are come" the "come" qualifies predicatively the subject while in "have come" it has no adjectival force. The logical distinction is that with "are" the emphasis is on the result of an action, with "have" the action itself is more thought of.

X. We have been unable to prepare the notes for this issue.

XI. This question has been already answered. See JOURNAL for April 1st.

XII. No definite answer can be given, as the division of prose into paragraphs is more or less conventional. Generally speaking, however, a paragraph may be regarded as a connected series of sentences developing a single topic.

Compositors for the sake of clearness generally, in setting up a conversation, give a paragraph to each speaker's remarks, even if they consist of only one sentence as in the passage referred to in "Locksley."

XIII. We do not understand the question.

A QUESTION OF PRONUNCIATION.

MR. EDITOR.—I wish to wage war against the pronunciation of a few words as they appear in our standard dictionaries, and are collected in one lesson in the Second part of the First Reader. The words are "flute," "lute;" others of the same class are "luke," "Luther," "lunar," "lunatic," "ludicrous," "lucre." These are supposed to have the *u* long as in "mute." To give my experience of the English language I must say I have heard people speak from all over the English world, and never heard an ordinarily educated person pronounce these words in that way. I have heard a few precise elocutionists who attempted this pronunciation, but they had the ring of being dictionary educated, and artificial. I have no remembrance of ever hearing the word "blue" pronounced with long *u* except by some person laboring to follow the dictionary marking. It was then with the greatest difficulty, as the tongue of an ordinary person almost refuses to make the necessary struggle, and the ear revolts at its pedantic sound. The pronunciation of educated people, or universal usage is our guide, so I utterly fail to see where Worcester gets his authority. I have had more trouble attempting to teach this lesson than any other four in the First Book as regards pronunciation, and find that general usage drives the work done from the little eight-year-old's mind. I vent to say that not ten public school teachers in Ontario pronounce these words naturally as the dictionaries indicate but give the *u* the opener sound of *oo*. If I am in darkness on these points I ask for light.—PIERREAN.

Examination Papers.

DURHAM PROMOTION EXAMINATIONS.

APRIL 5, 1889.

GEOGRAPHY.

JUNIOR THIRD TO SENIOR THIRD.

1. DEFINE, using complete sentences, plateau, watershed, estuary, gulf, sound.
2. In what direction does each of the following rivers flow, and into what body of water does each empty:—Mississippi, St. Lawrence, Mackenzie, Fraser, Niagara, Churchill, Ottawa, Amazon?
3. Name any ocean, seas, or straits, that lie between: (1) Asia and America; (2) Europe and Africa; (3) Greenland and North America.
4. (1) Name the hemisphere, the continent, the province, and the county, in which you live.
(2) How many High Schools are there in the county, and where are they located?
(3) Name two large factories in the county, and say where each is situated.
5. (1) What is the earth's orbit?
(2) What causes the sun to rise in the east and set in the west?
(3) What change in the motion of the earth would cause the sun to rise in the west and set in the east?
(4) What change in the earth's motion would cause our day to be as long as our week now is?
6. Draw an outline map of North America, and mark on it: (1) the great land divisions; (2) three of its largest lakes and the rivers which join them; (3) four large islands. Print all names neatly on the map.

JUNIOR FOURTH TO SENIOR FOURTH.

1. Explain the meaning of the following expressions:—Poles of the earth, plane of the earth's orbit, solar day, centrifugal force.
2. (1) Name the zones, with their boundary circles.
(2) Give brief notes on the animal and the vegetable life in each zone.
3. Write notes on the principal occupations of the people of Canada, mentioning particularly the localities in which the following industries are extensively carried on:—Mining, ship-building, agriculture, fishing.
4. (1) Name the States of the American Union that touch Lake Michigan, with their capitals.
(2) In which State, and for what noted, is each of the following cities:—Chicago, Pittsburgh, Minneapolis, Boston, Oswego, New York.
5. (1) Name the provinces and the territories of the Dominion.
(2) In which province, and for what noted, is each of the following places:—Halifax, Dorchester, St. Catharines, Rat Portage, Amherstburgh, New Westminster.
6. Draw an outline map of the British Islands, and indicate the position of the following cities:—Liverpool, Glasgow, Cork, Inverness, Bristol. Print neatly, on the map, the names of these cities; also the names of the boundary oceans, seas, channels, and straits.

SENIOR THIRD TO JUNIOR FOURTH.

1. Define, using complete sentences, latitude, oasis, channel, plane of the earth's orbit, zenith, headland.
2. In what direction does each of the following rivers flow, and into what body of water does each empty:—Nelson, Athabasca, Trent, Saskatchewan, Madawaska, Nile, Orinico?
3. (1) What is the length of the earth's diameter?
(2) When is the earth nearer the sun, in June or December?
(3) In what months of the year is the sun directly over the equator?
(4) How would it affect our seasons if the earth's annual motion were twice as great as it now is?
4. Name the principal islands:
(1) On the west and the north of North America.
(2) In the chain of lakes and rivers lying south of Canada.
5. (1) Name the counties, with their county towns, that border on the Ottawa river.
(2) Name and briefly describe the principal evergreen, or cone-bearing trees, of Canada.

6. Draw an outline map of the south-western peninsula of Ontario, or the part stretching from Toronto to Windsor. Indicate the position of the cities in it, and of the counties bordering on Lake St. Clair. Print neatly on the map the names of these cities and counties; also the names of the boundary lakes, bays, and rivers.

HISTORY AND DRAWING.

JUNIOR FOURTH TO SENIOR FOURTH.

- (Candidates who take history will omit drawing.)
1. Sketch the war of 1812.
 2. What led to the Act of Union? Describe the Act as fully as you can.
 3. Why are the names Earl of Dufferin, Major-General Middleton, Garnet Wolessley, and Alexander Mackenzie, noted in Canadian History?
 4. Give an account of the work of Dr. Ryerson in connection with the Public School System of Ontario.
 5. Write notes on, National Policy, County Council, Warden, and Minister of the Crown.
(Candidates who take drawing will omit history.)
 1. What is meant by the terms: horizontal lines, parallel lines, square, elevation, concentric circles, section?
 2. Draw a square, freehand, $1\frac{1}{2}$ inches on side; show its diameters in plain lines and its diagonals in dotted lines.
 3. Make a neat drawing of a book 7 inches long, $4\frac{1}{2}$ inches wide, and 1 inch thick, showing the top, side, and end view.
 4. Draw a moulding of reverse curves.
 5. Draw a chair, two views, side and front; and a wood saw.

UNIVERSITY OF TORONTO.—ANNUAL EXAMINATIONS, 1888.

JUNIOR MATRICULATION.

EUCLID.—ARTS AND MEDICINE.

Examiners: { J. H. MCGEARY, M.A.
W. H. BALLARD, M.A.

NOTE.—Candidates for Scholarships are required to take the whole paper. Other candidates will take only eight of the eleven questions.

1. Define *point*, *right line*, *plane angle*, *parallelogram*, and add short explanatory notes to each definition.

What is an Axiom?

Mention two propositions in Book I. which are deduced directly from the definitions, axioms and postulates without the intervention of any other proposition.

2. State and establish the necessary and sufficient condition that must hold between the lengths of three straight lines such that a triangle can be formed, having its sides respectively equal to them.

If E and F be any two points and ABC any straight line, and B be such a point in it that BE and BF make equal angles with ABC , then $BE + BF$ is less than $CE + CF$ wherever C may be in the line.

3. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of the one greater than the angle contained by the two sides, equal to them, of the other, the base of that which has the greater angle shall be greater than the base of the other.

If two quadrilaterals have the four sides of the one equal to the four sides of the other, each to each, but one diagonal of one shorter than the corresponding diagonal of the other, then shall the other diagonal of the first be longer than the other diagonal of the second.

4. Give Euclid's definition of parallel straight lines and the axiom enunciating one of their properties.

Replacing Euclid's statement of the axiom by the following: "Two straight lines through a point cannot both be parallel to the same straight line," prove that if a straight line fall on two parallel straight lines it makes the alternate angles equal.

5. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of the two parts, together with twice the rectangle contained by the parts.

If a straight line be divided into any three parts, the square of the whole line is equal to the squares

of the three parts, together with twice the rectangle contained by each pair of parts.

6. If a straight line be divided into two equal parts, and also into two unequal parts, the rectangle contained by the unequal parts, together with the square of the line between the points of section, is equal to the square of half the line.

Also prove this proposition as a particular case of Prop. I., Book II.

