

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Coloured covers /
Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged /
Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated /
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing /
Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps /
Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies /
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material /
Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials /
Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available /
Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure. | | |
| <input checked="" type="checkbox"/> | Additional comments /
Commentaires supplémentaires: | | Continuous pagination. |

THE EDUCATIONAL JOURNAL

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

Subscription, \$1.50 a year
in Advance.

TORONTO, OCTOBER 1, 1895.

Vol. IX.
No. 10.

J. SUTCLIFFE & SONS

182 & 184 YONGE ST.
& 8 QUEEN ST. W.

We're
Ready for
Fall Business,
Are You?

Come and See us
or Write us for and

about **New Styles** in

MANTLES,
MILLINERY,
SILKS,
HOSIERY,
CAPES,
DRESS GOODS,
GLOVES,
UNDERWEAR, etc.

We can sell you best qualities in
either Dry Goods or Clothing at
a moderate price, and you'll be satisfied
if you buy goods from us.

EDUCATIONAL

Queen's University Faculty of Medi-
cine opens October 1st, 1895. Unexcelled
facilities for the study of medicine.
Class fees average \$78 per session.
Calendar on application to

DR. HERALD,
Kingston, Ont.

School Supplies

Cheaper from us than from any other
house in Canada.

E. N. MOYER & CO.

17 RICHMOND ST WEST,

TORONTO.

THE Map and School Supply Co., Ltd.,

31 King Street East, Toronto,

Manufacturers and
Importers of

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

Most Complete and Recent Map of the Dominion of Canada.

COMPLETE SERIES OF

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

INK. DUCKETT'S GOLD WATER INK-POWDERS.

"Best and Cheapest School Inks Known."

Samples for the asking. So TRY before buying.

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

Vertical Writing JACKSON'S NEW STYLE. SELBY & CO.
23 Richmond St. W.
TORONTO.
COPYBOOK, 14 Nos., 8c. each.

Chas. J. Musson

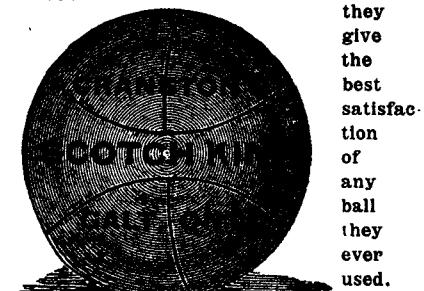
240 YONGE ST., TORONTO, ONT.

BOOKSELLER
PUBLISHER
AND STATIONER

EXAMINE MY PRICES

Entrance Literature, 1896, edited by Sykes, cloth	40c.	My price, 32c.	Postage, 2c.
Hunter's Topical History	20c.	" 16c.	" 1c.
Morley's British History Notes	15c.	" 12c.	" 1c.
Canadian and English History Notes	25c.	" 20c.	" 2c.
Armstrong's Arithmetical Problems	25c.	" 20c.	" 2c.
White's Practical Problems in Arithmetic, for 2nd and 3rd classes	25c.	" 20c.	" 2c.
White's Practical Problems in Arithmetic, 4th class and entrance	25c.	" 20c.	" 1c.
Progressive	"	"	"
Public and High School Books at 20 per cent. discount. Remember, I carry a full line of miscellaneous books and school supplies. Special attention given to mail orders.			8-12

We constantly receive letters from Clubs using
our SCOTCH KING FOOTBALLS, saying that



they
give
the
best
satisfac-
tion
of
any
ball
they
ever
used.

FOOTBALL PRICES (postpaid and rules free)
No. 3, \$2.00, less 10 per cent. for cash. Net \$1.80
" 4, 2.50, " " " " 2.25
" 5, 3.00, " " " " 2.70
Shin Guards at 50c., 75c., \$1 per pair, post
prepaid.

No. 3 No. 4 No. 5
Best rubbers..... \$0.80 \$0.85 \$1.00
Covers, separate, "Scotch
"King" 1.25 1.75 2.00

J. K. GRANSTON - GALT

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

British American Business College

Capital, \$10,000. Co. (Ltd.)

LOCATION

CONFEDERATION LIFE BUILDING, TORONTO.

The course of instruction has been thoroughly re-
vised, and will be found entirely new in Canada. The
teaching staff has also been largely increased.

Directors and Shareholders:

Edward Trout, publisher of *The Monetary Times*;
E. R. C. Clarkson, F.C.A., Chartered Accountant;
Stapleton Caldecott, President of the Toronto Board
of Trade; Wm. McCabe, F.I.A., Managing Director
North American Life Assurance Company; D. E.
Thomson, O.C., of Thomson, Henderson & Bell,
Barristers; Fred Wyld, of Wyld, Grasset & Darling;
S. F. McKinnon, Wholesale Milliner.

Our system of imparting a business train-
ing is modelled after the most approved
methods in use in the best regulated busi-
ness houses.

Students may enter at any time.

For free circulars and full information, address

DAVID HOSKINS, Secretary

COMMERCIAL TEACHERS IN HIGH AND PUBLIC SCHOOLS

Are requested to communicate with
Robinson & Johnson, Ontario
Business College, Belleville, re-
specting

"THE CANADIAN ACCOUNTANT,"
recommended by the examiners.

The essay on the "Fundamental Principles
of Double Entry Book-Keeping," by J. W.
Johnson, F.C.A., will be furnished free to any
teacher. Send to O.B.C. for it.

THE CANADA BUSINESS COLLEGE HAMILTON, ONT.

REOPENS September 3rd, -34th year. An up-
to-date Business School, with a national
reputation. Write for prospectus.

8-12 R. E. GALLAGHER, Principal.

LUMSDEN & WILSON'S FOOTBALL ANNOUNCEMENT.

WE thank the many teachers and players
throughout the Dominion for the liberal
patronage and flattering testimonials received
during the past fifteen years that we have been
importing and selling the celebrated McKechnie
Football. We can confidently claim that no
other balls stand the wear and tear like this old
reliable Scotch make. They do not stretch un-
equally and become lopsided; the sewing is the
best possible. In fact, the 2nd quality of these
balls is equal to some fancy finished match balls
that are in this market at about the price of our
best quality.

We call special attention to reduced price of
Football Boots. We have the best style, as used
by all leading players in Great Britain, and any
Canadian player who has tried them would not
like to play without them again.

PRICE LIST.

Association Footballs, Complete.

Sizes, Nos...	1	2	3	4	5
Circumference Inches.....	20	22	24	26	28
1st quality, price.....	\$1.25	\$1.50	\$1.75	\$2.25	\$2.75
2nd			1.50	1.75	2.25
The Century's special Match Waterproof Ball					3.25
Rugby Match Ball, very superior					3.00

Sundries.

Sizes, Nos...	1	2	3	4	5
Rubbers, separate.....	\$0.50	\$0.60	\$0.70	\$0.80	\$0.90
Covers, separate,					
1st quality	0.90	1.00	1.15	1.55	2.00
Covers, separate, 2nd quality	0.75	1.15	1.50		
The Century (over, waterproof.....)					2.25

	Per pair
Football Boots, Nos 6, 7, 8, 9, or 10.....	\$3.25
Shin Pads, cloth lined, 2 buckle.....	0.65
Shin Pa s, leather lined, 2 buckle.....	0.75
Shin Pads, chamois lined, 2 buckle.....	0.90
Shin Pads, chamois lined, ankle pads attach'd	1.10
Infaters, brass piston, the Little Wonder, 60 cents; large size, \$1.50.	

Any article in the above list mailed free, on
receipt of price, to any address in the Do-
minion of Canada or United States. Send money
by P.O. or express order, or if these are not con-
venient, enclose the cash or stamps and register
the letter.

ADDRESS,

LUMSDEN & WILSON,

SEAFORTH, ONT.

FOR mutual advantage, when you write to an
advertiser please mention THE EDUCATION-
AL JOURNAL.

VANNEVAR & CO. CAN SUPPLY ANY BOOK YOU WANT

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

Orders by mail will receive prompt attention.

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

ONTARIO MEDICAL COLLEGE FOR WOMEN

TORONTO.

1895 SUMMER SESSION OPENS APRIL 22nd.
THIRTEENTH WINTER SESSION OPENS OCTOBER 1st.

APPLY FOR ANNOUNCEMENT, GIVING FULL INFORMATION, TO

DR. D. J. GIBB WISHART, SECY., 47 GROSVENOR STREET TORONTO.

Vacation Suits

GOOD TAILORING

For your vacation order a suit made from the celebrated Oxford Suitings. Price quite reasonable. Make you a suit in 24 hours.

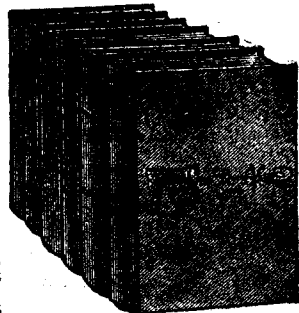
JOS. J. FOLLETT,

181 Yonge St., - - Toronto.

Best Things from Best Authors

Volumes 1 to 7 now issued.

Each volume is composed of three numbers of *Shoemaker's Best Selections*, in the order of their issue, thus comprising the latest and best productions of the most popular English and American writers of to-day, together with the choicest selections of standard literature adapted to reading in public and private. 600 pages, cloth, each \$1.50.



SPECIAL.—For a limited time we are offering the full set of seven volumes, put up in a neat and durable box, at the special price of \$7.00, the regular price would be \$10.50.

"We did not have a single Dollar's worth of Real Estate on our hands,

Or a single Dollar of Interest in Arrears."

The foregoing was the pleasing and important statement contained in the Annual Report of

The Temperance and General Life Assurance Company

for the year ending Dec. 31st, 1894.

It is but a sample of the many excellent features contained in this most satisfactory report, which, with a copy of the Company's paper, entitled "*Our Advocate*," is being sent to all applicants.

... Correspondence Solicited.

HON. G. W. ROSS, H. SUTHERLAND,
PRESIDENT. MANAGER.

Canadian Short Stories

OLD MAN SAVARIN

and other stories

BY **Edward William Thomson**
CLOTH, 12MO, \$1.00.

We have just issued our Canadian Copyright Edition of this brilliant volume of stories by Mr. Thomson, which the press of the United States has given enthusiastic praise.

Press Opinions:

New York Times—"His Scotch tales are scarcely inferior to those of Barrie." *Boston Transcript*—"Contains some tales that are quite as good as anything Mr. Kipling has ever given us." *Boston Ideas*—"Many of these stories give us French-Canadian life, and all faithfully and delightfully pictured as we have never seen presented elsewhere."

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

None Like It.

A Plea for the Old Sword.

BY **REV. JOSEPH PARKER,**

12mo, Cloth, \$1.25.

A defence of the inspiration and authority of the Bible.

THE . . . RELIANCE

LOAN AND SAVINGS COMPANY OF ONTARIO.

83 Wellington St. E. - TORONTO.

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

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

NO ADMISSION FEE,
FINES,
FORFEITURE'S,
WITHDRAWAL FEE.

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

Address,
J. BLACKLOCK, Manager.

The Fisk Teachers' Agency

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

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

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

Etiquette



By **Agnes H. Morton,**
B. O.

Some manuals of etiquette treat almost exclusively of "state occasions," while others are made up of sundry rules, often illiterate in style, and of doubtful authority.

Both of these classes of manuals are obviously inadequate to the needs of the great mass "who dwell within the broad zone of the average." For this large class, a book that gives information as to the essential points of correct behavior in social life,—points equally applicable to the rich and to the poor,—is the ideal manual. And such a book is this volume. Cloth binding, 50 cents.

Toronto Conservatory of Music

EDWARD FISHER—Musical Director.

ANNUAL ANNOUNCEMENT OF

Scholarships

FOR OPEN COMPETITION.

- Pianoforte**—Teachers, Edward Fisher, J. D. A. Tripp, J. W. F. Harrison.
- Voice**—Teachers, Miss Norma Reynolds, Mme. d'Auria, Mrs. J. F. Bradley, Miss Denzil.
- Organ**—Teachers, A. S. Vogt, J. W. F. Harrison, Miss S. E. Dallas.
- Composition**—Teacher, J. Humfrey Anger, (Mus. Bac., Oxon, F.R.C.O.)
- Elementary Pianoforte**—Three free and ten partial scholarships.

Total Value, \$1,200

Fourteen full scholarships and ten partial scholarships as above, good from October 21st to end of June, 1896, will be awarded to candidates whose proficiency and talent meets the requirements of the examiners. Candidates for

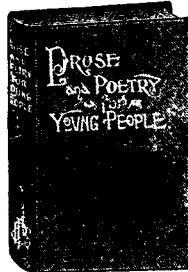
- Pianoforte**—Must be under 18 years.
- Voice** (soprano and contralto)—Must be under 18 years.
- Voice** (tenor and baritone)—Must be under 22 years.
- Organ**—Must be under 22 years.
- Composition**—Must be under 25 years.
- Elementary Pianoforte**—Must be under 16 years.

Candidates for the **Elementary Piano** scholarships must be beginners or shall not have taken more than one quarter's instruction. All winners will be entitled to all Conservatory advantages. Application must be made personally or by mail on or before October 7th. Pianoforte candidates will please state which scholarship they are competing for, the advanced or elementary. Notice of date of competition will be sent each candidate.

Prose and Poetry for Young People

Under this title is combined in one volume, *Child's Own Speaker*, *Little People's Speaker*, *Young People's Speaker*, and *Young Folks' Recitations*, four widely popular books specially suitable for children and youth from six to fifteen years of age. There is nothing long or tedious, but there is abundant variety and the tone is healthful. It is an excellent prize or presentation volume for young people.

Handsomely bound in cloth, \$1.00.



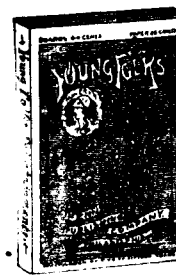
HYPNOTISM My original method \$2. 100 page book 10c. One on Personal Magnetism 10c. Prof. E. J. Anderson, Masonic Temple, Chicago, E.J. 10.

The four weekly issues of *Littell's Living Age* for September are replete with the choicest gleanings of the British reviews and magazines. These issues contain twenty-seven complete papers, many of them of great value and intense present interest. Among the more valuable essays and reviews may be particularly mentioned "Norway and Sweden," which is really a "double star." The one by J. E. Sars, Professor of History in the University of Christiania, presents "The Case of Norwegian Liberalism"; the second, by Carl Siewers, reveals "A King's Scheme of Scandinavian Unification." "The Problems of the Far East," the leading article in No. 2670, is an able review of recent works by such writers as Hon. George P. Curzon, M.P., Henry Norman, Chester Holcombe, and others, on the China and Japan question. Biography is represented by an exceedingly good article on "Huxley" by P. Chalmers Mitchell, and another on "Mrs. Gaskell" by Mat Hompes. "The Spectroscope in Recent Chemistry," by R. A. Gregory, and "Stars and Molecules," by Rev. Edmund Ledger, will prove of great interest to the general as well as the scientific reader. "A Visit to Bonifacio" by J. N. Usher; "Antarctic Explorations," "In the New Zealand Alps"; "Poetic Pride"; "Latter Day Pagans," and "The Heavy Burden of Empire" are the titles of other valuable papers. In fiction each number contains a complete story, and of poetry a full page.

