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Editorial Notes.

READ Dr. Rand's address to the teachers of Oxford, on page 58.

TEACHERS and candidates interested will find the time-table of the Midsummer Entrance and Non-Professional Examinations in the advertising columns of this number.

OUR readers will be interested in learning that T. Arnold Haultain, M.A., late editor of the *Educational Weekly*, has been appointed Examiner in History and Geography (Pass and Honors), Arts and Medicine, at the forthcoming Junior Matriculation in the University of Toronto.

EVERY school has a character, an individuality, almost as marked as that of any of the individuals composing it. It has its own moral atmosphere, its own code of etiquette, duty, and honor. We hold it to be a truth that the teacher who has tact, patience, and mind-power, can gradually mould the character of the class or the school, almost at will. If it be a truth it is surely one of very great moment.

THE Amherstburgh *Echo* says that the only gentlemen who thought it worth while to visit the teachers, during the recent session of the Teachers' Convention of North-West Essex, were Rev. Father Wagner, Alex. Bartlett and Prof. Force of Detroit. The teachers of Canada are, we fear, not yet overwhelmed with marks of sympathy and appreciation from either the parents of the pupils or the professional and public men of the country.

SOME of our correspondents have asked for information in regard to the approaching meeting of the National Education Association at Chicago. Any person desiring special information in regard to railway rates and excursions can obtain it by writing to W. D. Parker, Esq., Superintendent of Transportation, River Falls, Wisconsin, who will have charge of all details in regard to railroad matters and excursions in behalf of the association at Chicago.

WE invite the attention of teachers of Drawing to the excellent series of examination questions given in this number. They are those recently set in the primary and public schools of Philadelphia. Those for the high and grammar schools will be given in our next. These papers, for which we are indebted to the

kindness of W. Mackintosh, Esq., Inspector for North Hastings, seem to us to be models of what such papers should be, and teachers will, we think, find them very suggestive and helpful.

AT the conversazione held in the Normal School buildings two or three weeks since, for the distribution of medals and diplomas won by the exhibitors in the Educational Court of the Colonial and Indian Exhibition, Dr. S. Passmore May, Commissioner of the Ontario Exhibit, observed that there are 65 colonies of Great Britain, containing three hundred and ten millions of people, and the most of them were represented. Yet the unanimous opinion of the European and Foreign press had been that the Ontario educational exhibit was the very finest of them all. This is very encouraging, but we may be pardoned for suggesting one question. In what degree does such an exhibit show the actual state of the case with regard to the use of such equipments and appliances, and the kind and amount of work done, in the average schools of the province? Does it fairly represent our schools as they are, or only as the educational authorities wish they were, and hope they may become at some future day?

THE *Montreal Witness* ascribes the disgraceful hoodlumism—we would use a more classical word if we knew one to express the idea—which prevented Mr. O'Brien from being heard by those who cared to hear him in Toronto, and which thus conveyed to the outside world the impression that the speaker had something to say which the friends and admirers of Lord Lansdowne were afraid to have the public know, to "the folly of a few students who were on hand to give the agitator the persecution he wanted to enable him to declare that he was fighting the battle of free speech against the intolerance of Lord Lansdowne's myrmidons." We should be sorry to believe that there are even "a few" students in Toronto who could thus make themselves the tools of a cowardly and bigoted intolerance. If the young men who are supposed to be pursuing liberal and liberalizing courses of study in our higher institutions of learning, cannot be relied on to respect and defend the sacred right of free speech, the outlook is discouraging indeed, and we may as well cease felicitating ourselves on the "broadening" influence of culture. We trust the *Witness* was misinformed.

THE following extract from a report of Lord Lansdowne's speech at the conversazione in the

Normal School building, is specially worthy of reproduction. We commend it to all teachers, for they can probably do more than the members of any other class to reduce the idea to practice and make it fruitful in Canada:—

"It was a very great fallacy to think, as some people did, that the fine arts were a luxury to be enjoyed only by the rich. The fact was that the power of appreciating art should not be monopolized by any class, but should be the possession of the whole public, and would brighten many lives and make them more enjoyable. They should consider the interest which art had in our daily lives, affecting the clothes we wear, the furnishing of our houses, and the linen and plate on our tables. These were all articles of manufacture and industry as well as of art, and they proved that there should be a closer relation between the manufacturer and the art student. The art education, beginning in the school, should be continued right up into the designing rooms and the ateliers of the great factories. Something of a movement in this direction was prevalent in Europe, and, he believed, in the United States, and he was glad to see that it seemed to be the same in Canada. Drawing should be taught in all the schools, and, perhaps, modelling."

THE Toronto dailies of the 18th ult. gave us the following paragraph, or its equivalent:—

"Last night the Governor General attended a performance of 'Patience' by the Harmony Club at the Grand Opera House. After the close of the performance, when he and Lady Lansdowne came out to enter their carriage they found, instead of horses being attached to the carriage, that a large body of students had taken possession of it. Their Excellencies entered, and the students, accompanied by a large crowd of their friends, dragged the carriage from the opera house to the Government House."

We had hoped that the day was past when a body of young men, making any claim to intelligence, could suppose that they were paying a compliment to dignitaries by performing the office of beasts of burden. No tribute of respect or admiration can be grateful to a high-minded man, such as we believe Lord Lansdowne to be, which is not broad-based in the self respect of those who pay it. The man who puts himself forward to perform an act of unnecessary and officious servility, pays no real compliment to those whom he wishes to honor, but the opposite. To assume that any public man, no matter how high his position, can be gratified with such an act of flunkeyism as the dragging of his carriage through the streets, is to imply that he cares for the fawning of sycophancy, rather than the tribute of self-respecting manliness. We are well aware that the custom is an old one, and like many others may be perpetuated by those who have never given a thought to the significance of the act they perform. We refer to it because every such display has its educating effect upon the minds of the youth. There are many such customs that are "better honored in the breach than in the observance." The teachers of Canada can, and we doubt not will, do much to make Canadians of the next generation more dignified, broad minded, tolerant and manly, even in their expression of loyalty.

Notes on Entrance Literature.

A FORCED RECRUIT AT SOLFERINO.

In order to come to the study of this little poem with proper sympathy and appreciation, the pupil should know a good deal more of Mrs. Browning than can be learned from the brief note at the head of the lesson. If time will permit, it will be found an interesting and profitable preliminary to have the first exercise devoted to a study of the history and character of this gifted woman. Let the members of the class, or as many of them as possible, prepare themselves by reading a sketch of her life in some biographical dictionary, or preface to a volume of her poems. Especially let each one who can, come prepared to read or describe briefly some other of her shorter poems. Difficulty will in many cases arise from the want of accessible books. In such case the teacher should take pains to supply the lack, and should aim at interesting every pupil in Mrs. Browning and her works. To awaken children's sympathy with the writer is to go a long way towards kindling an intelligent interest in the writing. The following are a few of the things which have been said of her by friends and critics:—

"To those who loved Mrs. Browning (and to know her was to love her) she was singularly attractive. Hers was not the beauty of feature; it was the loftier beauty of expression. Her slight figure seemed hardly large enough to contain the great heart that beat so fervently within."—*Kate Field.*

"The sister of Tennyson."—*Leigh Hunt.*

"She is a soul of fire enclosed in a shell of pearl."—*George S. Hillard.*

"In delicacy of perception, Miss Barrett may vie with any of her sex."—*Margaret Fuller.*

"In fervor, melodiousness, and splendor of poetic genius, Mrs. Browning stands, to the best of my knowledge, first among women."—*Peter Bayne.*

"She was the most beloved of minstrels and women."—*E. C. Stedman.*

An appreciative reading or rendering of a few selected passages from other poems suited to their comprehension, will aid greatly in awakening an active sympathy, which will be the best preparation for the study of the lesson.