7. In an obtuse angled triangle, the square of the side subtending the obtuse angle exceeds the sum of the squares of the sides which contain the obtuse angle by double the rectangle under either of these two sides, and the external segment between the obtuse angle and the perpendicular drawn from the opposite angle.

In the triangle ABC if BP , CQ be perpendiculars from angles on the opposite side, prove $BC^2 = AB \cdot BQ + AC \cdot CP$.

8. Define *circle*, *tangent to a circle*, *chord of a circle*, and enumerate the essential elements in the definition of a circle.

Prove that one circumference of a circle cannot cut another in more than two points.

Prove that a straight line cannot cut the circumference of a circle in more than two points, and state where this is assumed in Book III.

9. To draw a straight line from a given point, either without or in the circumference, which shall touch a given circle.

Through a given point without or within a given circle draw a chord of the circle of given length.

10. In any circle the angle in a semicircle is a right angle, the angle in a segment greater than a semicircle is acute, and the angle in a segment less than a semicircle is obtuse.

A circle is described on the radius of another, show that a line drawn from the point where they meet to the circumference of the outer is bisected by the inner.

11. If two straight lines within a circle cut one another, the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

If two circles cut, and from any point on their common chord two chords are drawn, one in each circle, a circle can be drawn through the four extremities of these chords.

Hints and Helps.

EXCESSIVE HELPS IN EDUCATION.

In the reading lesson, excessive help has done its utmost to make the first steps easy, and to remove all climbing thereafter. It expends an infinite amount of ingenuity to smooth away all elevations. For this purpose, it uses only readers that have the simplest forms of colloquial language, carefully avoiding readers that take up higher vocabularies which develop the resources of our language. The pupil learns to read at sight all lessons written in the colloquial vocabulary, and this is called teaching how to read, whereas it is but one-half the process. The other half, and the most important half, is to teach the pupil to grapple with the great works of literature; and all higher readers of any series are full of excellent specimens of real literature. In mastering these, the pupil must not hurry and endeavor to read a large quantity of reading matter. If he memorizes the gems of poetry and the selections of impassioned prose, he will fill his memory with the happiest forms of expression of deepest thoughts and subtlest feelings. In learning these the pupil learns new words unfamiliar before and new thoughts with them, and his mind grows larger. Our school instruction leans in the direction of excessive oral exposition and too much manipulating of apparatus. The result is that the pupil is less able to find for himself the aid that he needs from books; and, in the case of apparatus, he has less grasp of the universal idea, though he possesses a more intense notion of the special machine in its special applications. This makes him a good routine worker, but lame and impotent in his inventive powers.

I must hasten to allude to excessive helps in geography as found in too much map-drawing, too much physical illustration, and too little study of the relations of man to the planet. In history, in

like manner, the pupil is helped by avoiding the study of thoughts and relations, and setting his task chiefly on the biographical parts and personal anecdotes. These should be only the vestibule to history. But excessive help in education wishes to prolong the vestibule, and never reach the temple itself.—*W. T. Harris, in Education.*

RAINY DAY RECESSES.

BY KATHIE MOORE.

THE children will always manage to amuse themselves gloriously indoors, if they are allowed to romp, but loud and boisterous noise of all kinds was forbidden in my school-room—indeed, on bright days, the children were not allowed to remain in the room at all, at recess, unless for some very good reason, and then they were compelled to keep their seats. But when the weather was bad, so that they could not play in the open air, how was I to keep forty or fifty small people quietly yet joyously happy? I tried a number of plans, all of which were attended with some drawback. Story-telling was always my reserve force, but in this case, though the little ones would sit quiet and listen with great apparent interest, I found that the intermission, when passed in this way, did not serve the purpose for which it was intended. The children needed some active recreation that would allow them perfect freedom of voice and movement and yet would not approach a romp.

One Winter it was my fortune to teach in a section of the country where rain seemed to fall for at least half the year, and as the school months were in the very midst of the rainy season, a long vista of rainy-day recesses and noons (for the school-house lay in a new and thinly-settled district) stretched before me most drearily, and I was compelled to invent a number of games and amusements that were quiet, yet delightful to the children. At first I took an active part in the games, but in a little while the children were so thoroughly acquainted with them that they needed no guidance, and the rainy-day recesses came to be so enjoyed by them that the clouds were always welcomed with anticipations of pleasure. I will tell you of our favorite game—my favorite, because it brightened their faculties, quickened their observation, and taught them keenness of sight, at the same time cultivating their sense of honor. It also gave them enough exercise to refresh them after their hours of study.

The school-house was a small log building, full of cracks, chinks and knot-holes, that afforded excellent hiding-places for a small article, and as our game was really one of hide-and-seek—though the seeking was done with the eyes only—I was very glad our walls were not immaculately smooth as are those of most school-houses.

The object to be hidden was always something small and white—generally a bit of chalk not half an inch long, or a few blossoms of the white immortelles that grew so profusely on the green slopes without. One of the children was chosen to hide the "bit," as they called it, while the others went out under the low, projecting roof that sheltered them from the rain. The rule was that the bit must always be placed in plain sight, and you would be surprised to find how skilful the little witches became in finding obscure and out-of-the-way places in which it was in plain sight. As I said before, the knot-holes, crevices and cracks afforded hiding-places, to say nothing of dusty corners, ledges and picture frames. When the bit was safely stowed away, the children were called in, and then began a lively time, for though they were allowed to talk and move about the room, they were not allowed to touch or move any article. As soon as a pair of bright eyes detected the bit, the successful one cried out, "I see," but the game was not closed until each had found it. The one who first cried, "I see," remained in the room to hide the bit again.

It is wonderful how quick and observant those children became, and how their eyes were trained to a keenness that astonished me. Imagine a bit of chalk placed in a crack near the ceiling, and with one glance of the eyes along the wall, a dozen voices would cry, "I see." Indeed, I was generally the last one to find it, much to the delight of my little ones. After awhile I noticed that the game actually helped the children in their reading. It seems that the training their eyes received

helped them to see and appropriate printed words on a page much more rapidly and accurately than before, and that searching glances along those cracked and stained walls, that took in every mark and detail of the undressed logs, worked wonders in transforming my slow and stumbling readers into sure and steady little elocutionists. I have no doubt but that as good results might have been traced in other branches of study, all from this simple rainy-day game.—*Pennsylvania School Journal.*

HOW TO CURE STAMMERING.

BY H. J. BRANDER, BOSANQUET.

I NOTICED in the JOURNAL a short time ago a cure for stammering. Please allow me to give my experience in dealing with the matter. I have in my school a boy who stammered very much. I noticed that in reading in concert with the rest of the class and myself, he could read without stammering at all. I consequently adopted the following method. I selected a certain passage and had the class read it in concert, I myself reading with them. When they could read in this way fairly well, we all started again, but when we had read a few words I stopped and allowed the class to read to the end alone. We then started again; this time I caused one of the class to stop also without letting the stammerer know that I did so, and allowed the rest to read to the end. We then started again; this time I stopped another also. I repeated this until only the stammerer was left. When left alone he would read only a few words and then begin to stammer. I immediately stopped him and began again. This time he would read a few words farther and then stammer again. I would at once stop him and begin again, repeating this until he could start and read the passage through without stammering. I always obliged him to read in a loud, full voice. Of course this was not all done in one lesson. Some teachers may think they have not time in rural schools for such a method. If they will sacrifice individual reading once a day it is all that is necessary.

MAKE THE SCHOOL-ROOM ATTRACTIVE.

I ONCE remarked, in the hearing of one of my directors, that I was going to polish the school-house stove. I noticed a smile on his face, and asked him what he was laughing at. He replied: "That stove has stood there for fifteen years, and has never seen a bit of polish." The looks of the stove corroborated his statement. This incident illustrates a common mistake of teachers and school boards. Some folks think that, if the roof keeps out the rain and the stove gives sufficient heat, that is all that is required. School houses may be made very attractive or very tiresome to little folks. It is in their younger years that their tastes as well as their habits of study are formed. If the school-house walls are bare, if the floor remains unswept, if they find their seats covered with dust in the morning, and the stove looks more like a storm-beaten bake-oven than a modern heating appliance, it is not surprising that "they do not take to their books kindly." School-rooms should be well swept and dusted. The walls should be beautified by bright-colored picture cards. There is nothing so attractive to the eye of a child as bright colors. When a child notices that a room is neat he is more apt to be careful of his personal appearance, and to clean his boots upon entering the room. Teachers who attend to such matters are the successful ones. And as it is our duty as teachers to attend to everything within our power that moulds the child's mind for good in after life, it is necessary that we pay particular attention to the condition of our school-rooms.—*Philip Durnley, in Ohio State Journal.*

GOOD ORDER.