DAIRY SCHOOL AND VETERINARY COLLEGE.

The new Veterinary College, to be opened next October in connection with Queen's University, will occupy the building on the corner of Barrie and Clergy streets, the gift of the city of Kingston to the governors of the school, and valued at \$20,000. It adjoins the Dairy School. Any farmer's son eighteen years of age, and possessing a good public school education, may enter the college and graduate as a veterinary surgeon in two sessions, if he has the ability to pass the required examinations. William Mason, Esq., Kingston, the bursar of the new institution, will gladly furnish any other information required. Dr. Herald, ex-Mayor of Kingston, will teach materia medica in the new college, and Dr. Knight, Professor of Physiology in Queen's University, will teach the physiology.

Young Folks' Entertainments

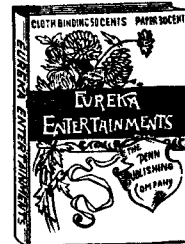


By **E. C. and L. J. Rook.** Absolutely new and original.

School Entertainments of the present time generally present a much more varied performance than of old, and the call for variety has been met in this book by the careful preparation of Motion Pictures, Charades, Comedies, Dialogues, Concocted Recitations, Motion Pictures, Drills, etc.

Paper binding, 25 cts.; boards, 40 cts.

Eureka Entertainments



The title of this volume expresses in a nutshell the character of its contents. The weary searcher after material for all kinds of entertainments will, upon examination of this book, at once exclaim, "I have found it." Found just what is wanted for use in day school, Sunday-school, church socials, teas, and other festivals, for parties or fire-side amusement, in fact, all kinds of school or home, public or private entertainment. Paper binding, 30 cents; cloth, 50 cents.

The Educational Journal

CONSOLIDATING

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

TORONTO, OCTOBER 1, 1895.

Vol. IX.
No. 10.

Subscription, \$1.50 a year
in Advance.

Table of Contents.

PAGE.	PAGE.
EDITORIAL NOTES..... 147	MATHEMATICS—
ENGLISH—	High School Entrance,
Compound and Com- plex Sentences..... 148	July, 1895..... 153
A Lesson on Compar- ison of Adjectives..... 148	Solutions..... 154
Entrance Literature..... 148	Public School Leav- ing, 1895..... 154
FOR FRIDAY AFTERNOON—	Solubious..... 154
Beautiful Land of Dreams..... 149	HINTS AND HELPS—
Surveys..... 149	Little Dangers..... 155
If I knew..... 149	Some Practical Help Towards Accuracy in Speech..... 155
Who's Afraid in the Dark?..... 149	Discipline..... 155
EDITORIALS—	PRIMARY DEPARTMENT—
The Case of Mr. Tucker 150	Suggestions in Read- ing..... 156
An Interesting Reun- ion..... 150	Primary Geography... 156
The Strap in Toronto 150	Class Recitation..... 156
Schools Uplifting the Nations..... 151	EXAMINATION PAPER—
"Blackfoots" or "Blackfret"?..... 151	High School Entrance Examinations..... 157
SPECIAL PAPERS—	West Middlesex Pro- motion Examination. 157
Definite Methods of Child Study..... 152	TEACHERS' MI. CELLANY—
Personal Power in Teaching..... 152	Courteous Notes to Parents..... 158
The Heartening of Teachers..... 153	His Greatest Need is Self-Respect..... 158
	BOOK NOTICES— 159
	LITERARY NOTES— 159

Editorial Notes.

WE are glad to note that the essay on "The Fundamental Principles of Book-keeping," by J. W. Johnson, F.C.A., which appeared in our columns some months since, has been republished in pamphlet form. Mr. Johnson requests us to say that a copy of it will be sent free to any teacher on application to the Ontario Business College, Belleville, Ont.

"FAIR exchange is no robbery." Professor Dale, of Toronto University, having been requested to send in his resignation of the chair he had occupied with exceptional ability for a number of years in Toronto University, in consequence of a letter he sent to the press during the late difficulties, the authorities of that institution have appointed Professor Fletcher, of Queen's, to the vacancy. This left an important vacancy at Queen's, which, it is now announced, has been filled, temporarily, at least, by the appointment of Professor Dale. Thus the wheels go round.

AN educational exchange thinks that the reaction against the injurious memorizing of the past has gone too far, and that the faculty of memory is being un-

duly neglected and discredited. The current phrase, he says, is about this: "Do not allow the child to commit to memory what he does not thoroughly understand." This is equivalent, he argues, to saying, "Do not allow the child to memorize." "The process of comprehending or elaborating is a life-long process, and presupposes material committed to the memory." Is there not here a confusion of ideas, illustrated in the use of the word "elaborating" as the equivalent of "comprehending"? Is not comprehending the essential antecedent condition, without which elaborating is impossible? The fact is that no mental process of any kind can be carried on without the constant action of the faculty of memory. The only question, we think, among educationists is with regard to the proper use of memory. The pupil can prepare no lesson successfully without embedding the underlying principles or ideas in memory, and the more thoroughly he comprehends the various principles, and their relations to each other and to the processes performed, the better will he remember what he has learned. The thing deprecated by most thoughtful educators is the memorizing of words or figures which convey no ideas to the mind of the learner. The tendency of this practice is not only to disgust the pupil with the mental, or, rather, mechanical, drudgery, which has none of the rewards of mental struggle and conscious victory, and, worse still, which tends to beget or confirm a mechanical habit of mind, very hard to overcome. What teacher would not rather undertake to convey a knowledge of grammar to a pupil capable of comprehending its fundamental principles, but who had never had a lesson in the subject, than to one who had, as multitudes of us did in the old days, accurately committed to memory all the definitions and rules of the text-book, without having got any grasp of their meaning?

TOUCHING the matter of corporal punishment in schools, Dr. D. McIntyre, Superintendent of the Public Schools in Winnipeg, Man., says, in his annual re-

port: "All forms of punishment are being less and less used as our teachers acquire more experience." In order to prevent the hasty exercise of corporal punishment by teachers of limited experience or uncertain temper, the following regulations were adopted by the School Management Committee:

(1) That hereafter no corporal punishment shall be inflicted for any offence until the matter has been submitted to the principal, and his assent to the infliction of this form of punishment received.

(2) That the only form of corporal punishment permissible is chastisement on the palm of the hand with a suitable strap.

(3) That immediately after the infliction of such punishment a report of the same on the form below shall be filed with the principal of the school, who shall keep the same for reference.

CORPORAL PUNISHMENT REPORT.

Pupil's Name.....
Particulars of Offence.....
Particulars of Punishment.....

Teacher.

It is something to have the indiscriminate boxing of ears, and slapping of cheeks, and trouncing of backs and limbs, which used to be one of the daily recreations of a certain class of teachers, thus unceremoniously prohibited. It is also an excellent plan, if the time has not yet come when a complete reform can be carried out, to require such a report of every case as that provided for by this system. If this report is rigidly insisted on, the beginning of the end will soon come. It seems, however, to be assumed by the managers in both Toronto and Winnipeg, and in many other places, that there is no danger of permanent physical injury from the use of the form of punishment permitted. We should like to have the opinion of a competent surgeon or physician on this point. In our opinion, however, the danger of injurious physical results is always the least of the evils of the flogging system.

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 5, 11½ Richmond Street West, Toronto.

COMPOUND AND COMPLEX SENTENCES.

A. C. BATTEN, BARRIE.

In THE JOURNAL of June 1st we outlined the method of teaching, by similarity and contrast, compound and complex sentences. The following scheme supposes pupils to have been taught as indicated in that scheme, and is submitted merely as an instrument of determining whether a sentence is compound or complex :

SENTENCES.

- (a) Of all the beautiful pictures
That hang on memory's wall
Is one of a dim old forest,
That seemeth best of all.
- (b) For them no more the blazing hearth shall
burn,
Or busy housewife ply her evening care ;
No children run to lisp their sire's return,
Or climb his knees the envied kiss to
share.

Verb.	Clause.	Kind.	Kind of Sentence.
(a) hang	that hang on memory's wall	Dependent	Complex
is	Among the beautiful pictures is one of a dim old forest	Principal	
seemeth	that seemeth the best of all	Dependent	
(b) shall burn	For them no more the blazing hearth shall burn	Independent	Compound
ply	Or busy housewife ply her evening care	Independent	
run	No children run to lisp their sire's return	Independent	
climb	Or climb his knee the envied kiss to share	Independent	

Some difficulty will present itself in compound sentences when the elements are compound or complex in form, especially the latter. In such cases, however, the elements should be considered in their relation one to another, as :

SENTENCE.

He likes to roast potatoes in the ashes, and he would live in the camp day and night if he were permitted.

Verb.	Clause.	Kind.	Kind of Sentence.
likes	He likes to roast potatoes in the ashes	Independent	Compound
{ would live were permitted	And he would live in the camp day and night if he were permitted	Independent	

The following scheme is used for dependent clauses :

SENTENCE.

As the king walked over the field of carnage with the prince who had just won the battle, he said, "What think you of a battle?"

Dependent Clause.	Relation.	Kind of Clause.
As the king walked over the field of carnage with the prince	Modifies the meaning of the verb said	Adverbial
who had won the battle	Limits the meaning of the noun prince	Adjectival
What think you of a battle	Object of verb said.	Substantive

A LESSON ON COMPARISON OF ADJECTIVES.

M. A. WATT.

Objects of lesson.—To cultivate perception, comparison, language, to add to stock of facts.

Matter to be taught.—(1) Positive and comparative ; (2) superlative ; (3) manner of formation by adding *er* and *est* ; (4) manner of formation by prefixing *more* and *most* ; (5) making irregular comparisons by means of different words, giving list ; (6) degrees, or steps, or grades ; (7) a definition to fix facts.

Method of introduction.—The teacher uses pencils (or pointers, or rulers, or apples), holds up two of different sizes, says, pointing to the larger one, "Tell me something about this pencil." The answer is "That is a *short* pencil."

"Is there an adjective in the sentence? What is it? What does an adjective do? (They tell us of the qualities of objects.) Sometimes they do more than that; see if you can find out before I am through talking about these pencils. Look at this other pencil; say something about it." The answer is "That is a *short* pencil, too." Hold up both pencils, and another answer is given, "That is a *shorter* pencil."

"How did we find out that it was *shorter* (write the word on the board as you speak) than the other pencil?" If no one says "By comparing them," it may be suggested, but it rarely occurs that it is not said almost at once.

"Yes, we compared them, or made a comparison of the two pencils; we found one was *short*, the other *short-er*. What is the difference in the two words? Just two little letters, *er*, put on to show the difference in the meaning of the two words. I shall make a little flight of stairs with two steps. I shall put *short* on one step, and *shorter* on the other step above it. What has the word *shorter* told us besides the quality of the pencil? (How much of the quality it has.) But another pencil has come into view, and if the first pencil was *short*, what shall we say of this one, why it is much *short-er*, we may truly say it is the —? (*shortest*) pencil of the lot. Yes, there it is. I have made another step, and on it I have put *shortest*, at the top of the steps. What has the word *shortest* told us about the pencil besides the quality of *shortness*? We see that it has told us how much of *shortness* it has; comparing it with the first or second pencil, we find its *shortness* is more than either of the others. So we see that adjectives are good for comparison, and so we call this a lesson on comparison of adjectives. How do we show the difference in these pencils? Spell the three words. What did we add to the first to get the second? What did we add to the first to get the third?"

Here give several examples, *rich, black, green, blue* (add *r* only), *red* (double *d*), drilling sharply and brightly as a rest from mental strain. When class are getting confident, give a word of several syllables, as "magnificent," when "magnificenter" will be found so awkward that they will seek for some easier way, and the reason for using *more* and *most* will be so plain the pupils will tell it to the teacher without effort. Call for similar words. Give them "*good*," asking for its comparison, *bad, little, far*, etc., not, however, until the former work is thoroughly understood. There should be a list made of these for reference, to be left on the board until a lesson is taught on the adverb, which should be very soon after this lesson.

Now, we must have names for these steps or grades or degrees. I take up the first pencil, examine it silently, then say with emphasis, "I say *positively*, this is a *short* pencil. I am *positive*, or sure, this is a *short* pencil. I shall put *short* on the low step, and call the low step the *positive* step (or, perhaps we ought to use the word that means step, degree), so *short* is on the *positive* degree. That is named. Now, what would be a good name for the step or degree above?" Suggestions involving *compare* will be given. Receive them and carry them on to "comparative degree," writing that on the second step. Ask for the third step. Take any answer suggestive of *top* or *highest*, saying, "Those are good, but there is a word that means 'above everything,' just as, when we say '*superlatively* beautiful,' or '*superlatively* happy,' we mean 'beautiful beyond everything,' 'happy beyond everything,' so we use the word '*superlative*' for the top step. Now we have three

degrees or steps, name them. Give the three degrees of *short*, of *pretty*, of *sweet*, of *lovely*, of *gorgeous*, of *good*, etc."

Crystallize into some such form as :

Adjectives tell degree as well as color, size, kind, number, and shape.

Adjectives have three degrees of comparison, *Positive, Comparative, and Superlative*.

(1) Generally, the positive degree + *er* = Comparative Degree. The positive degree + *est* = Superlative Degree.

(2) In the case of long adjectives, to avoid awkwardness, *more* is prefixed to the positive degree to form the comparative degree, and *most* is prefixed to the positive degree to form the superlative degree.

(3) Some adjectives form their comparative and superlative degrees irregularly. Comparison is a change in the form of adjectives, to show the degree of the quality (which the adjective describes as belonging to a certain object) when that object is compared with other objects having the same quality.

ENTRANCE LITERATURE.

LESSON III.—LOSS OF THE "BIRKENHEAD." BY SIR FRANCIS HASTINGS BOYLE.

INTRODUCTORY.

The few brief notes at the head of the lesson in the Reader contain the substance of what is necessary to know with reference to the writer of this bit of verse, and the basis of fact on which it is founded. As it is well that children should early begin to cultivate the critical faculty touching questions of fact, a word or two more may be said on that point, especially as many seem to have taken these lines as historical. We sometimes, even yet, hear from platform or pulpit glowing accounts which picture the soldiers on the *Birkenhead* as standing steadfast in their ranks, at the command of their chief officer, and thus going down with the sinking ship as if they were standing on parade. The facts as officially recorded are that, including the detachment of soldiers, there were, in all, 630 persons on board the ship, while there were available only three boats, with a carrying capacity of less than eighty. Hence there was no means of escape for the great majority. Yet, instead of the wild rush, each man for himself, which is, perhaps, the rule under such circumstances, the coolness and self-restraint of all on board, from the commander of the ship downward, was remarkable. Many of the soldiers had been drowned in their berths, but those who succeeded in reaching the deck almost to a man obeyed orders, and remained in their places while the women and children were being placed in the boats and removed to a safe distance from the rapidly sinking ship. Though the writer of the verse has freely used poetic license, it remains true that as an example of discipline and of true heroism in a moment of supreme danger, or rather when face to face with certain death, the case, if not absolutely unique, is one of the most remarkable on record. Officers, soldiers, and crew seem to have alike caught the inspiration of a noble courage.