The pupils should also locate Solferino on the map, and should trace the boundaries of the nations engaged in the war; Austria on the one hand, and Sardinia, Italy, and France on the other. A familiar talk about the causes and merits of the struggle will predispose them to appreciate the patriotic spirit which could lead an Italian youth, forced into the Austrian ranks, to go into the battle against his countrymen with a musket that "never was loaded," and to die with a smile on his lips by the hands of his countrymen, while refusing to lift a hand against them.

A few moments given to the explanation of the metre (Anapaestic Trimeter, with an added or hypermetrical syllable in the first and third lines, and a substituted Spondee or Iambus for the first foot of the second and fourth) will help the pupil to understand the cause of the delightful rhythm which they should be trained to catch and appreciate.

First Stanza—To whom is the poem supposed

to be addressed, at what time, and under what circumstances?

Second Stanza—"Venetian." A short talk about Venice: its peculiar topographical features, its interesting history and associations, will be in order. Let the class analyze the stanza. Ask their opinions as to the cause of the smile on the dead soldier's lips, and what is meant by it being "over-tender for any mere soldier's dead mouth." What was the recruit more than a "mere soldier"? Can we conceive of a tender smile on the lips of a soldier slain while fighting?

Third Stanza—Explain the thought in the first line. "Stranger" is used as antithetical to what? Would it be natural to suspect an Italian found in the Austrian ranks of being a traitor? Criticise the grammatical structure of the last two lines of this stanza. What relation is expressed by the preposition "underneath"? State what you conceive to be the real meaning of the lines, and show wherein they fail to express that, or any other supposable meaning.

Fourth Stanza—Expand the fanciful history of the youth's cruel compulsion, as hinted at in this and the two following stanzas.

Fifth Stanza—Is "yearn" properly followed by "on"? Can you supply any ellipsis in the thought which may explain or justify the use of "on"? (Yearn for, and reach or press on to their mothers. *Constructio praeognans.*)

Sixth Stanza—Explain the syntactical construction of the two lines "Deliver * * * and tear, etc." Do these two verbs denote the same or different services which the recruit implores the bullet to render him? State the meaning clearly, and give your reasons.

Seventh Stanza—Paraphrase this and the two following stanzas, so as to make the meaning clear, and show why the author thinks the recruit's death required more courage and fortitude than that of an ordinary Italian soldier.

Eighth Stanza—"Tricolor" usually denotes the French flag, but here, it is clear from the connection, is used of the Italian. The French and Italian flags are both tri-colors, and both have the colors arranged in equal transverse bars or blocks. The respective colors in their order, commencing from the staff, are: French—blue, white, red. Italian—green, white, red.

Tenth Stanza—This stanza should be read with the preceding. Note the sudden and thrilling change of thought by changing from the falling inflection in "Twas hard," to the rising in "Twas sublime!" Let this stanza be paraphrased by each pupil so as to bring out the extent to which each has grasped the meaning of the whole, and of each clause.

These last two stanzas may be taken as illustrations of Whipple's criticism that many of Mrs. Browning's thoughts are "hooded eagles." The meaning is that it was a cruel fate which denied the recruit the privilege of a son of Italy, viz., that of fighting for his country, but, that, nevertheless, in suffering himself to be shot down passively by his countrymen rather than fight against them, he showed even a loftier and more touching loyalty than if he had fought in their ranks. The metaphor which represents his soul as "kissing the lips" of the guns which killed him, because they were those of his motherland, is very fine. His countrymen who are digging his grave may well be moved, and let fall the tear, which is all that he can have in lieu of the glory which is bestowed upon those who died fighting in the Italian ranks.

Write notes upon each of the following words, explaining its meaning and force in the connection in which it is used: *ranks, alien, file, yearned, badge, acclaims, blazon, passive, restriction, guerdon, conviction.*

THE DEPARTMENT OF EDUCATION,
ONTARIO.

HISTORICAL RETROSPECT.

BY J. GEORGE HODGINS, M.A., LL.D., DEPUTY
MINISTER OF EDUCATION, ONTARIO.

(Third and Concluding Paper.)

THE Act of 1871 largely revolutionized and greatly improved the machinery of our educational system. It introduced—(1) the present plan of public school inspection; (2) established county boards of examiners; (3) secured through them a system of uniform examinations all over the Province; (4) made the public schools free for the first time by Act of Parliament; and (5) authorized the establishment of collegiate institutes, etc.

One of the first and necessary acts of the Provincial Board of Education was the adoption of a uniform series of text-books—one only on each subject. Those chosen were the Irish National Series, with two additions. The next important step taken by the Board was the establishment, in November, 1847, of a Normal School, with the necessary adjunct of a Model School. The old Government House was fitted up as a Normal School, and the stable connected with it as a Model School, or school of practice for teachers-in-training. On the removal of the seat of government to Toronto, in 1849, the Normal School was held in the Temperance Hall, and other arrangements were made.

So successful were these schools in raising the status of the teaching profession that the Government of the day—the memorable Baldwin-Lafontaine Administration—willingly listened to a proposition of the Provincial Board of Education to grant funds for the purchase of a site and the erection of suitable buildings for these schools. The Hon. Francis Hincks, who was Inspector General, had (upon Dr. Ryerson's estimate) a proposed grant of £15,000 put in the Estimates of 1850 for the purposes named. A site of seven acres and a half of land (now Victoria Square) was purchased from the estate of the Hon. Peter M'Gill. The writer had the pleasure (in the absence of Dr. Ryerson in Europe) of signing the cheque for the purchase money, £4,500, and of seeing that the deed was duly made out in the name of Her Majesty the Queen and her successors.

After the plans for the buildings had been approved, certain important additions were considered desirable (chiefly a theatre, or central lecture hall, etc.). As the grant already made was quite insufficient for the proposed additions, Mr. Hincks was once more appealed to. He responded very promptly and heartily, and recommended to his colleagues that a further grant be made, which was done, and an item of £10,000 additional was placed in the estimates of 1851 and concurred in by the Legislature. The work then proceeded and near the close of the second year it was brought to a conclusion.

So carefully had these two grants been husbanded that when the buildings were completed and furnished, there was a balance left over of

£90. With this sum the expense of fitting up the Departmental Library was defrayed. The result was highly gratifying to Mr. Hincks, and he so expressed himself at the opening of the buildings in the following year.