A. L. BALLENTINE.

WHAT is good order in school? In the first place, let me put it negatively—What is not good order in school?

Funereal quietness is not good order. Such deathlike stillness is intended only for the sick room, or for funeral occasions.

It is incompatible with the necessary business of the school-room.

Pounding the bell and allowing it to ring until "the last lingering echoes die away on the stilly air," is not good order. There is no magic in the bell.

It is a mistake to suppose that pounding the bell will bring a noisy school to order.

If a light tap does not answer all purposes, the fault is not in the bell, but in the teacher. It is not the bell, but the person using it secures obedience.

It is not good order to allow eating in school. Apple cores, peanut shells, etc., reveal a lack of discipline on the part of the teacher.

Neither is it in order for pupils to sharpen pencils on the desk, or draw dotted lines on their slates.

Much going out before and after recess may indicate poor order, but this is a difficult matter to regulate.

Still it is true that the best regulated schools are not often interrupted in this way.

But what is good order?

A degree of quietness that will neither disturb the teacher nor the school. Too much whispering will do both.

Whispering, the bane of the school room, is either prohibited, or reduced to the minimum in well ordered schools.

Good housekeeping is an element of good order.

Does the teacher keep her desk in a tidy condition?

If it is an old rickety one, does she hide its defects with a cover? Does she keep her apparatus in the place assigned for it (if there be any) or is it scattered about, or under the table on the floor?

Are the hats and wrappings of the children hanging up in their places, or are they used as cushions and rugs for the children? An inspection of a few moments will reveal the housekeeping ability of the teacher.

Good ventilation is an element of good order.

Teachers do not ventilate enough. The fact is that they can't. The buildings will not permit it.

There is a company called the "Ruttan Ventilating and Heating Association," who claim to make a house breathe.

They claim to be able to change the air in a school room every twenty minutes and without a perceptible draught.

Good judgment on the part of the teacher is essential to good order in school.

An irritable demand in stentorian tones that good order must prevail will usually increase the disorder.

The teacher is to find out exactly who or what causes the disturbance, and then devise a plan to prevent it, not arbitrarily demand its cessation.

These are some of the elements of good order. Without it there is no good teaching; but good order is by no means the whole of teaching.

The fact is, it is a very small part of the teacher's business.

I have known many a teacher who had good order in school, but who failed utterly in the art of teaching.—*Central School Journal.*

SYMPATHY BETWEEN TEACHER AND PUPILS.

OF the utmost importance in preparing the way for moral training is sympathy between teacher and pupils.

We wish to get the children into sympathy with us, but to do so we must first get into sympathy with them.

The children are quick to feel our sympathy, and it does wonders towards making them understand that we wish them to do right, because we have their good at heart, and not because of some selfish reason of our own.

We must seek to put ourselves in their places, to look at the school world and the home world through their eyes, to let our hearts beat in unison with their hearts.

When we have done this we will often be filled with an intense pity for the wrong doers, that will give us the patience that we so much need toward them.

But our pity for the wrong doers should never cause us to feel leniently toward the wrong doing.

It should rather increase our dislike for it, and strengthen our desire to raise the children above the wish to do wrong.

Sympathy with the children will also aid us greatly in discriminating wisely between actions that are really wrong, and actions that are merely the results of a child's wonderful activity and restlessness.—*School Journal.*

BUSINESS NOTICES.

WE direct attention to the announcement of the merits of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once. This gives the party the JOURNAL for \$1.00.

We desire to repeat our request that Inspectors and Secretaries of Associations send us programmes of their forthcoming Conventions as soon as issued. We wish to make announcements of such Conventions, with somewhat fuller particulars than may be found in a Departmental list. Moreover, as this list contains only the names of Inspectors in which Teachers' Institutes are held, a great many Conventions of Teachers, not being upon the list, are unknown to us, and unannounced.

TEACHERS' INSTITUTES.

1. East Victoria, at Lindsay, May 16th and 17th.
2. West Bruce, at Kincardine, May 16th and 17th.
3. North York, at Newmarket, May 22nd and 23rd.
4. East Kent, at Ridgeway, May 22nd and 23rd.
5. Chatham District, at Chatham, May 23rd.
6. East Huron, at Clinton, May 22nd and 23rd.
7. West Huron, at Exeter, May 22nd and 23rd.
8. Brant, at Brantford, May 22nd and 23rd.
9. East Bruce, at Tara, May 22nd and 23rd.
10. East Lambton, May 22nd and 23rd.
11. South Simcoe, May 22nd and 23rd.
12. Perth, at Stratford, May 22nd and 23rd.
13. East Simcoe, May 22nd and 23rd.
14. West Lambton, at Petrolia, May 22nd and 23rd.
15. Dufferin, at Orangeville, May 27th and 28th.
16. Prince Edward, at Picton, May 30th and 31st.
17. South Grey, at Flesherton, May 30th and 31st.
18. Norfolk, at Port Dover, May 30th and 31st.
19. Prescott and Russell, at L'Orignal, May 30th and 31st.
20. North Essex, at Windsor, May 31st and June 1st.

In every case, on the evening of the first day there will be a lecture by the visiting Inspector, or a re-union of the teachers, with musical and literary exercises. In connection with the North Essex Convention the new High School at Windsor will be formally opened by the Hon. Minister of Education, on Friday, May 31st.

Editorial.

TORONTO, MAY 15, 1889.

BROWNING INTERPRETED.*

THIS work has a double claim upon the attention of Ontario readers. In the first place the subject is one of deep interest to all students of English Literature, and especially of its high class poetry. If ever contemporary poet needed skilled and sympathetic interpretation in order to be understood and appreciated by the ordinary reader, Robert Browning is that poet. In the second place, the fact that the author of the work before us is about to take the chair of English, now for the first time established in the University of Toronto, gives a personal interest for Ontario readers, and especially for the alumni and friends of the Provincial University, to a work so well fitted to serve as an introduction to the mind and spirit of the author.

We have often had occasion to congratulate our readers on the new ideas which are now happily prevailing in regard to the place and use of the classical literature of our own tongue in

* An Introduction to the Poetry of Robert Browning, by William John Alexander, Ph.D., Munro Professor of English Language and Literature, Dalhousie College and University, and formerly Fellow of the Johns Hopkins University.

the *curricula* of our schools and colleges. It is a marvel that teachers and professors should have been so long in finding out that, for all the higher purposes of discipline and culture, the best of what has been written in English prose and English poetry, ranks second to no other literature, ancient or modern, while viewed from the more practical educational standpoint, as a preparation for active life, it ranks far above every other subject of study.

The full value of the latter utility is, we fear, not even yet properly appreciated. The character of a life is shaped no less by its voluntary activities than by those which are the offspring of daily duty or necessity. The mode in which one spends his leisure moments affords the best index to his true selfhood, while by its reflex influence it has much to do with shaping that selfhood, giving to it its tone and timbre. In a word, our amusements probably reveal more truly what we are, and contribute more largely to make us what we shall be, than our industries. But, as is too well known, in this busy western life not one in a hundred of those who have been the most successful students of Homer or Horace, Euclid or Kant, in college, ever thinks of going back habitually in after days to these studies for recreation or inspiration during the brief intervals which relieve the hard routine work of the daily life. On the other hand, it can scarcely be doubted that had the same time and diligence been bestowed in delving in the treasure-fields of English literature; had the intelligence been as carefully trained to search for the deeper meanings, and the taste to recognize and enjoy the higher beauties of those productions of genius which are poured all around us so profusely in our own language, nine out of every ten of those students would have found their chief sources of recreation and delight along the same lines during all their after life. This higher practical utility of the study of the English masterpieces is, we repeat, not half recognized by the teaching profession, even yet, though we are all ready to deplore the indolence of intellect and perversion of taste which create so insatiable a demand for the frothy and sensational stuff which affords the chief mental recreation of many, even of those having some claim to be thought educated.