NOTES.

Right on our flank.—What is the meaning of "flank?" What does it show with reference to the direction in which the ship was heading? (She had sailed from Queenstown, and was on her way to the Cape of Good Hope.) Notice the effect of the word "right" as probably indicating the apparent nearness of the sinking sun. (It may possibly mean only *directly*.) Any one who has witnessed a sunset over the water, on a calm evening, will remember how large, how near, and how flaming red ("the *crimson* sun") it seemed to be. This appearance is caused no doubt by the fact, which can easily be illustrated by means of a globe, that the sun's rays while it is near its setting pass obliquely through the denser and less pure atmosphere near the earth's surface. "*Crimson*" as here used shows how much can be effected by the use of a single well-chosen word in a description.

in dark repose.—The use of the word "*dark*" affords another example of a well-chosen descriptive word. Its peculiar appropriateness and force can be best appreciated by those who have noted

the change that comes over the appearance of the lake or sea as the sun approaches the horizon, and its rays no longer penetrate, but rather pass horizontally over, its surface.

like the wild shriek.—It is a recognized law of rhetoric that the use of a *simile* is to convey a clearer or, in some other way, more impressive idea of the thing thus compared to some other thing. Does the ordinary reader gain any clearer or more graphic idea of "the cry of the women" from having it likened to that which would be raised when a besieged town is captured? Is it not really easier to conceive of the shriek which would be sent up by the women passengers when the ship strikes a rock in the dead of night? If so, the *simile* is worse than useless.

hard and fast.—It would be difficult to determine the exact meaning of the word "hard" in this phrase. It might be explained as conveying the idea that the ship was driven hard or with force upon the rock, or was lying hard upon it, or as having some other of its various shades of meaning. But the expression is probably used rather as a familiar phrase to express in a general way strongly the idea of immovability.

without hope.—What is the effect of these words in the sentence?

thrilled as nerves.—Here is another *simile*, with a touch of personification in it. Its effect is very different from that of the one above noted. Every person, child or adult, knows from many an experience the sensation described as "thrilling" of the nerves, and, as he recalls it, may get a very vivid idea of the shivering of the ship's timbers as the shock passed through them. The effect is a good deal strengthened by the suggested comparison of the inanimate hulk with the living organism. The figure should always dignify the subject by comparing it with something of a higher order. Note, in this connection, the fine personifying effect of the word "spirit."

like base cowards.—This stanza should be either analyzed or paraphrased by the pupils, in order to show that they have rightly apprehended the meaning, and the relation of its parts. The personification is, perhaps, a little far-fetched. That is a question upon which the opinions of different pupils might well be elicited. To the more imaginative it will not probably seem unnatural for the poet—instead of simply telling us that the force of the blows, as the ship's bottom was being pounded upon the rock by the heaving of the waves, tore one plank after another from her timbers and sent them floating away in an irregular line—to represent the planks themselves as like cowardly soldiers, deserting their ranks in time of battle, before the "rush of steel" (the bayonet charge), and fleeing in disorder.

Confusion spread.—Among the sailors or passengers, not among the soldiers, for that would be inconsistent with what follows. The causes of the confusion are told. The waters between the ship and the shore, which they might have hoped to be able to reach by swimming or otherwise, are seen to be swarming with sharks. The "white sea-brink" is caused by the foam of the waves as they break on the shore, causing a line of white which would be visible through the darkness.

Out with those boats.—This incident, which is, of course, an invention of the poet, is natural enough in itself. There would almost certainly be one or more in such a company ready to clamor that those who could should use the boats for their own safety, abandoning the women and children to their fate. But it is not effectively told. Even a very young student will feel a sense of weakness and incongruity in putting such words as "ere yet yon sea devours" into the mouth of such a man on such an occasion.

"We had our colors, sir."—The use of the word "sir" suggests that the writer of the narrative is supposed to be one of the sailors, and that he is telling the story to some interested listener.

The desire to keep his colors or flag free from any taint of cowardice or dishonor is ever one of the strongest inducements to a soldier to play a manly part. The flag of a regiment which has seen active service has usually the names of the battles through which it has passed displayed on it.

"Loose babblers."—This seems a feeble expression to be used by the brave and indignant soldier in describing such a poltroon. "Formed us in line." See introductory remarks.

By shameful strength.—Strength used in a shameful way.

So we made.—A weak line. The "so" makes a syllable too many, which at the beginning of the line injures the rhythm. It could be omitted with good effect, but even that would not make poetry of the same sentence.

Under steadfast men.—While the boats went to the shore to land their living freight and returned as fast as the sailors, *plying* their oars with all their strength, could drive them, the brave soldiers stood with heroic steadfastness in their places, allowing the weak (women and children) to take their places in the boats. Had they (the soldiers) sought to save their lives by crowding into the boats, which would be the first impulse with most men, the result would have been to trample down the weak and to swamp the boats, so that all would have been lost. Such was not the training British soldiers had received.

What follows, why recall?—The closing scene may be left to the imagination of the reader. With considerable rhetorical skill, the writer makes no attempt to describe the scene, but yet brings it vividly before us by suggestion, while he simply tells us the result: The brave men who went thus nobly down to death in the surf, "sleep as well" as if they had died in their beds and been buried "under turf" in the cemeteries. The terms "bloody surf" and "purple tide" are most easily explained on the supposition that the poet thinks of the men as having been dashed to pieces on the jagged reef, instead of simply going down with the sinking ship. The reference to "wounds" in the next stanza bears out this idea.

Roused from their wild grave.—Why "wild"? Picture the raging waves in a storm dashing with terrific force against the rocks, beneath which the heroes are conceived of as sleeping. *Joint-heirs with Christ.* This is a bold conception, hardly orthodox, perhaps. Those who are in the sea have, of course, the same promise of the resurrection as those who lie in their graves. Rev. xx. 13. It is a fine thought that is conveyed in the expression "joint-heirs," implying that, as Christ gave His life for men, so did these heroic sailors give theirs for the women and children who were rescued from death through their self-sacrifice.

NOTE.—We are very sorry that Answers to Correspondents are crowded out of this number.

For Friday Afternoon.

BEAUTIFUL LAND OF DREAMS.

When daylight dies,
And the darkened skies
Are lit by the stars' soft gleams,
Oh, gladly I go
From this world of woe
To the beautiful land of dreams!

The very air
Is fragrant there
From odorous fruits and flowers;
And Father Time,
In that wonderful clime,
Forgets to count the hours!

In that fair land,
On every hand,
The golden sunlight gleams;
And silvery bright,
Is the moon's soft light,
In the beautiful land of dreams.

Oh, strangely sweet
It is to meet
The loved ones gone before:
Oh, wonderful land,
Where we touch the hand
Of one from the heavenly shore!

Shall we find at last,
When life is past,
And we stand by the living streams,
That the golden shore
We have seen before
Is the beautiful land of dreams?

—Eva Best.

SUNBEAMS.

See the merry sunbeams
Dancing on the grass,
Kissing shrub and flower
As they quickly pass;
Lighting up dark corners,
Making them so bright,
Going hither, thither,
Bringing warmth and light;
Dancing for the baby,
On the nursery wall,
How he often wonders
Why they never fall;
Then through field and meadow
See them speed away,
Spreading life and gladness,
Making bright the day.
Happy little sunbeams,
May I be like thee,
Bringing joy and pleasure
Where I chance to be!
Doing deeds of kindness,
Loving, gentle, free—
Pray, dear little sunbeams,
Help me be like thee.

—Alice Lotherington.

IF I KNEW.

If I knew the box where the smiles were kept,
No matter how large the key,
Or strong the bolt, I would try so hard,
'Twould open, I know, for me.
Then over the land and the sea, broadcast,
I'd scatter the smiles to play,
That the children's faces might hold them fast
For many and many a day.

If I knew a box that was large enough
To hold all the frowns I meet,
I would like to gather them, every one,
From nursery, school, and street,
Then folding and holding I'd pack them in,
And turning the monster key,
I'd hire a giant to drop the box
To the depths of the deep, deep sea.

—Maud Wyman, in *The American Jewess*.

WHO'S AFRAID IN THE DARK?

"Not I!" said the owl,
And he gave a great scowl,
And he wiped his eye,
And fluffed his jowl.
"Tu whoo!"
Said the dog, "I bark
Out loud in the dark,
Boo-oo!"
Said the cat, "Mi-iew!
I'll scratch any who
Dare say that I do
Feel afraid, mi-iew!"
"Afraid," said the mouse,
"Of the dark in a house?
Here me scatter
Whatever's the matter.
Squeak!"

Then the toad in his hole,
And the bug in the ground,
They both shook their heads
And passed the word round.
And the bird in the tree,
The fish and the bee,
They declared all three,
That you never did see
One of them afraid
In the dark!
But the little boy who had gone to bed
Just raised the bedclothes and covered his head.
—St. Nicholas.

BLESSED is the man who has the gift of making friends, for it is one of God's best gifts. It involves many things, but above all the power of going out of one's self, and seeing and appreciating whatever is noble and loving in another man.—Thomas Hughes.

The Educational Journal

PUBLISHED SEMI-MONTHLY.

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

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

Terms: One dollar and fifty cents per annum, payable in advance; clubs of three, \$4.25, clubs of five, \$6.75. Larger clubs, in associations, sent through association officials, \$1.25.

Individual members of Institutes subscribing at a different time from that of the formation of the club may send their subscriptions to this office. Their orders will be taken at club rates.

New subscriptions may begin at any time. Payment, when by mail, should be made by post-office order, express order, or registered letter. Money sent in unregistered letters will be at the risk of the senders.

Postage stamps will be accepted for sums under one dollar from those who may be unable to obtain postal or express orders.

The date at the right of the name on the address label shows to what date the subscription is paid. The change of this date to a later one is a receipt for remittance.

Renewals of all subscriptions should be made promptly. From and after the first day of January, 1895, in all cases in which the subscriptions are over one year in arrears, the paper will be stopped and arrears collected.

If, for any reason, you wish the paper discontinued when time paid for expires, please notify us by postal card. This is but a slight trouble, and is much better than merely notifying the postmaster, or refusing to take the paper from the post office.

Please notify us promptly of any error in name, date, or address on label. Should any subscriber fail to receive THE JOURNAL within one month from date of order, or if change of date on label is not made within that time, please notify us.

Subscribers addressing the office on any business will, in all cases, please give the names of post-offices to which their papers are being sent at the time of writing.

Address all communications to

THE EDUCATIONAL JOURNAL,
No. 11 $\frac{1}{2}$ RICHMOND ST. WEST,
TORONTO.

ADVERTISING DEPARTMENT.

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

MEETINGS OF TEACHERS' INSTITUTES.

East Leeds,	at Brockville,	Oct. 3 and 4.
Waterloo,	at Berlin,	Oct. 10 and 11.
Eastern Algoma,	at Sault Ste. Marie,	Oct. 10 and 11.
Lincoln,	at St. Catharines,	Oct. 17 and 18.
West Grey,	at Owen Sound,	Oct. 17 and 18.
East Grey,	at Collingwood,	Oct. 24 and 25.

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

Editorials.

THE CASE OF MR. TUCKER.

MANY of our readers have, no doubt, the particulars of this case fresh in memory. The difficulty arose in connection with the students' boycott of certain professors in the University, by refusing to attend their classes. Exception was taken by the University Council to an article which appeared, about the time indicated, in *'Varsity*, the students' paper, for which the Council demanded an apology. The editor who was immediately responsible for the article evaded the issue by retiring from the editorship, and making an apology on his own account. Mr. Tucker, a former editor, was reappointed, and, in his editorial capacity, assumed responsibility for the contents of the paper, and refused to make the required apology. He was, in consequence, suspended, and, in consequence of his suspension, was refused the certificate necessary for admission to examinations. Subsequently he applied to the Senate for a certificate of standing

which would enable him to continue his course in another university. This the Senate granted, but the certificate was accompanied with an explanation of the exact position of affairs. It was thought, at the time, by the Senate and the Councils that this certificate would not prevent his admission elsewhere, but it appears that it has proved an obstacle at Leland Stanford University, where he has applied for enrollment. The authorities of that university intimated, it seems, that if the appended statement were removed the certificate would be accepted and Mr. Tucker admitted to standing. Mr. Tucker, or his friends, having brought the matter before the Council, the latter body has now removed the sentence of suspension pronounced against him. This, it may be presumed, ends the incident, so far as Mr. Tucker's personal relations to it are concerned. Whatever opinion may be held with regard to the previous action of the Council, most persons will approve its final resolve to act the more magnanimous part.

AN INTERESTING REUNION.

A FRIEND has sent us a copy of the *Berlin Daily Record*, containing an interesting account of a reunion of about twenty-five of those who were pupils in the first school in Waterloo. That school was conducted in a log schoolhouse, twenty-four feet by twenty, which was built about seventy-five years ago. When this interesting "school" of old-time pupils was called, at two o'clock, on the appointed day, the "old boys," to the number above mentioned, who had assembled in the park, took their places. Mr. Benjamin Burkholder, the last school teacher, was seated at the teacher's desk. The old pupils were, we are told, "very jolly," but whether "strap" or "taw" was brought into requisition to preserve order deponent saith not. The class exercises consisted of speeches, which were, as was to be expected, seeing that the ages of the pupils ranged from fifty-seven to eighty, full of reminiscences of the old days. The record of attendance for the day must have been bad, as we are told that about twenty-five more of the old boys and girls, who are still living, were marked "absent," to say nothing of the number, no doubt considerable, of those who have gone over to the "majority." "Many very amusing incidents were related, in which the old birch rod often figured." It seems we were guilty of an anachronism in speaking of "strap" and "taw."

'It's just as it was fifty years ago,' was the remark made about the old school-

house by the ex-pupils. On the door hung the shingle with "In" on one side and "Out" on the other; this shingle was to remind the teacher whether he had excused any pupil from the room or not. A pupil when leaving the room would turn the shingle on the door so that the side "Out" would face the teacher, and upon entering again would turn the shingle "In."

Some further items of information given are worth reproducing. "The books used in the school were 'Webster's American Spelling Book,' 'Lindlay Murray's English Reader,' the 'American Tutor's Assistant,' and 'Baboll's Schoolmaster's Assistant,' the latter two being arithmetics. Geography and Grammar were never heard of there, except, probably, during the last few terms." A list of the teachers who officiated between 1820 and 1842 is given. Of one it is said that "he used the whip somewhat freely, and often whipped scholars bigger than himself." Those were the days in which a schoolmaster was famous according as he had lifted up the birch upon the big boys, not as he had been successful in grinding them up for "Entrance." Of another it is recorded that "one of his moral qualifications was that he was drunk half the time." This reminds us of the village schoolmaster, in a certain section with which we were familiar in the long ago, who not only possessed the same qualification, in a measure, in respect to drink, but who was popularly suspected to be in the secret of the occasional disappearance of a sheep from some of the farmers' flocks. Still another of the Waterloo veterans "was in the habit of falling asleep behind his desk until the school was in an uproar. Upon awaking he would take his whip and start at one corner of the room, and go right around the room and whip every scholar in the house," a not unusual device to make sure that the guilty should not escape, in the old days when the floggings were an important part of the daily school routine.