On Wednesday, the 2nd of July, 1851, the imposing ceremony of laying the corner-stone of the new edifice took place. The guard of honor was the 71st Highlanders, under Sir Hew Dalrymple. Ministers of both Houses of Parliament, the City Corporation, etc., attended. The inscription on the brass plate—I quote from the original, as written by Dr. Ryerson—was as follows:—

“This Institution, Erected by the Enlightened Liberality of Parliament, is Designed for the Instruction and Training of School Teachers upon Christian Principles.”

Right. Rev. Bishop Charbonnell, to whom was assigned the duty of presenting the Governor-General with the silver trowel, spoke with great cordiality, and with French grace and eloquence. He said—

“MONSEIGNEUR,—Je suis très heureux et très honoré d'avoir été choisi par le Conseil de l'Instruction Publique, dont votre Excellence a daigné me faire membre, pour lui présenter cette truelle d'argent aux industrieuses emblèmes du blazon des Bruces.

“L'établissement dont votre Excellence va poser la pierre angulaire, Monseigneur, sera un des plus glorieux monuments de tout ce que son libéral gouvernement aura fait pour la prospérité, de ce pays : *ad aedificationem.*”

This in substance is as follows:—

“My Lord,—I am very happy and am highly honored to have been chosen by the Council of Public Instruction—of which your Excellency has condescended to make me a member—to present to you, on their behalf, this silver trowel emblazoned with the industrial emblems which form the arms of the Bruces.

“The institution, of which your Excellency is about to lay the corner-stone, is destined to be, my Lord, one of the most glorious monuments amongst all of those which your liberal administration has devised for the welfare of this country.”

In laying the corner-stone, Lord Elgin was particularly happy in his reply to these remarks, and to the address of the newly-constituted Council of Public Instruction. He said, addressing Dr. Ryerson:—

“It appears to me, sir, . . . that this young country has had the advantage of profiting by the experience of older countries—by their failures and disappointments, as well as by their successes; and that experience, improved by your diligent exertions and excellent judgment . . . and fortified by the support of the Council of Education, and the Government and Parliament of the Province, has enabled Upper Canada to place herself in the van among the nations in the great and important work of providing an efficient system of general education for the whole community. . . . I do not think that I shall be charged with exaggeration when I affirm that this work is *the* work of our day and generation—that it is the problem in our modern society which is most difficult of solution. . . . How has Upper Canada addressed herself to the execution of this great work? . . . Sir, I understand from your

statements—and I come to the same conclusions from my own investigation and observation—that it is the principle of our educational system that its foundation be laid deep in the firm rock of our common Christianity. . . . Permit me to say, both as an humble Christian man and as the head of the Civil Government of the Province, that it gives me unfeigned pleasure to perceive that the youth of this country, . . . who are destined in their maturer years to meet in the discharge of the duties of civil life upon terms of perfect civil and religious equality—I say it gives me pleasure to hear and to know that they are receiving an education which is fitted so well to qualify them for the discharge of these important duties; and that while their hearts are yet tender . . . they are associated under conditions which are likely to provoke amongst them the growth of those truly Christian graces—mutual respect, forbearance and charity.”

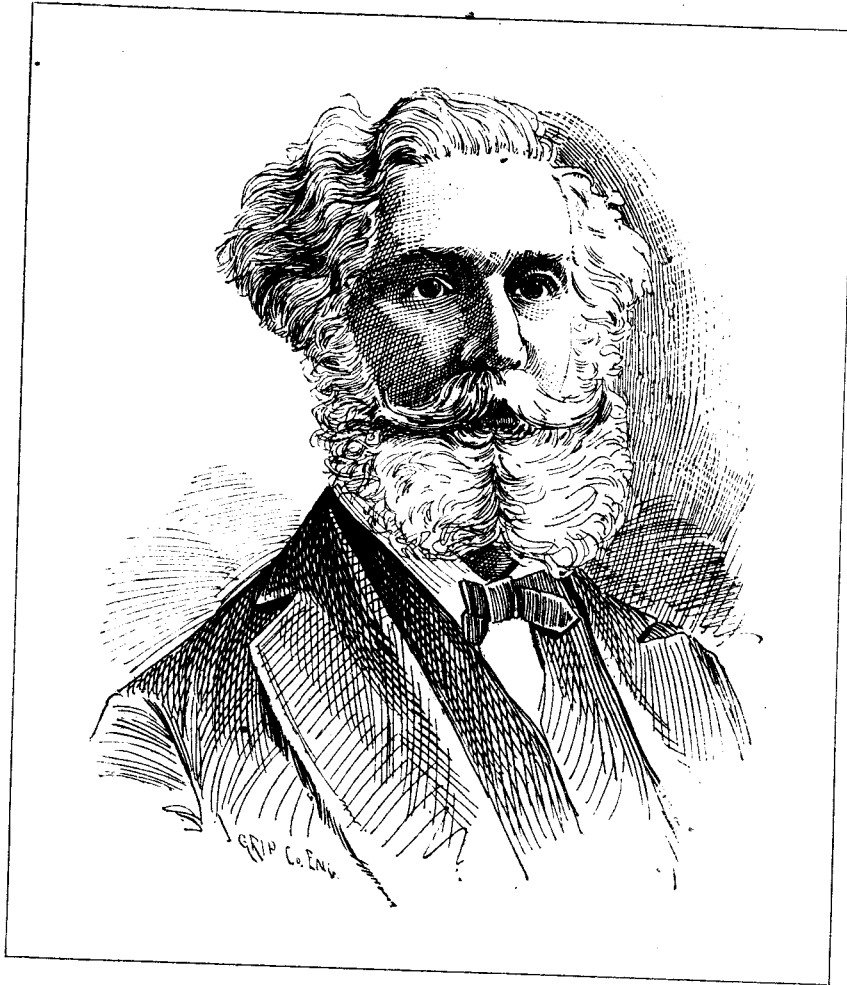
Such speeches, and many others of a like kind, had a wonderful effect in moderating the opposition which Dr. Ryerson received in laying the foundations of our system of education. They had also the potent effect of popularizing that system in the estimation of the people which it was designed to benefit. That popularity has happily continued until this day—thanks in a great degree to the dignity imparted to the important subject of education by the persuasive eloquence of Lord Elgin.

Rev. Dr. Ryerson's labors in connection with the Department of Education (extending over a period of thirty-two years) ceased on the 21st of February, 1876, but not before he had sanctioned the plan and main features of the proposed Ontario Educational Exhibit at the American Centennial of that year. It was particularly gratifying to him, therefore, after he had retired from office, to know that his administration of the Department had been so highly honored, as it was, by the American Centennial Commission. A diploma was granted by that Commission:—

“For a quite complete and admirably arranged exhibition, illustrating the Ontario system of education and its excellent results; also for the efficiency of an administration which has gained for the Ontario Department a most honorable distinction among government educational agencies.”

The proceedings of the Department since Dr. Ryerson's retirement are matters of contemporary educational history, so that they require no remark from me in this connection.