He who teaches a young man or young woman to really appreciate and enjoy a good essay or a true poem, renders that person a life-long service. He aids the mind to mount to a higher plane of enjoyment, to find access to sources of richer and more exquisite delight, than any within reach of the uninitiated. As to the best method of performing this high service, we quite agree with the view intimated by Professor Alexander, that it is not to be found in "that study of literature which consists in reading about books, rather than in reading the books themselves." As a rule, we are ready to admit that within common-sense limits the fewer helps furnished to the student, the more completely he is thrown upon his own resources, the better. The thoughts expressed in

most of the works of our best English writers in prose and poetry, are quite within the range of ordinary intelligence. The fact that careful reading and close thinking may be necessary is to the student's advantage. The intellectual effort and the forthputting of will-power that may be needed, furnish the element of discipline which must always be a chief factor in education, while the joy of conscious triumph in the mastery of a profound thought, a subtle allusion, or a close argument, adds zest to the labor. To remove ordinary difficulties out of the path is to defeat one of the chief ends of school and college study.

The case before us is, however, different. Browning's writings are *sui generis*. They are the exception which proves the rule. Not one in a dozen, may we not say in fifty, readers or students can make much of him, without an expenditure of time and effort which they cannot be expected to make until they have some satisfactory assurance of being amply repaid. To remove some of the more formidable difficulties from the path of such, to put into their hands a key to unlock the gates of unfamiliar style and expression, and a clue to guide through the labyrinths of subtle thought, is to render a high service both to the student and to literature.

This is the task which Dr. Alexander sets before himself in this book, and which, in our opinion, he performs with much ability and success. On this point, however, our readers must be left to judge for themselves. We have no space to offer proof. Our aim is simply to point out to our readers what is the specific help he undertakes to give, to indicate, as we have tried to do, the special necessity for that specific help, and to explain briefly the method he has adopted. A few words in regard to the latter point will exhaust our space.

The method followed by Dr. Alexander is pretty clearly indicated by the headings of the eight chapters into which his work is divided. He treats first of the Poet's General Characteristics, then, in order, of his Philosophy, of his Views of Christianity, of his Theory of Art, and of his Development. The latter is treated of as exhibiting three stages, sufficiently distinct to warrant separate treatment. The discussion and illustration of the First Period of Development, which make up Chapter V, are followed in Chapter VI, with an Analysis of Sordello, one of the most metaphysical, not to say mystical, of the poet's productions, and the one in which, probably, he most directly and consciously attempts to reveal himself.

In working out the scheme thus outlined, Dr. Alexander's plan is, perhaps, the best available within the necessary limitations. The best method is, of course, as he himself would no doubt readily admit, the purely analytic. The first thing for the student to do, in any given case, is to read, and if necessary re-read the poem, bringing all his powers of acumen to bear upon it with a view to the mastery of the general argument, and each particular turn of thought. Then is the

time for the analytic process, the division of the whole into its main constituent parts, the subdivision of these parts with a view to the comprehension of each in itself and in its relation to other parts and to the synthetic whole.

This process completed, the next thing, following this natural order, is to compare thoughts and expressions with those of a similar kind in the author's other writings, and further, to focus upon the difficult points of the work under study all the rays of light that can be collected from extraneous sources, such as incidents in the author's life, the effects of heredity, environment, education, favorite authors and pursuits, etc.

If Dr. Alexander has adopted a somewhat different method, if he first gives us something of the *rationale* of the poems selected, and uses alternately the extract to support the theory and the theory to explain the extract, he is no doubt well entitled to plead that such is really the only method practicable in a small volume. The purely analytic method would have required the reproduction of the entire poems, and then unlimited space for the analytic process. It may, indeed, be questioned whether that process, in its integrity, is possible on the printed page, where text and comment must be at the same time before the reader's eye. Dr. Alexander shows a wide acquaintance with the Browning literature, his style is in the main, admirably clear and easy, and there is very little waste of words in his presentation of his thought. The work is a credit to Canadian scholarship. If the reader who takes up the book for his own edification, and the student or teacher who employs it for school-room purposes, will in each case use it aright, viz., referring to it for help *after*, not *before*, exhausting their own mental resources upon the text itself, Dr. Alexander's work will prove a most valuable auxiliary. To recommend the use of an Introduction after instead of before a close acquaintanceship has been formed may be an Hibernicism, but like many another of its class, it has, we venture to think, some grains of common-sense wisdom at the bottom.

Literary Notes.

THE American Association for the advancement of Science convenes in Toronto on the 27th August next to remain in session one week. This gathering of probably a thousand prominent scientific men will prove an interesting event for all who desire the diffusion of systematized knowledge, and its outcome cannot fail to be of benefit to the whole Province. The discussion of scientific subjects, the exchange of experience, and the application of its results, must stimulate the material as well as the intellectual progress of the country.

THE May *Missionary Review of the World* has a leading article by Dr. Pierson, entitled "The Mission and Commission of the Church." It is a clear and forcible exposition of Scripture teaching on these two fundamental subjects. "The Marvels of Mormon Missions" by Prof. Leonard will be read with keen zest. "Pastor Harms and his Work" tells a story of sacrifice and enterprise that cannot fail to thrill the heart.

"The Story of Siam," by Dr. Pierson, is another of the Miracles of Missions that excite wonder. Dr. Brockett gives the first part of a comprehensive history of Madagascar from a missionary standpoint. Dr. Starbuck's translations from foreign missionary periodicals are valuable. The number is a very interesting one and the *Review* itself is indispensable to every one who would keep himself abreast of the great missionary enterprises for which our time is so remarkable.

A NEW volume of *The Century* begins with the May number, the frontispiece of which is one of Mrs. Foote's pictures of the Far West. "Cinching Up." Then follow two of Cole's engravings of the old Italian masters, with accompanying articles by W. J. Stillman and the engraver himself. The most timely papers in the number are a series on "Samoa: The Isles of the Navigators." In fiction, the number contains another installment of Mrs. Mary Hallock Foote's story, "The Last Assembly Ball"; "Tom's Strategy," by Mr. Edwards, the author of "Two Runaways"; and "Roby's Christian Charity," by James T. McKay. There are poems by Edward Everett Hale, Dora Read Goodale, Charlotte Fiske Bates, H. S. Morris, Walter Learned, Margaret Crosby, and Frank Dempster Sherman.

Treasure-Trove for May opens with a spirited sea-story "On Board the Squid," by John Preston True. "A Hero's Triumph"—illustrated—tells how President Washington came to his inauguration a hundred years ago. "The Railroad World" is an illustrated paper full of information and interest; as also is the illustrated natural history page, the Glimpses of Life, the column About Uncle Sam, and the Science column. The Portrait Gallery shows the face of John Bright, and of Geo. F. Kunz, the famous young Gem-Expert, with something about The Baby King of Spain and Mrs. Burnett. The Dialogue and Cash-Prize Stories will excite the liveliest pleasure in the school-room. *Treasure-Trove* Company, 25 Clinton Place, New York.

A NEW serial story called "The Begum's Daughter," by Edwin Lassetter Bynner, opens the *Atlantic Monthly* for May. This is followed by a paper on "Temperance Legislation, its Uses and Limits," particularly necessary to study just at present, written by Charles Worcester Clark. Mr. Fiske contributes one of his valuable historical papers. Mr. W. H. Bishop writes a graphic sketch of "The Paris Exposition in Dishabille," giving its appearance when the buildings were just being completed. He also describes the Eiffel Tower, the great landmark of the Exhibition. An amusing article on the "Philosophy and Poetry of Tears" is contributed by J. T. L. Preston; Josiah Royce contributes the first of two papers on "Reflections after a Wandering Life in Australasia"; another paper of a lighter kind also having to do with travel, is "At Sesenheim," by Bliss Perry; Sesenheim is the place not far from Strasburg where Goethe wooed, won, and ran away from Freiderike. A short story by Elizabeth Stuart Phelps, some bright verses, and longer poems, and the usual departments complete the number.

DR. ANDREW D. WHITE comes down very near to our own times in the May *Popular Science Monthly* in his history of the warfare of science. His special subject is "Diabolism and Hysteria," and after giving accounts of European epidemics, of St. Vitus's dance and other manias, which were attributed to the agency of witches, he tells how cruelly superstition ran riot during the witchcraft delusion in Massachusetts. A very attractive article in the same issue is "The History of a Picture-window," by Prof. C. H. Henderson, in which the processes of making colored windows are described, with

illustrations. An important reply to Prof. Huxley's article in the last number, by Rev. Dr. Henry Wace and the Bishop of Peterborough, is published under the same title, "Agnosticism." "The Strange Markings on Mars" are described and pictured in a very readable paper by Mr. Garrett P. Serviss. Another illustrated article, entitled "Beginnings in Science at Mugby School," shows how much there is to interest and instruct in such a simple thing as fish scales. The writer is Dr. J. E. Taylor. Other articles of interest on industrial, scientific and other subjects follow. Though giving its chief attention to the study of man, the *Monthly* always has something for every one who is interested in any division of the field of nature.