The incident suggests some valuable morals; but, on the whole, it will, perhaps, be better to leave each reader to draw his own.

THE STRAP IN TORONTO SCHOOLS.

THE following, which we reprint from the *Toronto World* of Friday last, is suggestive:

"The Management Committee of the Public School Board yesterday afternoon discussed the report of a sub-committee, presided over by Dr. Hunter, recommending that principals and assistants be allowed 'to administer punishment with

a strap supplied by the board on the hands only, except in case of opposition by the pupil, when punishment may be applied elsewhere.' Dr. Hunter urged the adoption of the clause rather for its moral effect upon the children than that corporal punishment should become common, and it was allowed to pass. A second clause, 'That a strap be supplied to each teacher in the employ of the board,' provoked heated debate and much opposition. Some members considered that head teachers should alone have power of punishing. Dr. Hunter pressed for the adoption of the clause. Inspector Hughes, appealed to, expressed himself as opposed to the use of the strap. Teachers who used no punishments preserved better order than those who did. One strap, at any rate, was sufficient for each school, and the principal ought to be present when punishment was inflicted. The clause was referred back."

Dr. Hunter's motion seems to be directed either against a custom of inflicting the punishment with some more formidable instrument than the strap or upon some more delicate part of the organism than the hands, or against the danger that such a thing may be done. In either case the suggestion of the need of such a rule is startling. The latter part of the resolution, beginning with the "except," is unpleasantly suggestive of a rough-and-tumble struggle. We are very much pleased to learn that Inspector Hughes sets his face against the use of corporal punishment in the schools in any shape. His testimony that better order is maintained by the teachers who do not resort to it than by those who do is very valuable. No doubt it is not only true, but capable of satisfactory proof. Nor is it hard to explain. On the one hand, the absence of this rough-and-ready means of enforcing obedience requires, and in a manner compels, a closer study of child-nature, and an appeal to a higher class of motives. On the other hand, the kind of teacher who feels strong enough to rely on these higher motives, and has confidence in his or her ability to make them effective, is pretty sure to be one of greater intellectual and moral power than the one who is content to rely upon brute force. We wish that Inspector Hughes could be persuaded to give to the teachers of the Province the results of his observation and experience on this important point.

EDUCATION UPLIFTING THE NATIONS.

THE following, which we clipped, a few weeks since, from a Southern religious exchange, is very interesting, especially as coming from the lips of so competent an observer:

Hon. W. T. Harris, United States

Commissioner of Education, has just returned from a European tour, during which he visited the principal cities of England, Ireland, Scotland, Italy, France, Switzerland, Germany, and Belgium, for the purpose of observing the progress of education and economics, especially among the slum element, which he considers one of the greatest problems of our civilization. He says he found all those cities making great progress in the distribution of wealth; production has been increased, and the laborer gets a larger share of it than formerly. This, he said, was especially noticeable in Italian cities, which have made great advance in manufacturing. The working people are better housed in the old countries, like Italy and Germany, the building material being almost exclusively stone. "But," says Mr. Harris, "the principal advance has been in public education. The Franco-Prussian war was a boon in this respect, that it opened the eyes of Europe to the fact that a cultured, well-trained people must necessarily conquer. Since then, compulsory education has been the rule in Europe. All Europe is learning how to read, and as soon as a nation becomes a reading people it is governed by public opinion rather than by law—by the newspapers instead of the police. Moreover, a nation thus becomes homogeneous in thought as well as in blood. Sectional differences are reconciled, and the people come to have a common national view. Corresponding to this increase in public education, I noticed a great improvement in the newspapers. Formerly the Continent was far behind England, which is still somewhat behind America. I believe that by this process of public education the slum evil is being eliminated from the large European cities. The slum is the resort of the weakling in intellect, morals, and thrift. The police can never do more than control them, while education can and does elevate them, and, by so doing, eradicates them. The Salvation Army is also endeavoring to lift up this whole mass of people, and, I believe, is making good progress."

"BLACKFOOTS" OR "BLACKFEET" ?

SOME discussion has recently been had in the *Globe* over the question whether the term "Blackfoot," used to designate a tribe of Indians, should be pluralized as "Blackfeet" or "Blackfoots." The following note by Mr. William Houston, Inspector of Institutes, was, we believe, the origin of the discussion. At any rate, it sets forth clearly what is to be said in favor of the latter orthography, or, to be more accurate, inflection, for the question is really one of grammar rather than of orthography:

THE BLACKFOOTS.

To the Editor of *The Globe*:

SIR,—Having been asked my opinion as to the correct form of the plural of "Blackfoot" when used as a noun, nam-

ing a number of individual Indians of that tribe, I submit the following:

(1) The correct form of the adjective is "Blackfoot," not "Blackfeet"; "Blackfoot Indian," for example.

(2) "Blackfoot" is the correct form of the adjective when several Indians are so characterized: "Blackfoot Indians."

(3) "Blackfoot" is the correct form of the noun in the singular: "A Blackfoot."

(4) The correct, though not the most usual, form of the plural of this noun is "Blackfoots," not "Blackfeet." The latter form makes "foot" plural, but not persons.

Many years ago the word "Blackfoots" was more common than it is now, and it seems to me very desirable that it should be used by all who understand the formation of inflections in English. There are some forms which no amount of usage can save from being absurd, and "Blackfeet," used as a plural noun, is one of them.

WM. HOUSTON.

Toronto, Aug. 27.

We are sorry that we have not before us the rejoinders which were made by advocates of the other form. So far as we can recall them, they advocated the retention of what is no doubt the more usual form, mainly on the ground of custom and convenience, arguing, correctly enough in the main, that language is made and must continue to be made by popular usage, and that grammarians are powerless to change or modify the process. We do not think that this holds good of all kinds of words. For instance, scientific terms and other words that are chiefly used in writing, and by educated men, may probably be shaped by the general agreement of scholars. But in the case in question we fear that the form which has been already sanctioned by usage will prevail, though grammatical science is undoubtedly on the side of Mr. Houston.

THE calendar of the new Arts Faculty of the Western University, of London, Ont., has just been issued, but has reached us too late for notice in this number. Among the members of the faculty the name of F. H. Sykes, M.A., Ph.D., so well and favorably known to readers of THE JOURNAL as editor, for the past two years, of the English Department; also as author or joint author of a number of excellent annotated editions of English, French, and German authors, for the use of teachers and students, is announced as Professor of English and History. We congratulate the friends of the Western University on this appointment, which we are sure will prove a good one. A fuller notice of the institution and its new department will appear in another number.

Special Papers.

DEFINITE METHODS OF CHILD-STUDY.

S. B. SINCLAIR, M.A., NORMAL SCHOOL, OTTAWA.

It was inevitable that, in the evolution of pedagogical thought, there should come a time when those who carried their investigations to the central and highest vantage ground of inquiry, the "citadel of man's soul," should become impressed with the vital and basal fact that, in order to secure the best results in education, the teacher must (as fully as possible) know the child whom he attempts to teach.

Children have, no doubt, been studied incidentally from the earliest times, but it is only during recent years that child-study has been undertaken by definite methods and an attempt made to render the study scientific. The subject has of late been brought very prominently into the foreground of pedagogical inquiry, and much time and energy are being devoted to it. The results gained have not been flashy, but many of them are highly important from the educational standpoint. The vision of many thousands of school children has been tested, and it has been found that defective vision increases from grade to grade. That this increase is mainly due to incorrect lighting, small print in text-books, unhygienic positions at desks, etc., seems a reasonable inference. As a result of experiments upon the hearing of over twenty thousand children, it has been found that defects vary from two per cent. to thirty per cent. in different grades. It has been demonstrated that in many such cases, where the teacher is ignorant of the existing conditions, the child is supposed to build a superstructure of knowledge upon a basis of sensuous data which he has never received, and concerning which he has no more knowledge than Locke's blind man had of the red color, which he thought was like the sound of a trumpet.

The different periods of child growth and development have been studied as never before. One result has been to emphasize the importance of the period of adolescence. It was formerly thought by many that, owing to special physiological and psychological changes at the ages of six or seven years, that period was the most important of all. While the investigation has in no sense weakened, but rather strengthened, the view taken in regard to the necessity of constant care during the early formative stage of child life, it has established the fact that there is another, perhaps, equally critical, if not more critical stage, namely, that of adolescence, which occurs at about sixteen years of age with boys, and considerably earlier with girls. Previous to this period, there is rapid physical growth and a general quickening of the development pace. Girls of twelve years weigh more and are taller than boys of the same age. Contrary to the usually received opinion, it seems that the period of most rapid growth is also the period of the most rapid acquisition of knowledge. For example, the time when the vocal organs are in a formative condition, seems to be the nascent period for language study. If this principle be universal in its application, and the budding time for studies, such as drawing, music, etc., can also be definitely determined, we are entering upon a new era of advancement in study, the possibilities of which have scarcely been dreamed of in our pedagogical philosophy. Much valuable work has been done in determining the quantum of knowledge possessed by children at certain ages. For example, such results as those stated in Dr. Stanley Hall's "Contents of Children's Minds" are of great utility in affording an apprehensive starting point for intellectual building.

In the realms of the emotional and volitional the investigation is naturally attended with more difficulties than on the lower plane, and the results are less certain, owing to many other conditions, such as heredity and environment, which so largely affect the basal interests and impulses and the organization of character itself. For example, when it is found that the little children of California prefer orange to any other color, one is apt to wonder whether in the solution of the problem oranges and gold have not entered into the equation. Many practical subjects, such as children's games and plays, the hygienic results of vertical writing, etc., have been carefully investigated during years of patient enquiry.

Perhaps the most fruitful results have been achieved through bringing to bear upon the study

the discoveries which have recently been made in experimental physiological psychology.

By microscopic observation of nerve cell structure, and by motor and other tests, many facts can now be posited with certainty in regard to such questions as habit and fatigue, which were scarcely more than hypothetical a few years ago.

It is found that the large fundamental muscles develop earlier than the small accessories, and that it is, therefore, natural for the very young child to use the larger muscles. It is also difficult and dangerous for him to continue for a long time at work demanding minute muscular activity. This principle (with due limitation) is being applied in many kindergartens and primary grades. Very fine work is almost entirely discarded. Materials for objective illustration are made larger than formerly. The tendency in writing and drawing is toward the whole arm movement, large letters and rough outline. In songs and physical exercises, the principle of resonance is being applied. The selections chosen are more classic and the stride longer than before.

Much attention has been given to the subject of fatigue. Sandow and others have claimed that for perfect physical development a person should never continue exercise after being completely fagged out. Experimentation seems to verify this principle and further to establish the fact that, in order to secure the best results in work of any kind, the worker should know in what way to alternate rest and exercise in order that his system may function at its best. The teacher who occasionally sits down may accomplish more than the one who continues standing throughout the entire day, and Creppillon was, perhaps, in a certain sense, not so far astray when he said "inattention is the salvation of our children."

WHAT THE TEACHER CAN DO.

To one interested in such study and results as those to which I have briefly referred, the question naturally arises "What can the teacher in an ordinary schoolroom do to aid in such investigation?"

It must be admitted that much of such work can be properly undertaken only by parents, that the professional training school is *specially* fitted for it, that experimentation is usually costly, and that the conditions are such as in many cases to render any scientific investigation of the phenomena of child life almost an impossibility. And yet I think it will be found that every teacher can and should give a certain amount of attention to child study.

Probably the greatest advantage which has accrued from the movement thus far is that it has caused teachers to look childward, and, as they have begun to understand the attitude of the child, many difficulties in discipline and method have vanished.

The most elementary form of child-study is to observe the pupil and privately note the phenomena, the object being simply to learn to understand the child. The teacher who takes the trouble to record such observations from day to day will find not only that she learns to adapt her work more readily to the needs of her pupils, but also that teaching is invested with a new charm for her.

Another form of child-study is that which involves a certain amount of measuring and tabulating, and is applied more particularly to hygienic conditions. For example, the teacher makes a careful test of the defective vision of pupils and utilizes the results in seating the pupils in a proper position in relation to blackboard, etc. She may go farther and keep a record, and make a report of such cases. These and other elementary forms of study can be taken with advantage in every school.

There is a higher kind of child-study which may be said to be more scientific, in which a certain definite course of investigation is taken up and prosecuted so thoroughly as to furnish data which may serve as a basis for important educational conclusions. The following are examples of subjects which have been treated in this way: "Fears in Childhood and Youth," "Imitation of the Teacher by the Pupil," "Child Language," and "Growth of Memory in School Children."

In regard to such study, certain points may well be borne in mind, if satisfactory results are to be obtained. The teacher must be instinctively drawn to the work for its own sake. The subject chosen must be one in which she is interested and from which a certain amount of immediate benefit will accrue. For example, an investigation of the views which children hold regarding religious questions

may be of value to ethical science, but the investigation will be of little value to the teacher or class who furnish the information. On the other hand, in an investigation of such a subject as "Fatigue," the case would probably be quite different, for certain defects would be revealed which would admit of immediate remedy.

The subject chosen should also enlist the aid of parents, and, in any event, it should never be such as to arouse their opposition. For example, it might be of value to know how many corporal punishments pupils receive at their homes, but parents would naturally and properly object to such an investigation, while, on the other hand, they heartily approve of an investigation which results in the pupil being placed in such a position as to secure the best hygienic advantages.

Printed syllabi containing carefully-prepared questions on such subjects are now sent by mail from a number of centres, and all that is required of the teacher is to record observations and send results to headquarters to be worked up. The investigation should also admit of a definite and easy plan of application, and should never occupy more than fifteen minutes per day of teacher and pupil's time. A method of test can usually be found which will not in any way interfere with the regular work of the school. For example, language and memory tests can be best made by examining the daily work in class. Pupils should not be taken from the classroom and subjected to long examinations. As a rule, pupils should not know that they are being studied. If they do, the results are usually abnormal, and the pupils tend to become self-conscious. There are exceptions to this rule, however. For example, a child who has formed a habit of walking with his toes pointing inward will feel very awkward and self-conscious when he begins to place them in the correct position. Notwithstanding this, the correction and observation should continue.

Finally, in performing experiments and recording results, the greatest care must be exercised, otherwise the results are worthless.

Dr. Fitch's remarks in regard to the study of physical science apply very fully to child-study. He says: "The student must begin by noticing the phenomena, must put together and register the results of his observation, must hesitate to generalize too soon, must suspend his judgment until he has facts enough, must verify each hypothesis by new experiments; must learn how to make a legitimate generalization from a multitude of particulars, must hold his generalized truth even when he has it only provisionally, knowing that it, too, may possibly require to be corrected, or, at least, absorbed by some larger generalization."

PERSONAL POWER IN TEACHING.