WHY is it that nine-tenths of all the students of our universities are looking forward to some one of the professions? The true idea of education will never prevail until young men and women aspire to a collegiate education, apart altogether from its relation to professional pursuits. Our higher institutions will never do their best work until they send forth graduates by hundreds to the mine, the work-shop and the farm—especially the latter. Cannot the teachers of the country do more to spread abroad the great truth that education, in its highest and truest aspect, is not a means to an end, but an end in itself?



JOHN GEORGE HODGINS, M.A., LL.D., F.R.G.S.

THE DEPUTY MINISTER OF EDUCATION FOR ONTARIO.

JOHN GEORGE HODGINS, M.A., LL.D., F.R.G.S., Deputy Minister of Education for Ontario, was born at Dublin, Ireland, on August 12th, 1821. He came with some relatives to Canada when in his twelfth year, and received his education at Upper Canada Academy and Victoria College, Cobourg. In 1856, he received his degree from the Victoria University. He likewise graduated in the faculty of law in Toronto University, from which institution he received, in 1860, the degree of LL.B., and in 1870, that of LL.D. Dr. Hodgins was called to the Bar of Ontario in the last mentioned year. It is not, however, as a lawyer but as an educator, that the attention of the readers of the *EDUCATIONAL JOURNAL* is directed to him in this brief biographical sketch.

In 1844 Dr. Hodgins began his connection with educational work, and since that time his career has been marked by the most patient industry, by unflagging zeal, and above all, by a genius for organization, and for keeping the educational system commensurate with the needs of the public. In 1846 he became Secretary of the Board of Education for Upper Canada, which body was afterwards designated the Coun-

cil of Public Instruction. To the responsible position of deputy head in the Department of Education he was gazetted in June, 1855. Never has a public man, in this country, of whom we have any knowledge, sought with greater conscientiousness to fit himself for the trust reposed in him, than did the newly appointed deputy. He spent, at his own expense, in 1845, after receiving his first appointment, a year in Dublin, familiarizing himself with the details of management in the office of the National Board of Education in Ireland, and in mastering the methods in the Normal and Model schools. But, as we might well surmise, Dr. Hodgins was not one who would rest satisfied with methods adopted by others, however excellent. The condition of things in this country differed widely from the state of affairs in Ireland; and what the new officer set himself with heart and soul to do, was to apply so much of the details of the Irish national system as was adapted to this country, and with his able chief to round and perfect the system. How well that was done is now a matter of history.

The late lamented Dr. Ryerson, shortly before his retirement from the office he had so long and ably filled, thus wrote to the Hon. Edward Blake: "He (Dr. Hodgins) is the most thor-

oughly trained man in all Canada for the Education Department; and is the ablest and most thorough administrator of a public department of any man whom I have met." Dr. Hodgins had been laboring most cordially with Dr. Ryerson for nearly thirty-three years, hence the value of this tribute will be readily seen.

Dr. Hodgins is an extensive writer on educational topics, and for over twenty years was the chief editor of the *U.C. Journal of Education*. He is the author of "Lovell's General Geography," "First Steps in General Geography," "School History of Canada, and of the other British North American Provinces." He published likewise the "Canadian School Speaker and Reciter," the "School Manual," "Lectures on the School Law," "Sketches and Anecdotes of the Queen," and "The School House and its Architecture." In 1871 he and Dr. Machatti were deputed by the Ontario Government to visit the United States and report upon the subject of Technical Schools of Science. This led to the establishment of the "College of Technology," and subsequently to the "School of Practical Science." A very noted work of his too, was a "Report of the Educational Features of the Centennial Exhibition at Philadelphia."

Dr. Hodgins was the chief editor, as well as one of the gentlemen under whose supervision "The Story of My Life," by Dr. Ryerson, was published. He is also the author of several papers on the life and labors of that great educationist. There is one admirably written memoir of him by Dr. Hodgins in the *Canada School Journal*, and also a pamphlet on the "Ryerson Memorial Fund," from the same sympathetic and capable pen.

In social life, Dr. Hodgins is genial; and he is a gentleman of great culture. In benevolent or Christian work he is in the front rank whenever the occasion arises. He has been honorary secretary of the U. C. Bible Society since 1860, and honorary lay secretary of the Anglican Synod of the diocese of Toronto since 1870, except for one year; from 1867 to 1874 he was director of the Prisoners' Aid Society, and superintended its work in the Toronto Jail and Central Prison; and he was president of the Irish Protestant Benevolent Society in 1875. Dr. Hodgins married in 1849, at Dublin, Ireland, Frances Rachel, eldest daughter of James Doyle, Esq., of Cloyne, County of Cork, by which union he has four sons living. The eldest—a graduate of the university and a member of the Bar—is in the Department of Justice at Ottawa; the third is a barrister in Toronto; the fourth is following the profession of a mechanical engineer; and the fifth is an undergraduate of Toronto University. The second son is dead. In 1861 Dr. Hodgins was elected a Fellow of the Royal Geographical Society of London, in 1879 he received the decoration of the "Order of the Palm Leaf," from the French Ministry of Public Instruction; in 1885 he was appointed Honorary Secretary of the International Congress of Educators at New Orleans, also one of the educational jurors at the exposition held in that city. He was also elected a "Corresponding Fellow of the Academy of Sciences," New Orleans; and in the same year he received from the Governor-General, Lord Lansdowne, a confederation medal, in appreciation of "Services as Public Officer and a Man of Letters."

School-Room Methods.

A GRAMMAR TEST.

THE following test was given to six Wisconsin institutes for graded school teachers. Of the 186 papers there were but six perfect ones, and the average standing was 66 per cent. Let's try it. Superintendents, test your teachers; teachers, test your pupils.

Fill each blank in the following sentences with one of these words: "he," "she," "him," "her," "I," "me."

1. She says that you and — may go.
2. Let not him boast that puts his armor on, but — that takes it off.
3. It makes no difference to either you or —.
4. — that cometh to me, I will in no wise cast out.
5. Who ate the oranges? It was —.
6. You and — and — will manage the affair.
7. If I were — I would resist.
8. Was it — that I saw? No, it was —.
9. Will you let Mary and — go home?
10. When you saw — and — we were walking.
11. May — and — read the letter?
12. She wants — and — to be prompt.
13. Oh, no, my child, 'twas not in war;
And — that kills a single man
His neighbors all abhor.
14. Look at Lucy and —; we are running.
15. If you will let George and — sit together, we shall be quiet.
16. It is neither — nor — that is wanted.
17. — that overcometh will I make a pillar in the temple.
Fill the following with "we," "us," "they," "them."
18. That is wholesome doctrine for — Americans.
19. It is not — but — whom he seeks to please.
20. Did you say that — or — were chosen?
21. She told Helen and — boys to speak plainly.
22. Let none touch it but — who are clean.
23. It was — whom you saw.
24. Could it have been — who did the mischief?
25. Whom did she call? — girls.
Fill the following with "who" or "whom."
26. He knew not — they were.
27. He married a French lady — they say was very witty.
28. — do men say that I am?
29. I see the man — I think is to make the speech.
30. — is it that you wish to see?
31. He is not the man — I supposed he was.
32. — do you wish to see?
33. She is a lady — I know will interest you.