The Kindergarten, Chicago, for April, completed its first year. This, besides being an Easter number, commemorated the birth of Froebel, the founder of the Kindergarten. The publishers promise in the current year to publish a series of articles by Emily Lord, of London, upon Slöjd, (sloyd) a simple system of manual training adopted in the schools of Northern Europe. Besides the usual Typical Kindergarten Lessons, it will also contain a series adapted to primary schools and the nursery.

IN the May issue of *The Chautauquan* Prof. J. A. Harrison, of Washington and Lee University, discusses "Physical Culture in Ancient Greece"; Thomas D. Seymour, of Yale University, writes on "Demosthenes," the eighth in the series of Greek biographical sketches; Russell Sturgis has a paper on "The Archæologist in Greece"; the "Sunday Readings" as usual are selected by Bishop Vincent; The Rev. J. G. Wood, the eminent English naturalist, gives the first of a two-part paper on "Odd Fishes"; Helen Campbell discusses "The Child and the Community"; a bright article on "Queer Uses of Words" is from the pen of Rebecca Hart; Edith Sessions Tupper gives a graphic description of "Shooting the Rapids" of the St. Lawrence. Other interesting articles, poems by Virna Woods and Mrs. Clara Doty Bates, and the editorial and C. L. S. C. departments make up the number.

THE American Institute of Instruction, believed to be the oldest teachers' organization in the world, holds its annual meeting for the present year on July 8 to 12, at Bethlehem, N. H., amid the magnificent scenery of the White Mountains.

Scribner's Magazine for May will interest readers of many and varied tastes. Men of letters, lovers of good fiction and poetry, railway men, amateur and professional photographers, and sportsmen will find articles which will strongly appeal to them. The variety and excellence of the engravings will delight those who appreciate good art.

"THE editor down the street," writes a Kansas editor with withering scorn, "should go to school during the Winter months, so that the teacher can learn him something about grammar. We have seen bad writers before, but we never seen one who could crowd so many grammatical erratum into a single sentence."

LIFE should be full of earnest work,
Our hearts undashed by fortunes' frown;
Let perseverance conquer fate
And merit seize the victor's crown;
The battle is not to the strong,
The race not always to the fleet,
And he who seeks to pluck the stars
Will lose the jewels at his feet.—Phoebe Cary.

HEAVEN is above all yet; there sits a Judge
That no king can corrupt. —Shakespeare.

School-Room Methods.

A GOOD EXERCISE.

PUT each of the following words into two sentences, using it as a Noun in the first sentence and as a Verb in the second :

Harm. Wrong. Right. Salt. Blind. Steel. Steep. Fast. Hit. Pinch. Run. Love. Milk. Crowd. Shoe. Cover. Drink. Sleep. Guide. Call. Judge. Beat. Doubt. Dream. End. Report. Part. Leave. Stroke. Hate. Guard. Change. Stone. Act. Tread. Retreat. Look. Sup. Murder. Mark. Place. Plant. Hurt. Wish. Fear. Hope. Spy. Dance. Fire. Ruin. Sail. Paper. Butter. Prey. Wound. Blame. Pardon. Cheat. Watch. Knock. Silence. Pain.—*Popular Educator.*

SENTENCE WRITING.

A PLEASANT exercise in sentence writing for little pupils is the following : Place on the blackboard a number of words that the children have met in their reading lessons. Then dictate sentences, each containing one or more of these words. If any child cannot spell these words, he can search for them on the blackboard, in that way becoming more familiar with them. The exercise has a threefold benefit, helping the child in reading, writing and spelling ; and as it may sometimes require an effort to find a word, it may have a little of the nature of the game of hide-and-go-seek. For instance, fancy this figure a section of the blackboard.

shines, squirrel, brightly, to-day, yesterday, now, to-night, runs, grey, afraid, sun, the, very, fast, rabbit, was, moon, rains.

Fancy these the dictated sentences :

The sun shines brightly to-day.

The grey squirrel runs very fast.

The rabbit was afraid of me yesterday,

The moon shines brightly to-night.

It rains now.

If the words on the blackboard are not written in columns, the exercise has a little more of the nature of a game, as it requires more searching to find the right word.—*Popular Educator.*

PRIMARY FRACTIONS.

BY W. M. GRIFFITH.

IN dealing with fractions we must not be any more confused than when dealing with units. Thus we say one-half of four units is two units ; one third of six books is two books. So also, we say, one half of four-sevenths is two-sevenths ; one-third of six-ninths is two-ninths ; and yet the writer has often asked teachers, "What is one-fourth of four books?" The answer is given, "One book." "What is one-fourth of four-ninths?" The answer is given, "One-fourth of four-ninths? Why, one-fourth of four-ninths is—why, it is four thirty-sixths!" Sure enough, it is four thirty-sixths. But did the teachers who so answered think of numbers or figures? Why did those teachers say four thirty-sixths? Was it not because they had been faultily taught the subject? Did they think of a division of something, or of some operation they had learned when children? If not the latter, why did they not say one-ninth!

The writer has often heard teachers say they would like very much to follow many of the suggestions which they read in the different educational papers, but that it is impossible for them to do so, as many of the articles are written by teachers of the city graded schools, which have all the apparatus furnished that is necessary for such work. In this article I mean to try to give some live hints on how to teach "primary fractions," or, in other words, fractions simple enough for any primary pupil to understand. The apparatus that I am going to use is some imaginary pies, which are to be drawn on the blackboard by the teacher. She stands before the class and tells them that she is going to draw a picture on the blackboard of something they all like to eat ; and if she wishes she may set their minds to work by having the pupils

try to guess what it is, thus arousing their curiosity ; and at the same time many opportunities to test good points in language may present themselves. An error in grammar corrected at such a time may be more lasting and beneficial than a score of rules learned by rote.

But to go back to the pie,—the teacher draws it (a large circle).

"What are we to call this, John?"

John.—A pie.

"What part of a pie, Mary?"

Mary.—A whole pie.

"Yes ; now look and see what I am going to do with the pie—(dividing it in halves). What have I done William?"

William.—You have divided it into halves.

"How many halves, class?"

Class.—Two halves.

"Now look again, and see what I do this time," (Dividing one of the halves into halves). "What is it, Sarah?"

Sarah.—You have divided one of the halves into halves.

"Yes, what do we call one of these parts, Thomas?"

Thomas.—One-half of one-half.

"Sure enough, that is what it is ; but we have a name for it—who can tell? I see William's hand is up ; what do you say, William?"

William.—One-fourth.

"Right."

The teacher may continue to divide the pie ; we will suppose she has until it is divided into eighths, —when such questions as the following may be asked : Into how many parts is the pie divided? If each of two boys receive $\frac{1}{4}$ of the pie, how many pieces will they have? If John has it all how many eighths will he have? How many pieces? How many eighths in a whole one? Mary has one piece : what part of the pie has she? William has $\frac{1}{4}$ of a pie and John has $\frac{1}{2}$ of one ; which has the greater number of pieces? How many more pieces has William than John? How many eighths in $\frac{1}{4}$ of one? How much greater is $\frac{1}{4}$ of one than $\frac{1}{8}$ of one, etc., etc.

I have heard my vice-principal conduct an exercise like this, when there was not a child who was not thinking, and I am sure you agree with me that it was very advantageous thinking at that.

Let me next call the attention of those of my readers who are young teachers, to the manner in which my first questions are put. Notice that the question is asked each time before the pupil is named. This, my friends, is not so by chance ; thoughtful teachers do not teach in that way, —*i. e.*, by chance. My object in putting the questions as they are is not to name the pupil who is to recite, before asking a question ; because if I do the rest of the class, knowing that the question is addressed only to the pupil named, will lose interest ; while if the question is asked first, all will give attention, not knowing who may be called on to answer it.—*Central School Journal.*

For Friday Afternoon.

PUSSIE'S RIDE IN A SHOE.

BY W. WHITMAN BAILEY, PROVIDENCE, R.I.

I.

KITTY Cat Gray,
Hunting one day,
Discovered a shoe,
Said she, "It will do!
I'll fashion a seat ;
Trim everything neat ;
Find where the kits hide
And give 'em a ride.

II.