Subtle as is the problem of personal power and its acquirement, it is one of vital importance to every noble teacher. In an address on this subject before a convention of teachers, some time ago, Dr. Charles J. Little, of Garrett Biblical Institute, gave many helpful, because practical, suggestions.

After distinguishing between great teachers and famous teachers, and stating that Dr. John Pound, who taught Dr. Guthrie the secret of ragged schools, was, perhaps, a greater teacher than Dr. Thomas Arnold, the speaker urged those who would have personal power in teaching to be possessed of and by living facts, "living in the double sense that they are capable of producing life in others, and that they are vividly apprehended in the mind of the one who sets them forth. A fact that is not productive of life and of intellectual power in the pupil is not a living fact. It may be useful for illustrative purposes, but it must be kept down sharply to its auxiliary place. It is by getting hold of the living personalities of history, and by getting possession of the living events and fruitful principles that have come down to us from the past, that we are able to make the past vital to those with whom we deal.

"Once in possession of great, vital facts, personal power next depends upon skill of communication. There is something very marvellous and, up to our time, undiscovered in the relations of one human being to another. One of the questions that have baffled students of the human mind is the power of one human nervous organization over another, and of one mental organization over another. But it has been clearly settled, by one of the greatest German thinkers of modern times,

that ease of intellectual movement is dependent upon a certain condition of well-being that exists not simply in the organization of the one who is thinking, but existing in the surroundings of the one who is thinking. The personal power of the teacher, then, depends primarily upon his power of diffusing the right kind of an atmosphere about him. You know those singularly graphic lines of Goldsmith on the Village Schoolmaster,

'The busy whispers circling round
Conveyed the dismal tidings when he frowned.'

And Goldsmith was touching the great law that, as Mr. Lincoln used to say, 'unbeknownst to himself,' the teacher seems to be diffusing an atmosphere which depresses or represses the possibility of every intellectual movement on the part of the pupil.

"Let me speak to you of the negative and the positive side of this. There are three sources of failure in the teacher. The first is personal discomfort. There is nothing so melancholy as to see an irritable teacher diffusing irritation and impatience through the whole class. It is not what you talk about, or what you know or don't know, but it is the diffusion of a sense of discomfort which possesses your own soul. If you are to have personal power in teaching, you must overcome personal discomfort.

"Then there is bewilderment. It takes on two forms; sometimes the form of self-bewilderment, and that will destroy any teacher's power. Be in front of a class, and be yourself bewildered and obtuse, and your pupils will soon know one thing, that you do not know any more than they do. And don't attempt to bewilder others by knowing too much. The teacher has power who knows how to select what is adequate and necessary to the topic in hand.

"Again, distraction that leads you away from the subject you ought to be illustrating and illuminating will destroy your power. The teacher's power lies in keeping the grip of his pupils and of the subject in hand. Don't allow yourself, either by the vagaries of your own mind, or the questions of the class, to be led away from the great point that belongs to the teaching you have to do.

"Then there are requisites, qualities that you must have if you would have personal power in teaching. You must have sympathy. Now I beg of you to distinguish between sympathy and gush. In many years of teaching, I have discovered this fact, if nothing else, that pupils don't like gush. But they do like sympathy. The sympathy that comes from an understanding of their peculiar make-up; that comes from that tact which discovers their weaknesses and avoids them, and their powers and cultivates them; which will teach you what not to say as well as what to say, and which nobly and bravely indulges in praise. Some people seem to think there is a virtue in blame, and that they are bestowing a luxury in conferring praise. You are giving your pupils simply their honest deserts when you recognize the work they do. I have sometimes wondered at the lack of power that certain teachers have; and I have discovered that it largely lies in the inability to cultivate sympathetic relations with their children; not the sympathy of weak sentiment, but of thoughtful, persistent, careful helpfulness. Then there is faith, twofold; faith in yourself and in the efficacy of the culture and education which you represent, and faith in the pupil in whom that culture and education is to reappear and to whom life is always to mean more because of you and what you have brought him. Without this faith you will never have a personal power. It is necessary if you are to accomplish the best results in teaching."

In conclusion, Dr. Little said, "I am bringing you the best that a tired man and a very busy man can bring on a subject to which he has devoted his life. I speak as a teacher to teachers. And let me close by simply giving two maxims that seem to contradict each other. First, be yourself in the sense of not trying to be anybody else; of not trying to imitate some famous teacher you have read about, and in not picking up the last method and experimenting on your pupils with the last device. If you adopt new methods, be sure that they are grafted into your character; take them after deliberation and careful reflection, and because you have come to feel just where the power of them lies, and in just what respect they are going to make your teaching better. Be yourself. Don't be affected with your pupils. Don't pretend to be any

better or any worse than you are. Be yourself; a man, and let it be as clear as sunshine to you that there is nothing so bad in a schoolroom as pretense. The other maxim is, don't be yourself. Be less than yourself, in your earnest effort to make yourself adapted to the mind and appreciation of those to whom you talk; in sacrificing your pet theories and studies for the sake of those whom you teach. Be more than yourself; rise upon your dead selves. As Tennyson beautifully puts it, 'Make of your dead selves stepping-stones to noble things.' Be always nobler than yesterday, better than last week, stronger and truer to your higher instincts than you were before rising constantly into the possibilities of splendid manhood and womanhood."

—*Journal of Pedagogy.*

THE HEARTENING OF TEACHERS.

(*Boston Herald.*)

Among the solitary workers in this world who have nothing but their own sense of duty to stimulate them, *there are few who have a harder lot than the teachers in our public schools.* They enter the service, especially women, in the years of girlhood or opening womanhood, when the heart is fresh and the instincts are keen and outreaching, and they are in a position to *constantly give of their best* to the boys and girls under their charge. To a large extent, the women in these schools *are persons of the highest order of ability.* Their moral sympathies are quick; their instinct for the ideal is fresh and keen; and they feel intensely the responsibility of their position. Standing face to face, day after day, with fifty or sixty or seventy pupils, as the case may be, and giving out of their best to these young persons, *while receiving but little in return,* the strain of week after week, month after month, and year after year, is something enormous upon the nervous, mental, and spiritual forces of their nature. The successful teachers usually represent the highest moral forces of womanhood, and, while they are giving out from their life forces in the instruction of the young, they are largely taking the places of father and mother in educating these children. Secular as their work may seem, *it is often a moral problem that takes the place of the intellectual one.* Character is in process of formation, and the teacher is the appointed person to settle the question of right and wrong which will make an indelible impression upon young minds. Then, while these teachers stand alone in their work, they are not alone in the distribution of their salaries. They are usually women in moderate circumstances who have a brother or sister, or father or mother, more or less dependent upon them, and whatever they can save from their incomes goes to help others in the race of life. Thus isolated in their service, and compelled to practise economy for the sake of others, their lives are confined to a narrow and self-denying routine, which places them, in some respects, in a peculiar position.

They cannot afford to go into society, neither have they the strength to spare from their daily tasks for these recreations. They are obliged to live quietly, to reserve their vitality for their daily tasks, and to supply out of their own minds and hearts the life, the spirit, and the enthusiasm which make school work successful. No matter how lonely she may be, how tortured with anxiety for others, the teacher in her work in the school must dismiss everything personal to herself, and carry the minds and hearts of these young people with her as if she had no other thought in the world. The man who sits in his office and transacts business has the impulse and excitement of the game to enliven his sense of responsibility, but the teacher in her responsible work has no one to say, "God bless you!" and few to return thanks for what has been done for their children. Many a young woman has come into the public schools of Boston from a country home, radiant in health and spirits, and found her sphere of usefulness in this work, to such an extent, that she has remained in practically one position for a good part of her active life. Year in and year out, she has pursued the even tenor of her way, but her course of service and her personal influence have been felt far and wide in the apparently humble position in which she has lived. She has taken hundreds of young girls, in the course of her long period of teaching, by the hand, and helped them to live above their sordid homes, and to grow up pure, honest, and true, amidst the most adverse surroundings; and she had the satisfaction,

as the years rolled on, and these children developed into young women, to have them come back to her and express gratitude for what she had done for them. It is the nature of women to demand sympathy and appreciation, and to live up to this high standard of loyal service without some degree of cordial recognition is almost impossible.

Perhaps there is no field where women teachers do more deserving work and have less sympathy extended to them than in the primary school. The successful teacher must be a good deal of a woman, and, from the nature of the case, her little flock are like birdlets in a nest, whose mouths are always clamorous for food. The daily instruction of these children makes a demand upon the teacher in the form of nervous, sensitive, emotional, and moral strain which is even greater than the strain upon a mother in charge of her own household, and it is these teachers, among whom are many of our noblest women, who need to be heartened and strengthened for their service by the sympathy and encouragement of the women who are in a position to give them this form of personal support. One of the reasons why we have been so earnest for the engagement of Miss Sarah L. Arnold as supervisor has been the conviction that she could bring to the service of these women in Boston such sympathy and support as would hearten them for their work. Perhaps in no single feature will she be able to do more good than in using her opportunity to speak kind and appreciative words to those who deserve, but seldom receive them; and if what she does by authority could be repeated in the form of courtesies and appreciation cordially extended to these teachers by cultivated women in other spheres of life, they would be immensely heartened for a service in which conscientious duty and the instinct of motherhood are taxed to the uttermost. What we need in every rank of life is heartening and appreciation, but in the huge system of public schools in a great city there is apt to be a forgetfulness of the recognition of many who are among our noblest and best helpers, and among these are the teachers of the primary and grammar schools. If Miss Arnold does nothing more for the next year than give the impression that these solitary workers are heartened in their conscientious service, she will have rendered an immense benefit to our public schools.

Mathematics.

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

HIGH SCHOOL ENTRANCE—JULY, 1895.

ARITHMETIC.

1. (a) Make out the following account neatly, accurately, and in proper form. All fractions are to be retained.

John Wilson bought from you to-day:

7½ lbs. Cheese	-	@ 12½ c. per lb.
6¼ " Butter	-	@ 23 c. " "
2½ " Tea	-	@ 55 c. " "
27 " Sugar	-	@ \$1 per 12 lbs.

(b) He paid you cash and you allowed him 5% off.

(c) Receipt the account.

2. Find the simple interest on \$912.50 at 8% from 13th February, 1893, to 19th December, 1894. (Year=365 days.)

3. A farmer sold a load of barley, weighing 2,712 lbs., when barley was 40 cents per bushel. In weighing the grain the dealer made a mistake and took it as rye, and paid for it at 49 cents per bushel. How much did the farmer gain or lose by the mistake?

4. A cord of wood and one hundred bushels of grain fill equal spaces. A cubic bin whose edge is 12 feet contains 45,900 lbs. of grain. Find the weight of one bushel of this grain.

5. Find the expense of sodding a plot of ground, which is 40 yards long and 100 feet wide, with sods each a yard in length and a foot in breadth; the sods, when laid, costing 75 cents per hundred.

6. A. can walk 3½ miles in 50 minutes, and B. can walk 2½ miles in 36 minutes. How many yards will A. be ahead of B. when A. has gone 6 miles, if they start together?

∴ \$90 cash will buy \$100 stock, which brings in \$3½ income
 And \$40 cash will buy ⅔ of \$100 stock, which brings in \$1⅔ income.
 Also, since 4% stock is at 95,
 \$95 cash will buy \$100 stock, which will bring in \$4 income.
 \$60 cash will buy ⅔ of \$100 stock, which will bring in \$2⅔ income
 ∴ \$1⅔ + \$2⅔ = \$4⅔ income comes from \$100 invested

And \$1 would come from $\frac{1}{41\frac{1}{11}}$ of \$100 invested

Also \$698 would come from $698 \times \frac{1}{41\frac{1}{11}}$ of \$100 invested = \$17,100. Ans.

7. Let CAB be the isosceles triangle and CD the perpendicular on AB; then CD shall bisect AB in D. Now, each side CA or CB is 15½ ft., AB (the base) is 20 ft., and AD is 10 ft.

∴ (CD)² + (AD)² = (AC)²
 ∴ (CD)² + (10)² = (15½)² (Euc. I. 47.)
 ∴ CD² = 56¼
 ∴ CD = √56¼ = 11.842... ft. Ans.

8. Rectangular field is 12 units long and 5 units wide. Now, if 7 units be taken off the length it will be square the short way; but 7 units off the length will take away ⅓ of the area of the field; so that ⅔ of the area will still remain, and this will be the smaller square field.

∴ ⅔ of 6 × 160 sq. rods = 400 sq. rods = area of smaller square field.

∴ side of smaller square field = √400 rods = 20 rods.

∴ 5 units = 20 rods, and 1 unit = 4 rods, and 12 units = 48 rods = length of rectangular field. ∴ the diagonal of the field is

√(12)² + (5)² = 13 units = 13 × 4 rods = 52 rods.

(or diagonal = √(48)² + (20)² rods = 52 rods.)
 Now, in ¾ minutes the man runs (?) 52 rods.

In 1 minute the man runs (?) $\frac{1}{¾}$ of 52 rods.

In 60 minutes the man (walks) $\frac{60}{¾} \times \frac{1}{¾}$ of 52 rods = 960 rods = $\frac{960}{320}$ miles = 3 miles. Ans.

ing ships of its presence. It is so small that, if a ship wanted to run into it, it would take very careful steering to be able to hit it, and, of course, as no ship would try to run into it, you will say that such a little rock was not worth worrying about. And yet it has happened, more than once, that ships coming along in the dark, and being out of their course, have run into that little rock and been wrecked, and many lives lost. Of course, the charts all give the position of that little rock, but that is all they can do. If it were a great reef, danger lights could be put there to warn off vessels; but this little danger, that seems almost an impossibility, is all the more dangerous because ships always come upon it unawares. It is just so with little faults. We know they are there, but they seem so little, the chance of their doing any harm so small, that we hardly think them worth a thought. Now, you might exaggerate a great many stories and have done no harm to any one but yourself—

"How could it do harm to me?" interrupted Willie.

"You can never be thoughtlessly careless about the exact truth without hurting your love for the truth, and taking you just so much farther from being truly honorable. But, as I was saying, you cannot go on this way without hurting others. You will unconsciously give some one a wrong impression, that may make a great difference to them; you will weaken people's opinion of you, and their faith in you will grow less and less, till at last no one will value your opinion, or come to you for help, because they cannot depend on the exact truth of what you say, and so you will lose your friends and your own self-respect."

"I did not think of it in that way," said Willie. "I will try with all my might to overcome this fault, which I now see is really very big. I never want to be the little rock on which any ship of life shall come to grief."

It was not easy to break the habit so thoughtlessly formed, but Willie was in earnest in his determination, and mamma helped him with a word of warning whenever he seemed forgetting, till at last his bad habit disappeared forever.

SOME PRACTICAL HELPS TOWARD ACCURACY IN SPEECH.

Possibly some teachers of grammar and rhetoric may not agree with the following, but the statements are all made on good authority, and where a difference of use is allowable what seems to be the best authority is given. At any rate, the reader may profitably look the list through, and, where he thinks a mistake is made, consult authorities.

AGO, SINCE.—Ago looks backward from the present; since looks forward from a past time. It happened years ago. It is years since we met.