—Educational News.

CANCELLATION IN PROPORTION.

BY JARED BARRHITE, IRVINGTON-ON-HUDSON, N. Y.

THE following is a method of work involving cancellation in proportion, when fractions or mixed numbers are found in the terms. The principles involved are old ones, and need no explanation. To apply those principles in this work saves much time and labor. After arranging the terms of the following example as below, the cancellation may be performed after all fractional forms have been eliminated as seen. If 25 men working 7½ hours a day for 9 days can dig a trench 40½ yards long, 7½ feet deep and 4½ feet wide, how long will it take 45 men to dig a trench 60½ yards long, 5½ feet deep, and 9½ feet wide, working 9½ hours a day?

The form of the proportion may be as follows:

45	25
9½	7½
40½	60½
7½	5½
4½	9½
9	

It will be readily seen that the numbers on the right of the line are the factors of a dividend, and the numbers on the left are factors of a divisor.

The denominator of a fraction is always a divisor, and being such, we use it as a divisor. The denominators (divisor) in the dividend should be transposed to the place of divisors on the left of line. Since the divisor of a divisor is a multiplier, we transpose the denominators (divisors) of the divisors to the side of the multipliers or factors of the dividend which is to the right of the line. The terms will then stand thus:

45	25
37	4
81	2
29	4
13	3
5	37
4	243
5	29
4	39
	9

The cancellation is now easily performed, and the result shows 10½ days.

I have used this method in class-work for years, with entire satisfaction.—N. Y. School Journal.

SOME QUESTIONS RECENTLY GIVEN IN A PRIMARY SCHOOL.

- If 8 oranges cost 48 cents, what will 1 cost?
If a gill of milk cost 4 cents, what will a quart cost?
Mary had ¼ of an apple; to how many can she give ½ of the apple? If she had 6 apples and gives ¼ to each boy, how many boys would she give it to?
If a man earn \$48 in a week, how much does he earn in a day?
If I have ½ an apple, to how many can I give ¼?
If it is 18 inches around a wheel, how far is it across? (The teacher had them call it ¼ as far).
If I eat ½ a loaf a day, how much do I eat in a week?
How many yard-sticks can I make from a stick 18 feet long?
How much can I earn, at 12 dollars a week, from Monday noon to Thursday night?
If 2 boys clean a cellar in 6 days, how long would it take 3 boys?
What is 25 per cent. of a quart? 75 per cent. of a yard? 33⅓ per cent. of a yard? 50 per cent. of a peck?
A gallon of milk costs 24 cents; what is it a quart?
How many strips of carpet, a yard wide, will be needed for a room 24 feet wide?
I have 24 apples; eat 75 per cent. of them, and give half an apple to each of how many boys?
How many apples can I get for 10 cents, at the rate of 6 for 3 cents?
How many oranges, at 3 cents each, can I get with ¾ of ½ of 16 cents.
I have 25 cents; spend ¾, and divide the remainder among 5 boys, giving how much to each?
—American Teacher.

SAYINGS OF EXPERIENCED TEACHERS.

- GOVERN by quiet signals as far as possible.
Be slow to promise, but quick to perform.
Pull forward and not back, and lend a hand.
Do not be satisfied with one correction of an error.
Be courteous; do not gossip, especially about other teachers.
Never find fault without showing why, and indicating the better way.
Study to acquire the art of aptly illustrating a difficult subject.
In all things, set before the child an example worthy of imitation.
Do not encourage pupils to report each other for misdemeanors.
Give due credit to those who work with and for you for what they do.
Do not continue recitations beyond the regular time appointed for them.
If you cannot make study attractive to your pupils, quit the profession.
Other things being equal, the most intelligent are the most industrious.
Take advantage of unusual occurrences to make a moral or religious impression.
Never deprive a child of anything of value without returning it at the proper time.

For Friday Afternoon.

TOMMY'S DREAM.

I HATE my geography lesson!
It's nothing but nonsense and names;
To bother me so every morning,
It's really the greatest of shames.

The brooks they flow into the rivers,
And the rivers flow into the sea;
I hope, for my part, they enjoy it,
But what does it matter to me?

Of late, even more I've disliked it,
And more disagreeable it seems,
Ever since the sad evening last winter,
When I had that most frightful dream.

I thought that a most horrid monster
Stood suddenly there in my room—
A frightful Geography Demon,
Enveloped in darkness and gloom;

His body and head like a mountain,
A volcano on top for a hat;
His arms and his legs were like rivers,
With a brook round his neck for cravat.

He laid on my poor trembling shoulder,
His fingers, cold, clammy and long,
And fixing his red eyes upon me,
He roared forth this terrible song:

"Come! come! rise and come
Away to the banks of the Muskingum!
It flows o'er the plains of Timbuctoo.
With the peak of Teneriffe just in view,
And the cataracts leap in the pale moonshine,
As they dance o'er the cliffs of Brandywine.

"Flee! flee! rise and flee
Away to the banks of the Tombigbee!
We'll pass by Alaska's powerful strand,
Where the emerald towers of Pekin stand;
We'll pass them by and will rest awhile
On Michillimackinac's tropic isle;
While the apes of Barbary frisk around
And the parrots crow with a lovely sound.

"Hie! hie! rise and hie
Away to the banks of the Yang-tze-ki!
There the giant mountains of Oshkosh stand,
And the icebergs gleam through the falling sand;
While the elephants sit on the palm-tree high,
And the cannibals feast on bad-boy pie.

"Go! go! rise and go
Away to the banks of the Hoang-ho!
There the Chickasaw sachem makes his tea,
And the kettle boils and waits for thee,
We'll smite thee, ho! and we'll lay thee low,
On the beautiful banks of the Hoang-ho!"

These terrible words were still sounding
Like trumpets and drums through my head,
When the monster clutched tighter my shoulder,
And dragged me half out of bed.

In terror I clung to the bed-post,
But the faithless bed-post—it broke!
I screamed out aloud in my anguish,
And suddenly—well, I awoke.

He was gone. But I cannot forget him,
The fearful Geography Sprite,
He has my first thought in the morning,
He has my last shudder at night.

A BOY of fourteen said, the other day, to the master of a school, to whom he had been sent because of his misdemeanors, "I can be a good or a bad boy, just as I choose; but my teacher is to blame part of the time. She lets her temper fly at times, and I fight back with the same weapons; and I always get beaten. If she would be patient, why, I would be, too; and it don't cost much for a teacher to say kind words. She snarls at all for the bad conduct of one or two, and that sets me against her." The lad had some grains of true philosophy in his plaint.—American Teacher.

Special Paper.

THE MAN AND THE TEACHER.*

BY THEODORE H. RAND, M.A., D.C.L., PRINCIPAL
OF WOODSTOCK COLLEGE.