The kitties, all six,
Were playing rare tricks,
They dared not to go
Far out in the snow.
Pussie said, "Here,
Little Tom, don't you fear,
For mittens don't stop ;
Come, jump, skip, and hop
Right into the sleigh!
All aboard! Now away!"

III.

They had a fine ride,
Sitting warm, side by side,
Over hill, over plain,
And back home again,
Then Tom gave a shout
And quickly leaped out,
While Sister Pearl took
The seat he forsook.

IV.

So Kitty Cat Gray,
In her wonderful sleigh
Beyond all compare,
Gave her darlings the air.
They voted to go
Oft again in the snow,
To keep the old sleigh
Till another fine day,
Then kissed Mamma Gray
And went to their play.

—*The American Teacher.*

PUBLIC SCHOOL IDYL.

Ram it in, cram it in,
Children's heads are hollow ;
Slam it in, jam it in,
Still there's more to follow—
Hygiene and history,
Astronomic mystery,
Algebra, histology,
Latin, etymology,
Botany, geometry,
Greek and trigonometry—
Ram it in, cram it in,
Children's heads are hollow.

Rap it in, tap it in—

What are teachers paid for?

Bang it in, slam it in,

What are children made for?

Ancient archæology,
Aryan philology,
Prosody, zoology,
Physics, clinicology,
Calculus and mathematics,
Rhetoric and hydrostatics—
Hoax it in, coax it in,

Children's heads are hollow.

Rub it in, club it in,

All there is of learning ;

Punch it in, crunch it in,

Quench their childish yearning

For the field and grassy nook ;

Meadow green and rippling brook ;

Drive such wicked thoughts afar,

Teach the children that they are

But machines to cram it in,

Bang it in, slam it in—

That their heads are hollow.

Scold it in, mold it in,

All that they can swallow ;

Fold it in, hold it in,

Still there's more to follow.

Faces pinched, sad and pale,

Tell the same undying tale—

Tell of moments robbed from sleep.

Meals untasted, studies deep.

Those who've passed the furnace through

With aching brow, will tell to you

How the teacher crammed it in,

Rammed it in, punched it in,

Rubbed it in, clubbed it in,

Pressed it in, caressed it in,

Rapped it in and slapped it in,

When their heads were hollow.

—*Puck.*

TRUE HEROISM.

It calls for something more than brawn
On bloody, ghastly fields,
When honor greets that man who wins,
And death the man who yields ;
But I will write of him who fights
And vanquishes his sins,
Who struggles on through weary years
Against himself and wins.

Here is a hero staunch and brave,
Who fights an unseen foe,
And puts at last beneath his feet
His passions base and low.
And stands erect in manhood's might,
Undaunted—undismayed—
The bravest man who e'er drew sword,
In foray or in raid.

It calls for something more than brawn
Or muscle to o'ercome
An enemy who marches not
With banner, plume or drum—
A foe forever lurking nigh,
With silent, stealthy tread—
Forever near your board by day,
At night beside your bed.

All honor, then, to that brave heart,
Though rich or poor he be,
Who struggles with his baser part—
Who conquers and is free.
He may not wear a hero's crown,
Or fill a hero's grave;
But truth will place his name among
The bravest of the brave.

Educational Meetings.

NORTHUMBERLAND TEACHERS' ASSOCIATION.

THE teachers of Northumberland county met in the handsome assembly room of the High School, Campbellford, on Thursday and Friday last, April 25th and 26th. About two-thirds of the teachers of the county were present. In the absence of the President and vice-President, Mr. Manning, Head Master of the Public School, Campbellford, was appointed chairman.

J. J. Tilley, Esq., conductor of Teachers' Institutes, took a leading part in the programme, and his able addresses will stimulate and encourage every teacher who heard him to be still more faithful in the work which is so important to our country.

The first paper, "The *Morale* of our Public Schools," was given by Inspector Scarlett, and was the keynote of all the discussions—trying to ascertain the best means of elevating the standard of the schools of the county. Among other things the paper stated that many pupils have no proper moral training, and much that is immoral outside the school, and that our public schools should train useful, law-abiding citizens. It also urged the importance of controlling the larger pupils and of guiding the play during recesses.

An interesting discussion followed this and each of the other papers given, and was greatly aided by several members of the School Board of Campbellford, whose assistance was highly appreciated by the Association. The following points were referred to in the discussion:—Spirit of irreverence of the present day; the teacher should be the highest type of man or woman; evils of hasty punishment; necessity of counteracting the tendency to novel-reading; the excellence of the literature of the school courses; avoid teaching morals in set lessons.

A committee was then appointed for nominating officers, etc.

Mr. Tilley next gave an address on the Principles of Education. He showed in a most interesting and instructive manner the lessons we can get from nature, and the danger of attempting to apply another's methods without understanding the underlying principles. He proved that children delight in activity, and illustrated the difference between *development*, or increase of power, and mere *growth*. He gave, as the four points of true teaching: 1. Place the subject before the class; 2. Direct the pupils in their own efforts; 3. Encourage them; 4. Make circumstances favorable for individual work. The lecturer admitted that there was a class of pupils—those who were hampered in their homes—who would need more help, but it was their misfortune.

In the absence of Mr. Phillips, a general discussion followed on "Winter Pupils—their needs." It was generally admitted that these larger pupils were really anxious to learn, and that judicious advice and encouragement would

lead them to take nearly if not quite all of the course. It was strongly urged that teachers be careful of their sensitiveness in placing them with smaller pupils. Book-keeping was especially recommended.

Mr. J. M. Ferris next gave an able and very suggestive address on "Equalization of Assessment and Taxation for School Purposes." He referred to the great inequality of rates in adjoining sections, and the provision in the law allowing municipalities to aid schools. The address should stimulate all who heard it, and who would be genuine *teachers*, to give earnest attention to the national problems that are occupying the attention of the greatest thinkers of the age, and thus better prepare themselves to be *leaders*. A cordial vote of thanks was given Mr. Ferris.

On Friday morning the opening paper was given by Mr. J. T. Lillie, B.A., on "Teaching Entrance Literature." It was a most excellent and exhaustive treatment of the subject, and a hearty vote of thanks was given Mr. Lillie, with a request that he allow the essay to be published. Mr. Tilley then illustrated with a class the method of beginning the teaching of grammar. The lesson was a masterpiece as an exhibition of *method* and *manner*, and alone would well repay attendance at the convention. Such teaching would give pupils a love for any study, and by its impressiveness save much of the repetition so often needed.

The afternoon session opened with an excellent address by Mr. Tilley, on "Professional Fellowship." He claimed that teachers should consider themselves members of a family, and feel pained by an injury to another. There are enough others who do not understand a teacher's difficulties to unfairly criticize. We must not expect to be treated as nurslings. We should not attempt to elevate ourselves by lowering others, the attempt will fail, and cause a reaction. Be cautious in referring to predecessors. Familiarity with pupils must be established before they can do themselves or their former teacher justice. Never be so mean as to secure a place by driving another from his position. One thousand teachers leave the profession every year, and the lecturer urged teachers to elevate the profession, and people to encourage experienced teachers to remain. He urged teachers to be careful not to recommend, in their professional zeal, unsuitable persons to enter the already overcrowded professions, although they should urge all to get a good education, which would be useful to all in business, at a trade, or on the farm. He suggested that the professional training was out of proportion to the non-professional, and to that of any other profession. It was too easy to make teaching a mere stepping-stone, to keep school, while the teacher was giving all his thoughts to other work. He declared that teachers could never do their work by mere routine, and closed by an eloquent peroration urging teachers to a high ideal of their profession and the importance of their work in training the future citizens of a great and noble nation, and immortal beings for all eternity.

Mr. Tilley received the thanks of the Association with the assurance of a hearty welcome at any future time. His address will do much good.

The "Question Drawer" gave two important questions:—1. What is the best method of regulating the supply and demand of teachers? 2. What can be done to elevate the taste of teachers for professional literature? An interesting discussion followed the reading of each. The Association unanimously carried the following:—In the opinion of this Association no person under twenty-one years of age should receive a professional certificate, and Third-class certificates should be good for five years.

Two resolutions to establish a professional library were, we are sorry to say, voted down.

The officers for the ensuing year are: Pres. Mr. S. Dixon; Vice-Pres. Mr. W. R. Manning; Sec'y-Treas. Mr. A. Barbour; Executive Committee, Messrs. Inspector Scarlett, D. C. McHenry, M.A., J. Houston, M.A., A. Gould, and S. Teney.

It was resolved to hold township conventions during the Winter.