ALTER, CHANGE.—To alter is to make a thing in some respects different. To change is to substitute one thing for another.

ASSENT, CONSENT.—We assent to a wish or an opinion; we consent to an act.

CERTAIN, SURE.—Certain refers to absolute knowledge. Sure to such a degree of conviction as removes all anxiety. I am certain that I exist. I am sure that the sun will rise to-morrow.

YEAR-OLD.—A two-year-old boy, not a two-years-old boy; but the boy is two years old, not two year old.

WITHOUT.—Should not be used in the sense of unless. "I will not go unless it is necessary," not "without it is necessary."

VISIT.—Pay a visit. This phrase is questionable.

GET.—Do not say to get beaten, killed, cured, etc., but to be beaten, etc. Get is properly used with a following adjective or preposition; as, to get well, to get on.

HANDSOME, PRETTY.—What is handsome is striking and noble. What is pretty is small, regular, graceful, and delicate. Elms are handsome, violets are pretty.

HE.—I knew it was he, not him. I knew it to be him, not he.

HUNDRED.—Use hundred with numerals, as two hundred, and in other cases hundreds; as, several hundreds.

IDEA.—This word should not be used in the sense of opinion or view.

JUST.—Incorrect if used in the sense of now, as, I have just come in; and liable to excessive use in its proper meaning of precisely and exactly.

LEASE.—This word means let to another, but is sometimes carelessly used in the sense of to hire from another. Rent has both meanings.

NEAR.—Near should not be used as an adverb in the sense of nearly.

NONE.—None is, or, none are. None is strictly singular, but has also a collective sense even among good writers.

OTHERWISE THAN.—Not otherwise but, nor otherwise besides.

BACKWARD.—Preferable to backwards. So forward, toward, etc.

BADLY.—Often erroneously used for greatly or earnestly, as, I wish to see him very badly.

BEAUTIFULLY.—She looked beautiful, not beautifully, unless you mean that she used her eyes in a beautiful manner.

COMPARE WITH, COMPARE TO.—Things are compared with each other in order to learn their relative excellence. Things are compared to each other in order to show the resemblance between them, usually for the sake of illustration.

FARTHER, FURTHER.—Farther away from, further on toward. As he advanced further on his way, he realized that he was getting farther from home.

FORGIVE, PARDON.—Small offences are forgiven; serious crimes pardoned. Kindness forgives; mercy pardons.

GENTS.—Do not use this word. It is offensively vulgar, particularly in correspondence.

TRANSPIRE.—The use of this word in the sense of to happen is censured both by English and American critics. Its meaning is to become known.

TEMPERANCE, ABSTINENCE.—Abstinence is opposed to the use of a thing; temperance to its abuse.

STREAMLET.—Be careful not to use little before such words as this, and thus repeat the meaning of the affix.

STOP, STAY.—When anything comes to a stop, the stopping has ceased. Then staying may begin. Come and stay with me, not stop. At what hotel are you staying?

SOME BETTER.—Say slightly, rather, or somewhat better, not some better. Some is not an adverb.

SO, SUCH.—So long journeys, not such long journeys. Such is not an adverb.

REMEMBER, RECOLLECT.—To recollect is to remember with some exertion.

PRUDENCE, DISCRETION.—Prudence is future, discretion present wisdom.

DEAL.—Great deal, not good deal. The expression is inelegant in the sense of much.

ENOUGH, SUFFICIENT.—Enough satisfies our desires; sufficient satisfies our needs.—Western Teacher.

DISCIPLINE.

The teacher, being the head of her small republic, should govern her children without fear or favor, both as to mental and moral acts.

Real infringements of law and order must not be ignored, either in the schoolroom or outside of it. They must be dealt with as affecting the good of all. The children should feel that all requirements are for their benefit, and that any departure therefrom harms all; and therefore should be punished.

Let the punishment be related to the offence, viz., if a child has been naughty upon the playground make him feel that he is not wanted out there—cannot have this privilege until he can conduct himself in a gentlemanly way. Children so treated soon learn to respect law and order. Avoid arousing the antagonism of children. Treat all with kindly sympathy and respect, even the most unlovely.

Avoid the temptation to do wrong by keeping the child well supplied with real work—work that means something to him, not employment merely for the purpose of keeping him out of mischief.

Avoid the temptation to wrong thinking by so keeping the child's attention upon wholesomely attractive subjects that he will naturally breathe in the good and true, and hence think purely. A good rule is this: Never think, say, or do a thing that you would not have known by your parents or your teacher. Thinking leads to saying, saying to doing.—R.K., in School Education.

Hints and Helps.

LITTLE DANGERS.

BY EMMA THEO. GRAVES.

The following, which we clip from *The American Teacher*, may suggest to some of our readers a mode of dealing with a fault which is all too common among old and young.

"Oh, mamma!" cried Willie, rushing into the house, "I have killed a big snake; he is four feet long."

"Are you sure he is as long as that, Willie?" inquired mamma, gently.

"Yes, mamma, I am sure."

"Here, Willie, take this measuring tape and go and measure him, then come and tell me."

Soon Willie returned, looking rather crestfallen.

"He is only nineteen inches, mamma."

"Quite a good deal short of four feet, Willie. I am sorry to say that my little boy is very apt to exaggerate his statements. It is a fault of yours that pains me very much, and one which you must overcome, or it will make you a deal of trouble."

"Why, mamma, it is not as bad as if I had told a lie, you know; I don't mean to say what is not true; I might have lots worse faults."

"But it is very often these little faults, that don't seem bad enough to worry about, that make great trouble in the end. Sit down here, and I will tell you a story."

Willie was always ready to hear a story, so he seated himself at once, and mamma continued:

"Down in the south Atlantic there is a small rock, many miles from shore. It is so small that not even a bell can be put on it to warn approach-

Primary Department.

SUGGESTIONS IN READING.

I. PREPARATION FOR THE READING LESSON.

RHODA LEE.

Preparation of some kind is necessary to every well-taught lesson. To ensure the best possible use of the time allotted to the subject, there must be a definite idea in the mind of the teacher of what is to be taught. Preparation is requisite, but if it be of the right sort, and done in the right way, it need occupy but very little time after the first teaching.

I wish to refer particularly, at this time, to preparation for the teaching of a phonic reading lesson. I have in my mind three teachers whose work I have frequently observed—all bright, clever, and successful in their work, though there is no doubt as to which accomplishes most in the work of the session.

One has gone over the ground so often that she deems preparation unnecessary, and trusts to her memory, natural ingenuity, and "good fortune" to supply her with the right words and sentences for her lesson. This answers at times, but I have seen her lose a good part of the half-hour as she waited, chalk in hand, for the inspiration to come.

The second prepares her lessons, but on loose paper, and consigns them to the waste-basket at the end of the day, keeping no record of the work.

The third has what she calls her Phonic Book. It consists of a pad, about six by nine inches, fastened at one corner by a paper-fastener. A page is devoted to each letter or combination taught, and contains lists of words, sentences containing these words, and seat exercises based on the lesson. The book was made up one session some years ago, and has been used ever since, though with many additions and improvements.

The majority of primary teachers keep an ordinary notebook for this purpose, but the pad is more convenient in many ways. There is no particular order of the letters, but the idea that should rule our selection is that of use. We teach the letters, but we expect the child to read first, in reading simple stories of familiar things. After once compiling a book of this kind very little time is required in preparing for the phonic reading lesson; and, of course, with regard to reviews it cannot be improved.

II. SUPPLEMENTARY READING.

In most classes the children are furnished with only one reading book. In many cases it would be unjust to ask the parents to provide others, and useless to ask the Board of Trustees to supply them. That supplementary reading is very desirable no one will deny. When a child has read through his book what is he to do? The next book is perhaps, at that time, too difficult, and he becomes discouraged. What he needs is another book of the same degree of hardness. Some of the children may be slow, and the teacher

considers a review necessary. In this case there is no doubt but that, if they had new lessons containing the difficult words, they would take a great deal more interest in them than in merely going over the old ground. My opinion is that we cannot have too much supplementary reading. There is nothing like it for making good readers. Indeed, so eager do the children become for reading that it is not always easy to get sufficient material.

Old books that the children may have can be used. Select suitable stories, cut them out and mount on pasteboard or heavy brown paper. Children's papers, Sunday-school magazines, and the "Young Folks' Corner" in the weekly papers supply others. A better style of supplementary reading is that made by the teacher herself. When a lesson is reached in the book containing a number of unphonetic and difficult words, it is a good plan to write out on slips of pasteboard, or the backs of business cards (make the picture on the card supply the text), sentences containing these words in the form of a short story. Collect the business cards that the children may get at the fall fairs, and use them for this purpose. You will find it an excellent plan.

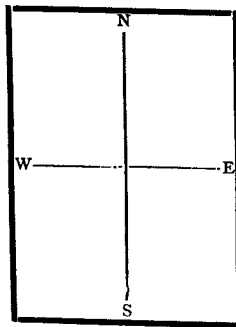
However, the supplementary reading that stands ahead of all is the stories the children themselves write. When they are sufficiently advanced, and are writing stories from pictures, reproducing anecdotes, etc., select the best ones, have them rewritten as carefully as possible, and kept for reading material. Children learn to read by reading, and when they know the powers of the letters they will go right on, and will read all you can supply them.

PRIMARY GEOGRAPHY.

RHODA LEE.

When the children are familiar with the points of the compass, and the facts of direction connected with the school and outlying district, we may apply the knowledge to the map.

Ask the pupils to take their slates on their knees, and turn—if the seating requires it—so that the top of the slate is towards the north; place the letter N at the north end, S at the south.

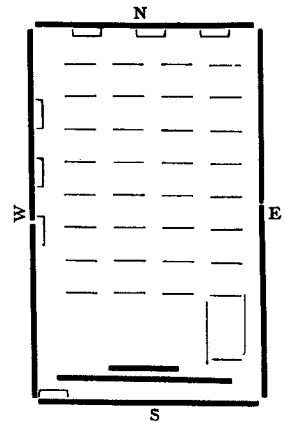


They know that when facing north the right hand, if extended, points east, the left hand west. Let the directions be also marked on the slate. The teacher should work with chalk on a slate, or on brown paper with crayon or a red pencil.

When the cardinal points have been placed on the slates, raise them from the horizontal to the vertical position. The top is now *north*, the bottom *south*, right hand *east*, and left *west*.

The idea of a map or accurate picture, drawn according to a certain scale, should next be explained. Hang up a map of North America, and drill on the different directions.

The map of the schoolroom may then be made by the scholars, the teacher again working with them on manilla paper, so that it may be used on other occasions by the children in correcting their own.



It will be necessary at the first drawing to let the children turn with the top of the slate towards the north, but when the idea is fully grasped this will be unnecessary.

CLASS RECITATION.

[Reprinted.]

OCTOBER.

October gave a party;
The leaves by hundreds came,
The chestnuts, oaks, and maples,
And leaves of every name.

The chestnuts came in yellow,
The oaks in crimson dressed,
The lovely Misses Maple
In scarlet looked their best.

The sunshine spread a carpet,
And everything was grand;
Miss Weather led the dancing,
Professor Wind the band.

They balanced to their partners,
Then gaily fluttered by;
The scene was like a rainbow
Fresh fallen from the sky.

Then in the dusky hollows
At hide-and-seek they played;
The party closed at sundown,
And everybody stayed.

Professor Wind played louder,
They flew along the ground;
And then the party ended
With hands all 'round and 'round.

—Anon.

SPEAK NO ILL.

Oh, speak no ill, but lenient be
To others' failings as your own;
If you're the first a fault to see,
Be not the first to make it known:
For life is but a passing day,
No lip can tell how brief its span;
Then, oh, the little time we stay
Let's speak of all the best we can.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—
ANNUAL EXAMINATIONS, 1895.

HIGH SCHOOL ENTRANCE.

HISTORY.

Examiners: { J. J. CRAIG, B.A.
J. C. MORGAN, M.A.

NOTE.—Candidates will take any two questions in British History, and any four in Canadian.

I.

BRITISH HISTORY.

1. Describe fully the character and customs of the ancient Britons. State the most important effects produced by the invasion of Britain (a) by the Romans, (b) by the Saxons.

2. Sketch briefly the reigns of two sovereigns whose misrule was the source of great benefit to England. Give the beneficial results in each case.

3. For what is each of the following persons noted: William Caxton, William Wilberforce, Lord Nelson, John Hampden, John Howard, Florence Nightingale?

4. Write notes on any four of the following:

- The Interdict.
- Act of Supremacy.
- The Mayflower.
- Habeas Corpus Act.
- Petition of Right.
- Chartists.
- Indian Mutiny.
- Conquest of Wales.

II.

CANADIAN HISTORY.

5. Name the principal grounds of dispute between the French and English colonists in North America.

6. What caused the war with the United States in 1812? Sketch its progress.

7. Outline Lord Elgin's administration in Canada.

8. What is a Treaty? Explain fully, "The Ashburton Treaty," "The Reciprocity Treaty between Canada and the United States."

9. Sketch the British North America Act. What brought it about?

10. Write notes on the following:

- Federal Union.
- Legislative Union.
- The Seigneurs.
- Responsible Government.

Values—12, 12, 12, 12, 13, 13, 13, 13, 13, 13.

LITERATURE.

Examiners: { J. F. WHITE.
JOHN SEATH, B.A.

I.

Thus to relieve the wretched was his pride,
And even his failings leaned to virtue's side;
But in his duty, prompt at every call,
He watched and wept, he prayed and felt, for all;
And, as a bird each fond endearment tries
To tempt its new-fledged offspring to the skies,
He tried each art, reproved each dull delay,
Allured to brighter worlds, and led the way.

Beside the bed where parting life was laid,
And sorrow, guilt, and pain, by turns dismayed,
The reverend champion stood. At his control
Despair and anguish fled the struggling soul;
Comfort came down the trembling wretch to raise,
And his last faltering accents whispered praise.

At church, with meek and unaffected grace,
His looks adorned the venerable place;
Truth from his lips prevailed with double sway,
And fools, who came to scoff, remained to pray.
The service past, around the pious man,
With steady zeal, each honest rustic ran;
Even children followed with endearing wile,
And plucked his gown to share the good man's smile;

His ready smile a parent's warmth expressed,
Their welfare pleased him, and their cares distressed;

To them his heart, his love, his griefs, were given,
But all his serious thoughts had rest in heaven.

As some tall cliff, that lifts its awful form,
Swells from the vale, and midway leaves the storm,

Through round its breast the rolling clouds are spread,
Eternal sunshine settles on its head.

1. (a) Of what does the poem as a whole treat?
(b) By giving the substance of what precedes the above extract explain what the first line sums up.

(c) Give the lines that contain the subject of the extract.

2. Explain the meaning of each of the parts in italics.

3. (a) Why is he termed a "reverend *chambion*"?

(b) Show the appropriateness of "comfort came down," l. 13; "His last *faltering accents whispered praise*," l. 14; the *struggling* soul," l. 12.

4. State in your own words how the preacher resembles a tall cliff.

Values—2, 4, 4, 2 × 7 = 14, 2, 2 × 4 = 8, 8.