ONE of the characteristics of to-day in all our work and undertakings is associated effort. Men and women join hands and work together that they may bring their undertaking to a successful completion. So our teachers meet together, talk over their affairs together, and so are better able to discharge the duties that devolve upon them. There was one thought that had occurred to him and which he desired to present: It is possible that teachers may fore-shorten their own horizon by a too exclusive out-look upon life through their own profession. It is quite possible that through this lens we may see everything and thereby fail to see many things that it is necessary we should see. Man is larger than his profession. Consequently, man should not look at everything through the professional lens, lest he limit and circumscribe himself, and fail to get that development that is essential to his professional success. How can you best prepare for the teaching profession; for any profession? Cultivate yourself, all the power that is in you; get it free; bring it out that you may use it. Cultivate yourself that you may be a man or a woman, and having fairly succeeded in that direction you will be better able to discharge the duties of your profession. Do not trust Professional Culture for success. Professional Culture is only a means to an end. There is such a thing as a man being hampered by his profession. Therefore our great aim should be, man first, teacher afterward. We should all keep this great aspiration in mind. How can I rise to the fulness of the endowment with which God has created man? When I reach that I shall be better qualified to engage in the particular work of my profession. How is this self-culture to be brought about? There is no royal way to it. But first of all the man or woman should get into his or her heart that there is such a thing as life; not mere existence; something that makes him reach up and take hold of things beyond him; something that fills him with aspirations of gladness and joy, and makes him hunger to act and serve. The possession of this thought will give you an insight. You will see that everything is full of opportunity. Provided one has the true alchemy of the soul everything can be turned into nourishment for the development of true life. Here is a teacher; let him say: "I intend to be, it is my duty to be, I shall be, a true citizen in the fullest sense of the term. I will take upon myself a share of the responsibilities of this community. I will identify myself with the life of the people with whom my lot is cast." The man who does that in a true spirit will grow in thought, extend in sympathy, and become more helpful in his service. Carry that principle into the field of the Moral! Every teacher should identify himself with some Christian church, that he may not only be receptive of good, but may serve in this capacity, and thus develop his own spiritual nature, and he may become more of a man everywhere. Socially he may help others. Let him fill himself with everything right and true that is possible in a social way, that his own nature may be deepened, refined, elevated. Every teacher ought to place himself in a condition

where he can enrich himself the most in self-development in order that he may be the better able to discharge the functions of a teacher. Suppose you had a choice of teachers. One was a well-trained man professionally; the other was not well-trained in that line, but was a round man, a full man, a cultured man, which would you choose? No one of experience would hesitate in selecting the man who was most a man. The grandest thing in connection with the work of teaching is the man or woman; that quality of spirit, nature, energy; that something which coming in contact with Spirit polishes Spirit and begets life. It is not mere education; but the begetting of life in the mind of the pupil; the lifting up of the boy and girl to see beyond. The one who can touch life in that way has a qualification that surpasses all others. Character is the greatest qualification for any man or woman who takes the work of training. There is in all professions a tendency to narrowness. The teacher is also in an attitude of superiority. He always talks down. He does not mingle with men and women as his equals. He is for the most part hemmed in with children in the relation of inferiors, and so it comes about in a long service that the man gets out of balance with his fellows. The corrective influence we need to struggle after is this development of ourselves. Therein you have the necessary balance; then the deficient side of your nature is complemented. About vacation: Some say, let me get alone with nature where everything is pure and fresh. That is good. The further the man has been away from nature the more quickly he should return to it. It is good; but it is not enough. You want to get yourselves in contact with superior life. Get in contact with the man or woman whose experience is a genuine experience; whose life is a true life, whose work is a real work. There is some grand work being done to-day, even in the darkest corner of the earth. No matter how humble the position the teacher may occupy he has the chance of coming in contact with some of the grandest spirits that are moving the moral forces of the world.

In conclusion he said: Come into sympathy with all that is grand and beautiful that you may qualify yourselves for the discharge of your duties as a teacher. We want not less professional culture, but more of self-culture. We may and do take pride in our school system. But let us not deceive ourselves. Our school system is worth what the men and women who officer it are worth; not a penny more. Let us lift ourselves up to be grand men and women and we will lift up our school system.

Now the practical question confronts us, how would you teach religion in an institution of learning? We have shut ourselves up to one answer: Live it as you do in the home. Demand that every teacher shall be in this large sense a religious man. He shall be first and last, reverent, clairvoyant, spiritual; I care not what his department. The old story runs that Whitefield could make men weep or tremble by the varied utterance of the word Mesopotamia. . . . The spiritual man will say "two times two" to edification. . . . A spiritual man, a right-minded man, reverent, loyal to truth, is a fountain of health. His words they are spirit, they are life. I care not what he teaches—mathematics, mechanics, science, classics, philosophy or theology—*himself* goes with it. That is the best part of his teaching. Teaching without a spiritual personality in and through it is merely sounding brass and a tinkling cymbal. —Dr. Ecob.

Mathematics.

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

8. $\frac{1}{10}$ more in the price of tea would require $\frac{1}{11}$ less in the weight for the same money; $\frac{1}{2}$ more in the price of sugar would require $\frac{1}{3}$ less in the weight.

Thus, 1 lb. tea + 3 lbs. sugar, cost 6 s. before the rise.
 $\therefore \frac{11}{10}$ lb. " + 2 lbs. " " 6 s. after "
 But 1 lb. " + 3 lbs. " " 7 s. " "
 $\therefore \frac{11}{10}$ lb. " + 1 lb. " " 1 s. " "
 or 1 lb. " + 11 lbs. " " 11 s. " "
 \therefore 8 lbs. " " 4 s. " "
 \therefore 1 lb. " " 6 d. " "

\therefore 1 lb. sugar cost $\frac{3}{4}$ of 6d. = 4d before the rise, and 1 lb. tea cost 60d. before the rise.

Add 50% to the tea and 10% to the sugar, and the prices are 90 d and 4.4d.

\therefore 1 lb. tea and 3 lbs. sugar cost 90 + 13.2 = 103.2d = 8s. 7 $\frac{1}{2}$ d.

9. Each circumference multiplied by the number of revolutions = 120. The numbers of revolutions are evidently whole numbers. Now all the divisors of 120 are 1, 2, 3, 4, 5, 6, 8, 10, 12, 15, 20, 24, 30, 40, 60, 120, and of these we must choose two that differ by unity, i.e., two of the first six; the other two factors must differ by 6, etc. \therefore 4 and 30, 5 and 24 are the only pairs possible. Circumference = 4 yards and 5 yards.

$$10. x\left(\frac{1}{b+c}\right) + y\left(\frac{1}{c-a}\right) = a+b$$

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

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

$$\therefore x\left(\frac{2b}{b^2-c^2}\right) + y\left(\frac{2c}{c^2-a^2}\right) + z\left(\frac{2a}{a^2-b^2}\right) = 2b+2c+2a.$$

This may be written

$$(2b)\frac{x}{b^2-c^2} + (2c)\frac{y}{c^2-a^2} + (2a)\frac{z}{a^2-b^2} = 2b(1) + 2c(1) + 2a(1).$$

From which it is plain that

$$\frac{x}{b^2-c^2} = 1; \quad \frac{y}{c^2-a^2} = 1; \quad \frac{z}{a^2-b^2} = 1$$

will satisfy the equation, and by substituting $x=b^2-c^2$, etc., in the original equations, we can easily verify the results obtained by inspection.