The convention then adjourned and all must feel that it was one of the most suggestive, stimulating and elevating ever held in the county. Much of the interest of the discussions was due to the kindly and sympathetic addresses of Revs. D. J. Casey

and J. Hay, and Messrs. J. M. Ferris and J. Hume, members of the High School Board of Campbellford.

On Thursday evening Mr. Tilley delivered his lecture on "Success in Life" to a crowded audience in the Music Hall. He held the interested attention of all from the first sentence to the last by an address full of humorous illustrations, apt quotation and important lessons from the lives of successful men.

GRENVILLE COUNTY TEACHERS' INSTITUTE.

THE annual meeting of the Grenville County Teachers' Institute was held in the Prescott High School on Wednesday and Thursday, April 17th and 18th. During the sessions many subjects interesting to the teachers were discussed. I shall mention a few of these, and of the general conclusions of the teachers respecting them.

First and most important was the discussion on methods of teaching English as presented by Mr. Houston, Provincial Parliamentary Librarian, and acting Director of the Institute. Mr. Houston's manner of dealing with his subject is eminently calculated to provoke discussion. He takes a common sense view of the teaching of English and avoids many of the meaningless technicalities (to the child) which teachers of English generally introduce. We express our thoughts in language, this mode of expression should be cultivated by repeated practice, under the judicious guidance of the teacher; the pupil should be taught to carefully criticise his own work and make the necessary corrections, it is therefore a mistake to correct his work for him; effort ought to be fostered, and the desire to succeed artfully encouraged.—Language means something and this something is the first thing to be sought. The interpretation of thought gives pleasure and we should get as much legitimate pleasure as possible. All definitions are but the summing of knowledge already gained, therefore, the pupil should always frame his own definitions and if he has been carefully instructed by the teacher during his reasoning his definition will be fairly correct.

Rev. G. Blair, I.P.S., dealt with some of the common phrases which appear difficult, but which he made very clear. Mr. Blair's knowledge of many languages and wide experience as a writer and speaker enables him to deal with linguistic difficulties in a very satisfactory manner.

Mr. C. McPherson introduced for discussion the advisability of holding entrance examinations only once a year instead of semi-annually as at present. The High School teachers favored yearly examinations and Public school teachers were in favor of two. The principal advantage to the High Schools would be uniformity of standing and yearly classifications instead of classifying every half-year as is necessary under the present system. The principal difficulty in the way of Public Schools would be the necessity of forming a fifth class and the consequent additional work which would devolve on the teacher.

On Wednesday afternoon a deputation from the Prescott W. C. T. U., was introduced to the Association by the President, when Mrs. (Rev.) Blair read an address of welcome to the teachers and requested that they do all in their power to cultivate the temperance sentiment amongst their pupils. Mr. M. McPherson and Rev. Mr. Blair each made a suitable reply assuring the visitors of the heartfelt sympathy the teachers have with them in their noble work.

Mr. C. McPherson read his report of the proceedings of the Ontario Teachers' Association at its last session. This Association agreed with recommendations made by the committee of the Provincial Association, regarding representation, but suggests that any Association may send only one delegate and that he be entitled to as many votes as the association which he represents is entitled to delegates.

On Wednesday evening Mr. Houston delivered a very instructive lecture in Victoria Hall—subject "Reading for Recreation." The teachers of Grenville who had the pleasure of listening to Mr. Houston both during the delivery of his lecture on Wednesday evening and through the sessions feel grateful for the instruction they have received from him.—T. A. CRAIG, *Secretary*.

EDITORIAL NOTES.

We have received a photogravure reproduction of a photograph taken at the Ontario Business College, Belleville, in January last, containing representatives of ten different Provinces, Colonies and States, in attendance at that popular institution. The localities represented are Ontario, Quebec, Nova Scotia, New Brunswick, Prince Edward Island, Manitoba, Barbadoes, Bermuda, California and Montana.

Practical Problems in Arithmetic is still selling very rapidly. It is a work most cordially recommended by practical educationists. It will furnish every teacher in the first, second and third forms with all the arithmetical problems he requires—about 700—well arranged and graded for the respective classes. It is a coming book for these forms. Why should a teacher waste his time and wits in devising arithmetical questions, when for so small a sum he may have a book containing a supply for all time and for all purposes? Send 25 cents to *Grip Printing and Publishing Co.*, 28 Front street west, Toronto, and get the book by return mail, post-paid.

Teachers' Miscellany.

THE TEACHING OF ENGLISH.

THE following extracts are from a paper by Professor Charles G. D. Roberts, which appeared some weeks ago in the *Christian Union*, of New York. Some of us may not agree with Mr. Roberts in all the views expressed, e.g. those with reference to paraphrasing. We are inclined also to query whether a wider range of reading, even though it be less close and critical, may not be more broadening and on the whole more profitable, than a too exclusive dwelling upon a narrower range of works or authors. But on the whole, we heartily commend Mr. Robert's remarks to the attention of our readers.

"He that walketh with wise men shall be wise."

"I believe that all vital teaching of English, with culture and enlightened citizenship for its object, must be conveyed directly through the literature of the language. This is teaching by example, and becomes a living influence. The teaching conveyed through the myriad formulæ of rhetoric, and syntax, and composition handbook is, in its essentials, a teaching by precept, and becomes the very dustiest portion of one's stock of intellectual bric-a-brac. The one supplies incentive to effort, and effectual guidance in the effort. The other furnishes, if the reluctant memory consents to retain it in possession, some ingenious but harmless weapons for the light warfare of pedantic criticism. It is, of course, of the utmost importance that our pupils should be made acquainted with those rules of syntax and analysis which are to be regarded as fundamental. But when all is said, it yet remains true of most of the English instruction of the day that it takes the pupil into the Valley of Dry Bones and sets him diligently to the task of bringing one bone unto another; but of the breath of the wind of heaven which is at last to quicken his work he finds no one to tell him anything. Now, as Mr. T. T. Munger has lately pointed out, the supreme essential of that teaching which is to educate, not to coach, is inspiration. If otherwise, then, teachers being more expensive than text-books, let us have more text-books and fewer teachers. A teacher who is not personal and inspiring in his methods is but a text-book of increased adaptability and emphasis perhaps, but of somewhat diminished accuracy.

"To turn to the practical work of teaching English, my own view is that the avowed object of instruction should be literary, in a broad sense, and

that the dryer points of language and structure should be instilled incidentally, though persistently, by a process of emphasizing examples. In these days one of the most practically valuable of the equipments which education can furnish is the power of effective expression. As one's conversation is more affected by the speech of his familiars than by the rules of his grammar-book, so is one's style influenced by the books with which he associates rather than by the directions of his composition primer. To the avoidance of certain palpable errors the composition primer may contribute, but its effects will hardly be traced to the formation of a pure and telling style. This is to be acquired (and by any one of average ability it may be acquired, to a greater or less degree) by two means chiefly: by persistent and reiterative study of good models, and by assiduous practice. The reading of many masterpieces will have less effect upon a student's expression than will the oft-repeated searching of a few. It is the intimate intercourse with our kin and our few close friends which moulds our conversation; even so it is the half dozen books which we have lived with, taken to our heart, set line by line to our loving memory, which will form our style and shape our inclination. The judicious teacher, therefore, seeks above all to make his pupils intimate with their model, impressing and re-impressing on their minds the various excellences to which its greatness is due. Not to be over-technical, I omit discussion of the ordinary and necessary exercises of transcriptions from memory, essay writing, the construction of abstracts, and so forth. But a word in regard to paraphrasing. The indignity of the class-room paraphrase should rarely be inflicted upon anything but hopelessly inferior work, and hopelessly inferior work should not be brought into contact with the pupil's perceptions. To set a pupil deliberately to the task of expressing feebly what has already found perfect expression at the hands of a master, be it in prose or verse, seems to me one of the strangest methods of instruction that ever seduced to itself the approval of instructors. To dismember, and then hideously reconstruct, a matchless paragraph; to torment the melody and cadence and fire out of an exquisite stanza; and then to look with complacency upon the poor, misfeatured thing which arises out of the ruins of the perfect utterance—this is what the highly commended exercise of paraphrasing is skillfully devised to teach. I have seen a class much elated at having accomplished an ingenious paraphrase of "The Skylark." The exercises were thoroughly grammatical. The pupils had cleverly rearranged all those ideas which had proved too gross to evade their desecrating fingers. But the subtler essence, the spirit, the lift, the song—against these had their perceptions been close-sealed. Henceforth for them "The Skylark" contained nothing but what could be expressed in prose. This is, of course, an extreme case, but it serves to point the moral; which moral is, in a word, that paraphrasing is irreverent, that it encourages pleasure in inferior expression, and that by its prescribed conditions it shuts off the pupil from that very perfection toward which he should be striving.