II.

The Genius, being *moved with compassion* towards me, bid me quit *so uncomfortable a prospect*. "Look no more," said he, "on man in his *first stage of existence*, in his setting out for eternity; but cast thine eye on that thick mist into which the tide bears the several generations of mortals that fall into it."

I directed my sight as I was ordered, and, whether or no the good Genius strengthened it with any supernatural force, or dissipated part of the mist that was before too thick for the eye to penetrate, I saw the valley opening at the farther end and spreading forth into an immense ocean, that had a huge rock of adamant running through the midst of it, and dividing it into two equal parts. The clouds still rested on one-half of it, insomuch that I could discover nothing in it; but the other appeared to me a vast ocean, planted with innumerable islands that were covered with fruits and flowers, and *interwoven with a thousand little shining seas* that ran among them.

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

2. What explanation did the Genius give of that half of the ocean that was "planted with innumerable islands"? What are we to infer of the other half covered with mist?

3. Tell what the Vision of Mirza treats of, explaining what is meant by the great tide; the bridge with arches, some broken; the innumerable trap-doors and their position; the persons with scimitars, etc.

Values—2 × 4 = 8, 6 + 4 = 10, 10.

III.

(a) How sleep the brave who sink to rest,
With all *their country's wishes* blest.
By fairy hands *their knell* is rung;
By forms unseen *their dirge* is sung;
There Honor comes, a *pilgrim gray*,
To bless the earth that wraps their clay;
And Freedom shall a while repair,
To dwell a weeping *hermit* there.

(b) Swart and sunburnt gangs of young Frenchmen, not a few with a *slight tinge of Indian blood derived from some Huron ancestor, congregate at the familiar rendezvous*. These fine fellows have *vigor and courteous demeanor, with the good-humor of the Frenchman*; their rough dress is *appropriate and quaint, and is usually lit up coquettishly* with some bright color.

1. Explain the meaning of the italicized parts in each of the above.

2. Give in your own words the meaning of each of the extracts.

Values—1 × 5 = 5, 2 × 3 = 6, 5 + 4 = 9.

IV.

Quote ONE of the following:

- Lead, Kindly Light.
- The Three Fishers.
- The stanzas from "The Skylark" describing what the music of the skylark is like, beginning "What thou art, we know not."

(d) The stanzas from "The Elegy in a Country Churchyard" descriptive of the life of "the rude forefathers of the hamlet", beginning "The breezy call of incense-breathing morn."

Value—10.

WEST MIDDLESEX PROMOTION EXAMINATION.

THIRD TO FOURTH CLASS.

December 20th and 21st, 1894.

GRAMMAR.

1. Write the word or words that these abbreviations stand for: Mrs.; viz.; i.e.; &c.; etc.; Esq.; ex.; Mon.; Apr.; N.A. Value 6.

2. (a) Pick out the predicate adjectives in the following sentences, and explain why you place them in that class. Value 6.

(b) Put any other adjectives in the same sentences in their proper classes. Value 6.

Which of these two boys is the larger?

Alfred was wiser than any other Englishman. The disabled soldier was a very agreeable companion. The worthy Abbot of Aberbrothock placed that bell on the Inchcape rock. The white flower smelt very sweet.

3. Classify the adverbs and adverb phrases in the following sentences:

The hens are picking off the grass
And singing very loudly.

She flies and hops about the yard
In every kind of weather. Value 10.

4. Write sentences, using each of the following words as a verb and as an adjective: *painted* and *lost*, and each of the following words as an adverb and as a preposition: *above* and *up*. Give a reason for your answer in each case. Value 12.

5. (a) What happened to it?

(b) He watched the cloud-banner from the funnel of a running locomotive.

Classify and give the relation of each noun and pronoun. Value 12.

6. Analyze these sentences:

(a) Once into a quiet village, without haste, strayed the poet's steed.

(b) Do they get much juice from a single stalk? Value 16.

7. Correct these sentences:

He don't know nothing. The teacher was exceeding popular with them pupils. Was you at the concert last night; me and Jennie was there. Value 9.

8. Select all the clauses, tell the kind, and give the relation of each:

Who knows what fancies filled his brain as he sat there in the solitude?

There is the King's Oak at Windsor, which was a great favorite with William, when that bold monarch first enclosed the forest. Value 18.

(5 added for neatness. Deduct 1 mark for each mistake in spelling.)

MORALS AND MANNERS.

[Each of the sub-topics is designed for one or more lessons.]

1. Cleanliness and neatness:

- Body, hands, face, hair, nails, etc.
- Clothing, shoes, etc.
- Books, slates, desks, etc.
- Everything used or done.

2. Good manners:

- At home.
- In school.
- In company.
- When a visitor or guest.
- In public assemblies.
- Salutations on the street.
- Politeness to strangers.
- Trifling in serious matters to be avoided.

—From Dr. E. E. White's School Management.

Teachers' Miscellany.

COURTEOUS NOTES TO PARENTS.

FROM A PRIMARY PRINCIPAL TO HER FRIEND.

Graytown, Oct. 28th, 1894.

MY DEAR MISS WINTERS,—Which of the immortals was it who said, "Trifles make perfection; but perfection is no trifle"? One of those trifles which make or mar perfection occurred this afternoon, and this evening I am going to free my mind to you. I wish we could sit down and "talk it over" as we used to last year when any question came up.

To-day I sat at my desk writing much later than usual, that all reports might be in on time. As I put away the last sheet the clock outside struck six, and I went hurriedly down to the cloak-room. There I saw the wraps of one of my new teachers, a bright young girl, who had had excellent training; but is now getting her first real experience. She has done wonderfully well, too. I put on my hat and then stopped at her door to bid her good-night, and to advise her to go home, as she would need both strength and enthusiasm next spring, and must not use it all the first month.

As I glanced in at the door, she sat there at her desk, her head on her arms, sobbing as if her heart would break. Perhaps it is needless to say that I did not go home just then, although it was six, or that we settled down for a long talk. I'm not going to bore you with a long account of our conversation. These are the facts in brief:

She had been very much troubled by one boy's attendance. He had had five tardinesses and eight absences during the month, and the day before I suggested that she write to Mrs. Murphy and ask her to see that he was more regular hereafter. She had sent the note, and this noon had received a reply, such a reply as only Mrs. Murphy (who stands as the personification of an aroused mother) could write. You or I would have laughed; but Nell—well, she thought her month's work a failure!

In her desire to be very decided Nell had almost forgotten to be courteous, and, when I saw the note she sent, I was not at all surprised at the reply she had received. I saw both notes, as Mrs. Murphy had obligingly written her answer on the other side of Nell's. Here they are, as nearly as I can remember:

Graytown, Oct. 27th, 1894.

MRS. MURPHY,—Dick was tardy again this noon. This is the fifth time this month. He has been absent eight times besides. If he is going to stay in this room he must be here on time every day. He isn't smart enough to stay out half the time and keep up with his class.

Truly yours,
E. N. BROWN.

MISS BROWN,—I got your note. I send Dick when I don't need him to home. He is just as smart and able to keep up as any boy in your room. He was alright last year. If he don't keep up now it's cause you don't show him right. Why don't you write to Mr. Jones bout her boy's being late, out riding round with her half the afternoon yesterday? You needn't send me no more notes. You just tend to teaching Dick when he is there.
MARY MURPHY.

Now, from Mrs. Murphy's standpoint, her note was a fair reply to Miss Brown's. The first, to her mind, was a challenge. She took it as an implied insult to her boy's ability, entirely overlooking the main point, of the effect his irregular attendance would have on his work, and she answered accordingly.

I felt very sorry both for Nell and for Mrs. Murphy, and blamed myself that I had not asked to see the note before it was sent. However, Nell went home comforted, and I came home to meditate on the question of notes in general. This is the conclusion I have reached at the present time.

At our next teachers' meeting we will discuss the subject of "Notes to Parents," and, after suggestions and discussion, I shall assign some imaginary cases to each of these girls to write up. You know they always give me young girls for assistants, and I am very glad they do.

Do you want my points?

First, especially if you have something unpleasant to say, use pretty paper, ink, and your best handwriting. Money put into a pretty box of stationery for school use is money well spent. A note nicely written on pretty note-paper impresses Mrs. Murphy more favorably at the outset than one scribbled with a lead pencil on a sheet of quarter cap, the corner turned down, and the address on the fold in lieu of an envelope.

Then begin your letter just as you would one to any lady with whom you are slightly acquainted—"Dear Mrs. ——" To be sure, the "Dear" is only a form; but it is a commonly accepted one, and why should you omit it in this case when you admit its use in others? It makes your letter sound unnecessarily formal and cold.

Then as to the body of your letter—make it just as pleasant, just as courteous, as you can. It will be just as effective, generally more so. If Nell had written:

DEAR MRS. MURPHY,—I have been hoping you would call at the school, as I wish to have a little talk with you about Dick. We would like to have you see what we are doing, and the children are always very much encouraged and helped by the parents' interest.

I am very anxious that Dick should do well this year. He is a bright, capable boy, and will have no difficulty in accomplishing the work if he is regular and punctual in attendance.

Can you help him in this respect? He has already been absent eight times and tardy five.

I sometimes think that no one but the teacher can realize how much every half-day's work means. We try to make every hour precious, and do not want our boys and girls to lose any of them if it can be helped.

Cordial y yours,

NELLIE A. BROWN.

wouldn't she have received a different answer?

If a pleasant note does not prove a help, sometimes other means have to be resorted to, I admit; but I am firmly convinced that more will be gained by a courteous one than by a curt demand. What do you think? I expect my girls will say, "But that seems like being politic," and if they do I shall refer them to Webster, that they may discover that politic means "wise, prudent, sagacious," as well as "artful, cunning." I do not wish to give up that word as used in its "good sense" yet awhile.

If you have any suggestions that might be added to mine, let me have them as soon as convenient. How is the work going on in the new field? Have you grown to feel at home in it yet? Write me all about it. And now, good night.

Very sincerely your friend,

FIDELIA KING.

'HIS GREATEST NEED IS SELF-RESPECT.'

Tommy Murphy was unquestionably a bad boy. He had been born in a low home, of the most material of parents, and had been utterly destitute of that indefinite commodity termed "early training." And yet, no one thought of this when he came to school. He only brought his own individual world with him, as we all do, but some way his world failed of the recognition which was given to others. He was branded as a "mean boy"; ugly, stubborn, and rude, and between his world and that better world which he had never seen—from objective rather than subjective reasons—there hung a dense curtain of frowns, harsh words, pedagogical compulsions and leather straps, which his faith was, as yet, too feeble to penetrate. Of course, he was neither bright nor studious. He could not have been bright from the facts of his birth, and he had never been given any motive for being studious, except that lowest of all motives—fear of punishment—and, unfortunately for his teachers, Tommy was not a coward.

And so his school days passed on. He was retained as long as possible in one grade, and was then reluctantly passed on to the next, his "yellow passport" of ignominy going with him, until his eleventh year, when his teacher told me that she was obliged to "strap the boy once in four or five weeks to keep him decent." She said it was all she could do. I had no reason to doubt her assertion, though I could not refrain from pitying the

boy, and wishing that she were as addicted to the study of practical schoolroom psychology as she was to the use of "straps."

But, fortunately for Tommy at this time, a new teacher was appointed to take charge of his room. She was small and frail-looking, but possessed of that combination of wisdom, sympathy, and tact, which knows no fear in the schoolroom.

Of course, she was informed from many sources of the notorious "case" which she would soon be called upon to "manage." Each of his preceding teachers considered it her duty to inform Miss L—in detail of his misdemeanors during her particular reign, closing the account with a remark like this:

"I do not want you to think that I wish to injure Tommy, but I thought it was no more than right that you should know what to expect, so as to be prepared."

Ah, that "yellow passport"! Who can estimate the number of children's lives that have been brightened by those same words, so sweetly spoken? For it is but rarely that they fall into Wisdom's ears.

But Miss L— smiled and said, "We shall see. I trust he is human." And then came the first day of the new term. Tommy more than maintained his reputation, for, as he said to the boys, "She ain't big enough to lick a feller like me. I'd fight first, and I guess she knows it."

But she had been studying him. He certainly did look ugly—low forehead, overhanging brows, deep set eyes, and round, stubborn head—but the more she studied him the more thoroughly she became convinced that the greater part of that look came from habitual expression, rather than from the gifts of nature, and she fell to wondering how that face would look if it should wear the light of happiness upon it.

He was making spit balls. She was looking at him, but at that particular time she cared more for the boy than she did for the balls.

"Poor fellow," she thought, "he has been strapped at school and beaten at home, until, from the world's thinking no good of him, he has come to think no good of himself. It seems to me his greatest need is self-respect."

Just then Tommy looked up. He caught the expression of her face.

There was no frown there—no expression of weakness either, as though she were afraid to attack him. But, some way, he wasn't quite used to that kind of a look, and it rather dampened his ardor for spit balls. They slid into his desk and did not appear again that day.

In the afternoon she placed the spelling words toward the top of the board. Several children raised their hands, when the study period was over, to erase them.

"They are rather too high for you," she said quietly. "I think we shall have to depend upon Tommy to do that for us."

Master Tommy was bending a pin for the toe of his shoe at that particular time, and had not one word of his lesson, but he was so surprised to hear his name spoken in such a way that he dropped the pin. "Depend upon him!" No one had ever depended upon him before, in all his short life!

And then she began to interest him in his work. She began in his own world, with ant hills and orioles' nests, and gradually pushed aside the curtains which had concealed from his sight that better way of life. She gave him new motives, and kept his mind well filled with new thoughts.

She was constantly curbing his nature, but she did not once draw the reins so tight that he knew it. She was always his friend, and reposed all the confidence in him that she could, never going so far as to give him the chance to betray any trust. To be sure, he frequently made trouble; she punished him by denying him some pleasure—he was fond of sports—but he was always led to see the justice of his punishment and treated like a rational human being, which many of his class are not.

Gradually there came fewer complaints from the playground and halls, and when June came the principal congratulated Miss L— upon the improvement manifested in Tommy's books and deportment. There was a suspicion of tears in her eyes as she said, "I shall be sorry to part with Tommy. We have been good friends. I thought it was self-respect that he most needed."—*Primary Education.*

Book Notices.

CHAUCER, SPENSER, SIDNEY. By Gertrude H. Ely. E. L. Kellogg & Co.

With a desire to bring the lives of great English writers into the hands of boys and girls, Mrs. Ely has written this little volume. It is simple, unpretentious, and, in spite of inaccuracies (e.g., the "Flower and the Leaf" is still attributed to Chaucer, p. 25), will do good service to interesting children in authors who, as a rule, are to them but mere names.

MOLIÈRE, LE MALADE IMAGINAIRE. Edited by G. E. Fasnacht. Macmillan & Co.; Toronto: Copp, Clark Co.

This volume adds Molière's well-known play to the number of excellent school editions of foreign classics. The editor prefixes a brief life of the author and some critical comments, and adds a body of notes, which show not only the editor's acquaintance with the modern study of Molière, but his excellent faculty for translating French idiom into the corresponding English idiom—together a commendable little edition.