11. Given $a^2 + b^2 + c^2 = ab + bc + ca$.

We know that $(a-b)^2 > 0$ when a and b are not equal. But if $a=b$, $(a-b)^2 = 0$.

Thus if a, b , and c are unequal, we have $a^2 + b^2 > 2ab$; $b^2 + c^2 > 2bc$; $c^2 + a^2 > 2ac$.

$\therefore a^2 + b^2 + c^2 > ab + bc + ca$.

Again if a, b , and c are equal,

$a^2 + b^2 = 2ab$; $b^2 + c^2 = 2bc$; $c^2 + a^2 = 2ac$.

$\therefore a^2 + b^2 + c^2 = ab + bc + ca$.

It is therefore plain that the condition on which the relation depends is $a=b=c$.

12. If $a \div b = c \div d$, and a is the greatest of the four quantities, shew that $a - b - c + d$ is positive.

13. The nickel cent is one inch in diameter. Place three coins on the table so that they touch one another, and determine the area of the curvilinear space enclosed; also the areas of the circles which will touch the three coins (1) externally, (2) internally.

14. On the sides of an equilateral triangle three squares are described externally. Compare the area of the given triangle with the area of the triangle formed by joining the middle points of the squares.

15. The sides of a quadrilateral are a, b, c, d , and the figure admits of having one circle described about it and another circle inscribed within it. Show that the (area)² = $abcd$.

16. Show how to find two square numbers whose sum shall be equal to any given square number, and apply the result to form a series of right-angled triangles whose hypotenuses are 25, 49, 81, 121, 169, etc.

17. Two boys start to run about a triangular field in opposite directions with velocities which are as 13:11. They run from the right-angle and meet, first at the middle of the hypotenuse, and next 20 yards from the right-angle. Find the area of the field in square yards.

*An address delivered before the Oxford Teacher's Association at Woodstock.

Hints and Helps.

SCHOOL-ROOM DECORATIONS.

A CLEAN school-room is pleasant even if wholly unadorned; but a dirty room is unsightly in spite of the most elaborate decoration. Before we begin to beautify our school-room therefore, let us make it clean. The greatest source of untidiness is ink. No loose ink-bottles should be allowed in the room. Ink-wells sunk in the desk are the best to use.

To keep the floor free from papers it is only necessary to provide a large waste-basket. This should be of simple and chaste design, and may be made ornamental as well as useful.

Many school-rooms are rendered unsightly and unhealthy by chalk-dust, and yet this source of annoyance and danger can be almost entirely done away by the use of what is known as the Dustless Crayon. The best eraser is made of chamois-skin.

Now, having our room bright and clean, we are ready to decorate.

Maps and globes of soft and well-arranged hues should be preferred to those of brilliant and inartistic coloring.

Passing to things not commonly considered necessary, I will first mention window-shades. Even where there are inside blinds, it will be found that shades or curtains give the school-room a home-like look, and not only aid in furnishing it, but also afford great relief to the eyes.

Pictures are within the reach of all. Good pictures exert a constant influence, gradually and insensibly raising the taste of the pupils, and refining their thoughts. But cheap pictures are far better than none; always provided they be good of their kind. A good wood-cut is better than a poor steel engraving, and a good steel engraving is better than a poor painting. Nothing is better than the portraits of eminent men. Views of noted places are of great interest and value. The geography lesson is more pleasantly committed if the pupils can have meanings given to the long, hard names by a glance at pictures of the places they are studying.

Photographs of ancient sculpture illustrating classical mythology are eminently appropriate. So are photographs of classic scenes and buildings such as the plain of Troy, the ruins of Pompeii, the Coliseum and the Parthenon.

Mottoes are very pretty decorations for a school-room. They have also a far greater moral power than most persons would suppose. Who can estimate the potency of the world's aphorisms and proverbs?

Nothing can be more beautiful or fitting for school adorning than flowers. It is a pretty custom of many rural towns for the little children to bring a bouquet of wild flowers each morning to a "teacher." It will be well to have a few pots of flowers always blooming in the window.

In a corner of the room should be a handsome bookcase filled with well-bound books of reference—the dictionary and cyclopædia, of course, and a good atlas and gazetteer. Then add as many books of travel, history and science as possible. In another corner I would have a table covered with baize, on which should be laid a daily and a weekly paper, and one or two of the leading monthly magazines. A few comfortable chairs about this table would be attractive on rainy days, before school, and during the "nooning."—*Youth's Companion.*

RECESS.

THE custom of having a recess, in which the pupils go out of the building, get tired, soil their clothes, fall into disputes and contentions, and lose their interest in their studies, is but a custom. No small number of teachers have no such recess, considering it a damage to the school. The plan is to have, say, six recitations in the forenoon, and a rest at the end of each. During this rest the windows are opened for fresh air; the pupils ask questions of the teacher; whisper to their neighbors (if they wish); move about the room, if any need to, or go out, as they do so putting their names on a book. If there is too much noise, a pencil-tap is heard from the teacher's desk; two taps bring all to their seats, and business is resumed. As the chief difficulty arises from the going out of the pupils, the teacher inspects the "going-out book," and when he finds one pupil does too much of this, freedom to go out to that

pupil is taken away. After a time the pupils learn to use and not abuse their freedom. There are many advantages about the no-recess plan. In the cities many private schools have no recess and no intermission. The hours are from nine to one, with several rests. A good deal of injury comes from recesses; the school is broken into four parts; a bad pupil can do much injury; many vexations occur. A pupil needs to study his lesson, but recess comes and he is obliged to go out, and his mind is diverted, and he returns with his head full of what he was told at recess, or of some game to be finished. Many a teacher has thus learned to dread the recess. But some will fear the pupil's health will suffer from his long confinement. This is not a necessary conclusion. How is it with children in workshops? They work from seven to twelve, from one to six, in them. If a pupil changes his seat, has fresh air, and a varied occupation, his health will not suffer.—*Ex.*

THE LAPEER COUNTY PLAN.

THE Lapeer county examiners seem determined to know something of the teachers' reading, rightly estimating it as an important factor of successful teaching. We give below the questions asked of every candidate. The propounding of such or similar questions will call to the mind of the careless teacher, the fact that a mere knowledge of text-books is not the only qualification recognized by the examiner, and will be a timely hint to them to begin reading.

1. What educational works have you thoroughly completed?
2. What educational works have you only partially completed?
3. Are the above books still in your library?
4. What educational papers do you read regularly?
5. What literary papers or magazines do you read regularly?
6. What literary works have you finished during the last year?
7. What literary works have you read in part during the last year?
8. Are you a member of the reading circle?
9. What branches, which you are not writing at this examination, have you thoroughly studied?