"In the selection of works for class study a point on which Matthew Arnold has laid great stress is the avoidance of fragments. A play, an essay, a lyric, an idyll, or a ballad, should be presented to the student in its artistic entirety, the compilers of elegant extracts to the contrary notwithstanding. Of the faculties which education should develop, very important are the sense of proportion and the sense of unity. Half the mistakes of life, half the mental disabilities which hamper so many men in all their relations, may be traced to a defect in the sense of proportion. Harmony of structure will not readily be realized by the pupil who gets a soliloquy of Hamlet presented him on top of a descriptive passage from "The Lady of the Lake," or some stanzas from "Childe Harold" about the battle of Waterloo trodden on the heels by a string of sententious moralizings from the "Essay on Man." Leaving out of view those briefer and more subtle lyrics of mood, in which our language is so rich, but whose beauty is too evasive to be well demonstrated in class, let me repeat that the best ends are to be served by leading the pupil into intimacy with some great masterpiece. Intimacy is the secret of influence. Whatever the work in question, be it a book of the "Færie Queen"

(each book is a complete poem), a play of Shakespeare, a tale of Chaucer or Morris, an ode of Gray or Keats, a paper of Addison or Steele or Goldsmith, an essay of DeQuincey or Emerson or Ruskin, a verse-romance of Scott or Longfellow, an idyll of Tennyson, or a character lyric of Browning—whatever the work, it should be gone over and over, through and through, till every line wears a face of welcome, till every peculiar beauty shines out clear, till every difficulty has been grappled, though by no means of necessity overthrown; till the origins of the work, the forces that gave it birth in the author's brain, have been searched into; till the best that has been said of it by others has been considered, and till liberal portions of it have been memorized. The work so studied will leave its impress upon the student's language, and upon his inmost thought. But that the work may be so studied, the teacher must inspire; and perhaps no other subject makes more demand upon the teacher for interpretive capacity, for cultivated taste, and for enthusiasm."

AN investment in knowledge always pays the best interest.—*Franklin.*

TEACHERS will note the advertisement of the Temperance and General Life for agents. It will do a teacher good to brush up against the business world.

LOOK over your sample copy of *School Work and Play*. Read the circular, with offers for clubs, and do what you can to secure a club for your schools.

HOSPITAL REMEDIES.

What are they? The growth of intelligence in medical matters has given rise to a demand for a class of genuine, reliable medicine. The opportunity of the ignorant quack, who grew rich curing everything out of a single bottle, has passed. To supply satisfactorily this demand this list of remedies has been created. They are the favorite prescriptions of the most famous medical practitioners of the day, gathered from the hospitals of London, Paris, Berlin and Vienna. Prescriptions which cost the patients of these specialists from \$25 to \$100 are here offered prepared and ready for use at the nominal price of one dollar each. Not one of them is a cure all; each one has only the reasonable power of curing a single disease, and each one keeps its contract. Sufferers from Catarrh, Diseased Lungs, Bronchitis, Asthma, Consumption, Rheumatism, Dyspepsia, Liver and Kidney Complaints, Fever and Ague, Neuralgia, Female Weakness, Leucorrhœa or Nervous Debility, should send stamp for descriptive catalogue to Hospital Remedy Co., 303 1/2 West King St., Toronto, Canada. If your druggist does not keep these remedies, remit price and we will send direct.

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To Teachers!

Your Committee have pleasure in announcing that they have completed arrangements with the CANADIAN PACIFIC RAILWAY for a Summer Vacation trip to Victoria, B.C., and return, for \$80.00, and to Banff Hot Springs and return for \$60.00, from any point in Ontario.

THE TRIP embraces a variety and grandeur of scenery that no other possesses, and enables one to become familiar with the unlimited stretch of agricultural territory, grazing lands, mountain and river resources of the great North-West and British Columbia.

TICKETS good to start July 10th to 20th, to reach Banff Hot Springs or Victoria, B.C., until July 30th, and for return until September 30th, can be purchased from any agent of the Canadian Pacific or Grand Trunk Railways, from any Station in Ontario, at above rates, on presentation of certificates signed by Jno. Munro or Archibald MacMurphy.

STOP-OVER privileges will be granted on tickets in both directions, within their time limits, for the going and returning journeys respectively. In the Mountains, Banff and Glacier present very attractive features, and would well repay a stop-over of a few days.

ROUTES.—Passengers have a choice of Routes, either via Rail or via Owen Sound or Sault Ste. Marie and Lake Steamer. They may go by any of these routes and return by either of the others, should they so request at time of purchase. Passengers ticketed by the Rail Route or the Lake Route from Sault Ste. Marie will travel via the Northern and North-Western Division of the Grand Trunk Railway between Toronto and North Bay, but from Stations east of Sharbot Lake and Kingston passengers may go via Carleton Junction and the Canadian Pacific Railway Main Line. Those desiring to return from Victoria by the Northern Pacific Railway and Sault Ste. Marie, thence Lake or Rail, may purchase tickets enabling them to do so for \$90.00.

SLEEPERS.—The cost of sleeping accommodation for double berth, which may be occupied by two persons, is as follows:—Ottawa to Vancouver, \$20.00; Toronto to Vancouver, \$18.50; Port Arthur to Vancouver, \$15.00; Ottawa to Banff, \$14.00; Toronto to Banff, \$14.00; Port Arthur to Banff, \$9.00. Via Lake Route, meals and berths are included on Canadian Pacific Railway Steamships.

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It is very desirable that those teachers who intend accompanying the excursion should communicate with the undersigned at as early a date as possible, advising date they will start, so that arrangements can be made for sufficient accommodation. Certificates will be mailed them on receipt of application.

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Friday, 28th June.—A.M., 9.00-12.00, General Principles of Froebel's System. P.M., 1.30-4.00, Theory and Practice of the Gifts.

Saturday, 29th June.—A.M., 9.00-12.00, Mutter and Koseleider. P.M., 1.30-4.00, Theory and Practice of the Occupations.

Visits of inspection and examination in practical teaching will be made as follows:—

Ottawa—Thursday and Friday, 13th and 14th June.
Toronto—Monday to Friday, 17th-21st June.
Hamilton—Monday, Tuesday and Wednesday, 24th, 25th and 26th June.

All applications for examination must be sent to the Secretary of the Education Department not later than 1st June.

In Ottawa and Hamilton the books in practical work should be submitted for examination on the days arranged for practical teaching. In Toronto the books may be left at the Education Department on Wednesday, 26th June.

In all cases there should be a certificate from the inspector or director that the modelling and pease work has been completed. Candidates who have passed in book work and practical teaching will be required to take the written examinations only.

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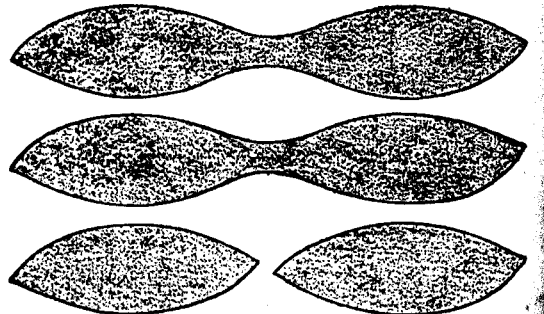
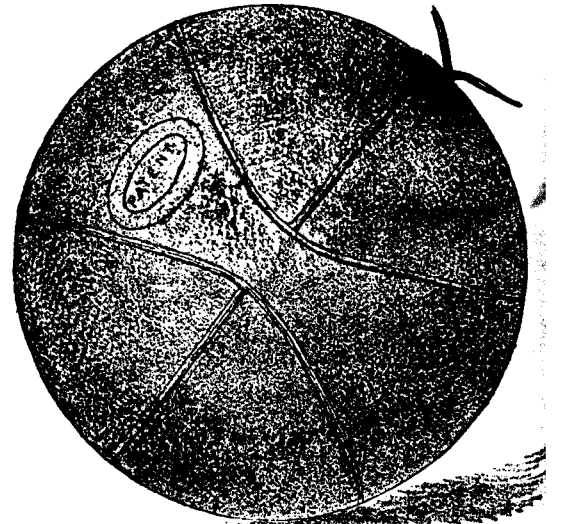
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