SOUVESTRE, LE CHEVRIER DE LORRAINE AND LE SERF. Edited by H. E. Berthon. Macmillan & Co.; Toronto: Copp, Clark Co.

Souvestre has been an especial favorite in texts for school use. The two little tales are useful additions to the publishers' Primary Series of French Readings. The one interweaves the story of Joan of Arc with the narrative of how a goatherd of Lorraine is restored to his rights as lord of Varennes. The latter depicts, with historical accuracy, the life of a serf during the latter half of the fifteenth century. Both are fully and carefully annotated, forming excellent little volumes for junior classes.

MACMILLAN'S NEW LITERARY READERS. Books I., II., and VI. London and New York: Macmillan & Co. Toronto: The Copp, Clark Co., Ltd.

Inquiries are often made by teachers for books of supplementary reading, suitable for pupils of various grades. In the series of which the above-named samples are before us will be found selections well suited for this purpose. Book I. contains short lessons, narrative and descriptive, in prose and verse, well graded as to difficulty, and about suited to a Second-Book class. Book II. is of a similar type, but more difficult, and so suited to a more advanced class; while Book VI., which is, we presume, the highest in the series, is made up of carefully-chosen selections from the works of some of the best English and American writers, all selected with a view to interest and instruct, as well as to help forward pupils in the more advanced forms. The books are neatly bound in red. The type is of good size and beautifully clear.

THE FRENCH VERB NEWLY TREATED. By A. Esclançon. New York: Macmillan & Co.; Toronto: Copp, Clark Co.

A small quarto of over two hundred pages is a convincing proof that there is something to learn about the French verb. To require such space to develop "an easy, uniform, and synthetic method of its conjugation" seems somewhat of a contradiction. When we find that the object of the method is merely to devise an easier mode of learning the verbs we are apt to rebel. We could learn it tolerably well of old in fifty pages; why now in two hundred? The author proceeds first, as is customary with all late grammar, by making clear the relations

of the "primitive" tenses to the "derivative" tenses; then classifies the verbs as regular (—er and inchoatives in—ir) and irregular (first, those with variable stem in primitive tenses and invariable stem in derivative tenses, e.g., *craindre*; second, those having a variable stem in both primitive and derived tenses, e.g., *boire*). There is a great deal of unnecessary padding in the verb-lists—for example, the list of verbs having a circumflex accent, first conjugation (p. 74); but on the other hand the complete lists of verbs in—eler, —eter, of those taking *être* and *avoir*, etc., of those used in the infinitive only, etc., make the work valuable for teachers' reference. The entire absence of historical background in the treatment of the conjugations makes the work useful only to the practical teacher of language, not to the scholar.

OLD MAN SAVARIN, AND OTHER STORIES. By Edward William Thomson. Toronto: William Briggs, Wesley Buildings.

The energetic and enterprising firm represented by Dr. Briggs has rendered a distinct service to literature, especially to Canadian literature, by the publication, in a charmingly neat and attractive volume, of this collection of short stories by a clever Canadian. Some of the stories first appeared in *The Youth's Companion*, *Harper's Weekly*, and other newspapers. Others, so far as we are aware, are now given to the public for the first time. The author, who was born, we think, in the Ottawa Valley, has many friends in Toronto, where he was for several years on the editorial staff of the *Globe*, and in other parts of Ontario. The sketches vary considerably in quality, but all are much above the average of short stories, and several are exceptionally good, both in conception and in style. Indeed, some of the best authorities in the newspapers of the United States do not hesitate to say that some of them are equal to anything which has been written by Barrie or Kipling. This is high praise, but we believe that the discriminating reader will not deem it extravagant. For our own part, we are not a little proud to know that such productions are from the pen of a native Canadian and an old friend. Humor of a high order pervades them all, but it is always directed and chastened by good taste, and, as in the case of Barrie and a few other writers of the first-class, adds both charm and intensity to the deepest pathos. Many of the scenes are laid in Quebec, with the French *habitant*, with whose characters, conditions, and habits the writer is thoroughly familiar, and are instructive as well as intensely interesting.

The book is, as we have intimated, very tastefully printed and bound, and is fitted to adorn the table or shelf in any home. We hope that it may have such a sale as will disprove the common assertion that Canadian readers do not know how to appreciate Canadian authors.

Literary Notes.

The *Forum* for September contains three articles of special interest to educators. The first is by John Gilmer Speed, entitled "Higher Pay and a Better Training for Teachers," two most desirable ends. In the second, President Charles F. Thwing, of Western Reserve University, discusses "Well-Meant but Futile Endowments." The third is by Mr. Richard Burton, who, under the title "The Renaissance in English," discusses a tendency among our best writers toward the use of native words and idioms, which he considers to be a most encouraging proof of the race's health and solidarity.

The September number of the *Political Science Quarterly*, edited by the University Faculty of Political Science of Columbia College, has the following table of contents:

"The Gold Standard of Currency in the Light of Recent Theory," by Prof. J. B. Clark; "Ideal of the American Commonwealth," by Prof. J. W. Burgess; "The History of Pennsylvania's First Constitution," by Mr. Paul L. Ford; "The True Significance of the 'Tennis Court Oath,'" by Prof. J. H. Robinson; "The Study of Statistics," by Prof. Mayo Smith; "Relations of Labor and Politics in England," by Prof. James Mavor; "Notices of Recent Literature" includes some forty titles.

Boston, New York, and Chicago: Ginn & Company.

Messrs. Houghton, Mifflin & Company, of Boston, New York, and Chicago, announce for immediate publication two new numbers of their Riverside Literature Series: No. 83, George Eliot's "Silas Marner" (double number, paper, 30 cents; linen, 40 cents), and No. 84, Dana's "Two Years Before the Mast" (quadruple number, paper, 50 cents; linen, 60 cents). "Silas Marner" is one of the books required for admission to American colleges for the years 1896 and 1897. Dana's masterpiece, which grows in popularity as the years go on, is here published in a most attractive form, with a supplementary chapter by the author. Each book is made more interesting by a biographical sketch of its author especially prepared for this edition. These books will be welcome additions to this series, in which have been published in attractive and inexpensive form—for school and library use—the best masterpieces of the greatest American and English authors.

The October *Atlantic Monthly* is rich in good fiction. Mrs. Ward's powerful serial, "A Singular Life," is concluded. There is a further instalment of Gilbert Parker's "Seats of the Mighty," which increases in interest with each succeeding issue. Further chapters of Charles Egbert Craddock's "Mystery of Witch-Face Mountain" also appear. One of the most striking contributions is another Japanese study by Lafcadio Hearn, entitled "The Genius of Japanese Civilization." The third of Mr. Peabody's papers, "An Architect's Vacation," tells of "The Venetian Day." Among other features is a paper by Susan Coolidge on "The

Anæmic Women

with pale or sallow complexions, or suffering from skin eruptions or scrofulous blood, will find quick relief in Scott's Emulsion. All of the stages of Emaciation, and a general decline of health, are speedily cured.

Scott's Emulsion

takes away the pale, haggard look that comes with General Debility. It enriches the blood, stimulates the appetite, creates healthy flesh and brings back strength and vitality. For Coughs, Colds, Sore Throat, Bronchitis, Weak Lungs, Consumption and Wasting Diseases of Children.

Send for our pamphlet. Mailed FREE. Scott & Bowne, Belleville. All Druggists. 50c. & \$1.

Countess Potocka," and an unusually readable paper of travel by Alvan F. Sanborn, entitled "The Wordsworth Country on Two Shillings a Day." The book reviews, which constitute so important a part of every issue of the *Atlantic*, treat of a group of six stories much read and discussed at present. The poems are by John B. Tabb and Michael Field. The latter contributes "Second Thoughts," which, with "Tiger-Lilies," in the September issue, are the first poems of this popular English writer to be printed in an American publication. The usual departments complete the issue.

The complete novel in the October issue of Lippincott's, "My Strange Patient," contains some adventures that are by no means commonplace. The author, William T. Nichols, though hitherto little known, has a story to tell, and knows how to tell it in a way to catch the reader's interest in his first paragraph, and hold it unflinchingly to the end. The other tales of this number are "The Train for Tarrow's," by Virginia Woodward Cloud, and "Carroll's Cows," by E.L.C. Fred. Perry Powers discusses "Ethics and Economics," and shows that the world's business must of necessity be conducted on business principles, and that considerations of philanthropy and sentiment, while of value in their proper place, are secondary, not primary. Theodore Stanton supplies some facts concerning "French Roads." Marion Manville Pope writes of "The Highways of the World," and John Paul Bocock describes Van Gestel's explorations "Inside New Guinea." Elizabeth S. Perkin's tells the brief tale of "The King of Rome," otherwise the Duke of Reichstadt, Napoleon's son. The distance between expectation and fulfilment has seldom been greater than in the life of this unlucky princeling. A question vital to housekeepers, that of "Domestic Service," is discussed by Mary C. Hungerford. Minnie J. Conrad points out "How They Differ"—i.e., men and women.

The poetry of the number is by Edith M. Thomas, Martha T. Tyler, and Clinton Scollard.

Probably
You
Want
a
Good
Watch!



Positively
We
Want
Money!



THAT'S WHY

the people are taking so much interest in our "Special Fall Sale," which at present is a good thing for the purchaser.

Spanner

Dealer in

Good
Watches

Think
of a
Solid
Silver
Waltham
Watch
for \$8.00

344 Yonge St.
Two doors south
of Elm St.
Tel. 1396. TORONTO.

Webster's International Dictionary

Successor of the "Unabridged." Invaluable in Office, School, and Home.

Standard of the U. S. Supreme Court, of the U. S. Gov't Printing Office, and of nearly all Schoolbooks. Commended by all State School Superintendents.
THE BEST FOR PRACTICAL PURPOSES

BECAUSE

It is easy to find the word wanted.
Words are given their correct alphabetical places, each one beginning a paragraph

It is easy to ascertain the pronunciation.
The pronunciation is indicated by the ordinary diacritically marked letters used in the schoolbooks.

It is easy to trace the growth of a word.
The etymologies are full, and the different meanings are given in the order of their development.

It is easy to learn what a word means.
The definitions are clear, explicit, and full, and each is contained in a separate paragraph.

G. & C. Merriam Co., Publishers, Springfield, Mass.

Specimen pages, etc., sent on application.



THE CANADIAN OFFICE & SCHOOL FURNITURE Co. Ltd.
PRESTON, ONT.

FINE BANK, OFFICE, COURT HOUSE & DRUG STORE FITTINGS

OFFICE, SCHOOL, CHURCH & LODGE FURNITURE

SEND FOR CATALOGUE.

Paper Weights of Olive Wood

From the Mount of Olives.

GUARANTEED GENUINE.

SENT POSTPAID, 15 CENTS

Standard Publishing Company,

9 RICHMOND STREET WEST, - - TORONTO.

Teachers Wanted

at the

CENTRAL Business College

Cor. Yonge and Gerrard Streets, TORONTO, Ont.

To prepare for teaching in business colleges. We have placed more young men in good paying positions this year than ever before. We have several applications now that we cannot all. Think about this, and let us hear from you. Our school is undoubtedly the largest, best, and most successful business college in Toronto, and the only strictly first-class one in Toronto. Visit all the schools and prove this statement. Write for catalogues.

SHAW & ELLIOTT, Principals.

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

Graduate of McGill University,

SPECIALIST IN ORIFICIAL SURGERY

New Treatment of Chronic Nervous and Wasting Diseases, Piles and Recal Diseases, Genito-Urinary Affections and Diseases of Women, Morphine and Alcohol Habits.

284 Jarvis Street, - TORONTO, Ont.

Private accommodation for Patients.

A. MACDONALD,

355 YONGE STREET,

Merchant Tailor

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

Cheviots Worsteds Serges

and a full assortment of Fall and Winter Overcoatings.

CLOSE PRICES. SATISFACTION GUARANTEED.

PRACTICAL EDUCATION.

NIMMO - HARRISON

Business College

Cor. Yonge and College Sts., TORONTO.

Absolutely first-class individual instruction in Business Subjects, Shorthand, Civil Service, etc. Thoroughly equipped. Students admitted any time. Catalogues free.

NIMMO & HARRISON, Principals.

Ye Olde Booke Shoppe

Teachers Inspectors and Students

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

FRANK PORTER, 353 Yonge St., Toronto

and get the books by return mail.

TAYLOR'S MANUAL OF PUNCTUATION, 15c. TEACHERS' AGREEMENT FORMS, 5c.

8-1

LATIN MASTERED INSIX WEEKS BY
The DeBrisay Analytical Method.
No rules, no rote-learning; the student is taught to read and write Latin in the ROMAN ORDER. Full course by mail, \$6.00. Part I, mailed to any address, 25 cents. Pamphlet free. C. T. DEBRISAY, B.A., DeBrisay Latin School, Oddfellows' Hall, College and Yonge Sts., Toronto.
18-22

THE
Educational Journal

FOR

1895-96



JOR the convenience of subscribers and friends we will continue to fill orders, as heretofore, for

- MAPS
- GLOBES
- SCHOOL APPARATUS
- TEXT BOOKS

and books of all kinds, singly or in quantities, on receipt of price.



Teachers will do well to follow carefully the books reviewed and advertised from time to time in our columns. Our reviews are generally written by competent authorities on the subjects discussed, and will be found reliable and helpful.



We are sorry that there has been some unavoidable delay in the full organization of our Teachers' Bureau, but we expect to be in a position to make full announcements very soon, after which we shall hope to be able to render valuable service to Teachers, as well as to Boards of School Trustees, School and College Principals, and to the profession generally, by affording a reliable medium of communication between teachers seeking situations, and schools and colleges desiring good teachers.



Address all communications, of whatever kind, to

THE
Educational Journal:

11¹/₂ Richmond St. West
Toronto



OFFICIAL CALENDAR

OF THE

Educational Department.

September:

2. Last day for receiving applications for admission to the Provincial School of Pedagogy. (1st September.)
- County Model Schools open. (1st day of September.)
14. Last day for receiving appeals against the High School Primary and Leaving Examinations. (On or before 15th September.)

October:

1. Provincial School of Pedagogy opens. (1st October.)
- Notice by trustees of cities, towns, incorporated villages and township Boards to Municipal Clerk to hold trustee elections on same day as municipal elections, due. [P.S. Act, sec. 209 (1).] (On or before 1st October.)
- Night Schools open (session 1895-6). (Begin on 1st October.)

November:

1. Last day for receiving applications for candidates not in attendance at the Provincial School of Pedagogy for special examination to be held in December. (1st November.)
30. Last day for appointment of School Auditors by Public and Separate School Trustees. [P.S. Act, sec. 37 (1); S. S. Act, sec. 28 (5).] (On or before 1st December.)
- Municipal Clerk to transmit to County Inspector statement showing whether or not any county rate for Public School purposes has been placed upon Collector's roll against any Separate School Supporter. [P.S. Act, sec. 113; S.S. Act, sec. 50.] (Not later than 1st December.)



Librarian House of Commons
Ottawa