The above questions to be answered before examination is commenced.—*Exchange.*

How many parents know the teacher who has charge of their children during the day? How many teachers know the parents of the pupils they instruct? A small percentage, we opine. One would suppose that ordinary interest on the parents' part would induce a change in such a state. It is hardly the teacher's fault. He can not be expected to look up parents, nor may he desire to. Precious little do parents care for the school work of their children if their visits to the school may serve as an indication. We hold that the parent ought to visit the classes in which his child recites, at least once a year. Oftener as it may please, but at least that. It is good, for more reasons than one, for parents to have some idea of the school life of the children—usually they have not the slightest, save as they get the child's highly-colored descriptions. Many parents of our pupils have in the four years' course never been inside the school. We do not know them by sight even. Yet if a question about the schools came up we are sure these very parents would be the very ones who would be the first and loudest in criticism. Not long ago we asked a lady to visit the school. Her reply was, "I did not think you wanted visitors." Well,!!!! Teachers, we can at least invite the parents when we meet them. If they do not come there is no further concern for us in the matter.—*Central School Journal.*

THAT is the best governed school which is governed through its activities. The problem in school government is, *how to keep the children busy.* A busy school governs itself, and an idle school no body can govern. A frequent use of "thou shalt not" is an unfailling sign of weakness on the part of the teacher. Remember that "substitution" is the only proper method of "elimination" in the problem of school government. Give the better method, the better thought, the better ideal, and the bad must give place.—*Indiana School Journal.*

DEVICE FOR A DARK AFTERNOON.

BY EVELYN S. FOSTER.

ONE dark rainy afternoon, when the spirit of unrest was uncomfortably active in the school-room, I hit upon a new device, which, for a time, entirely banished the unwelcome intruder. I had upon my desk two new copies of a juvenile publication; the leaves had, until that afternoon, been uncut. I described its beauties to the children, and said, we would use it for a reader that day. I also said, I should select a child, who sat very still, to read first, and after that, I should choose for readers, those who were the most attentive. As I had two copies of the magazine, I was able to follow the reading and help the pupils in difficult places. The change in the moral atmosphere of the school-room was amusing as well as pleasing, for some of the children looked as if they were at the photographer's, having their pictures taken. I found this exercise also a great help in teaching the pupils to read at sight.—*Educator.*

PREVENTING DISORDER.

ONE of the best ways to prevent general disorder in a school-room, such as whispering, passing notes, loud studying, playing, etc., is to create a sentiment in the minds of the children about one's duty to his neighbor. Continually impress upon the pupils the impropriety and positive unkindness of disturbing others. There will, in time, if the teacher practices as he preaches, be a sincere regard for the rights of others, and little, if any, need to speak of the offences that make up the aggregate of a teacher's trials. Besides, such pupils have received an impression toward true citizenship that must result in making them better men and women.—*A. Evers.*

CORRECT PRONUNCIATION.

INTERSTICE—in-ter-stis or in-ter-stis.
Intestine—in-tes-tin, not in-tes-tine.
Intrigue—(noun and verb)—in-treeg', not in'treeg.
Intrusive—in-troo'siv, not in-troo'ziv.
Inure—in-yoor', not in-oor'.
Invalid—(noun) in-va-lid, or in-va-lead'.
Inveigle—in-ve-gl, not in-va-gl.
Inventory—in-ven-to ry, not in-ven-to-ry.
Iodide—i'o-did or i'o-dide.
Irate—i-rate', not i'rate.
Iron—i'urn, not i'run.
Irrational—ir-rash'un-al, not ir-ray'shun-al.
Irrefragable—ir-ref'ra-ga-bl, not ir-re-fra'ga-bl.

THE art of conversation is one of the most valuable qualifications of the teacher. Children are delighted with one who has the ability to talk with them in a sensible and entertaining manner. It is admitted that the art of conversation can be taught as a branch of school work, and by the guidance of certain general rules the teacher can exert an influence, by her style and example, that will be of great value to the young in securing for them felicity of expression and ease of manner. Children always listen to a good narrative with delight, and to listen well is almost as desirable as to talk well. Conversation is a mutual matter, and the real life "small talk" is the basis of a large proportion of social intercourse. Talks with children should be varied, natural, free in style, governed always by the rules of good breeding, such as avoiding interruptions, personal insinuations, indelicate allusions, or double meanings, cheap witticisms, etc. The great secret of a successful talker consists in displaying genius in bringing out the thoughts of others. Children analyze and philosophize with great correctness; and the teacher who talks too much, or who aims to show her own superiority, will soon lose her power to interest or instruct the young. It requires wisdom to talk well; sound judgment must be exercised when to keep silence.—*American Teacher.*

Pedagogue—"What is a shepherd?" The class does not respond. P.—"Suppose you are all lambs—that is, little sheep—what am I?" Tommy—"The biggest sheep."

TORONTO, JUNE 1ST, 1887.

SPECIAL NOTICE.

A considerable number of subscribers are on the lists for both the "Educational Weekly" and the "Canada School Journal." Their accounts with the two papers will be combined, and a proper date ascertained by an average of the credits in the two cases. A subscriber found to be a dollar behind for one paper and a dollar in advance for the other, would thus be held as being paid to date. And a subscriber found to be a dollar in advance on both of the papers, would receive a credit on the new paper as being two dollars in advance. And so on in the various cases. The two papers and all their interests having come under one proprietorship, this is the only rule which can be applied.

Subscribers for the "Canada School Journal," paid in advance, will receive the new paper for the term for which they are so paid in advance. Subscribers for the "Educational Weekly," paid in advance at the rate of two dollars a year, will receive the new paper for a commuted term one-fourth longer than the balance of time for which they are so paid.

Subscribers for either paper alone, who may be in arrears, will be required to pay up their liabilities to date, and to pay in advance for the new paper for whatever term they order it. By no other method can we introduce the cash system. And for the introduction and maintenance of that system—the only safeguard to the success and efficiency of such a publication—we ask the assistance of all our friends of the teaching profession.

THE PUBLISHERS.

Editorial.

MORAL TRAINING vs. RELIGIOUS INSTRUCTION.

THESE two things, though closely related and logically inseparable, are practically distinct. The distinction between them is just now of great importance, in its bearing upon school legislation. That the public school should be a place for the training of the moral no less than the intellectual nature, is a proposition few will care to dispute. That the former has been too often neglected, lost sight of, or crowded out by the pressure of the inexorable curriculum, seems now to be pretty generally admitted and deplored. The tendency has been, and still is, to cram the school-hours so full of text-book study and lesson-reciting, that time and opportunity are entirely wanting for those quiet talks, those earnest discussions of the right and wrong of things, and those direct and searching appeals to conscience, which are amongst the most efficient means of moral culture available in the school-room. The effects of this one-sided development of the faculties has become of late years painfully apparent, and is creating well-founded alarm. It is being discovered, or, rather, the obvious truth is being forced upon public observation, that not only are sharpened perception and expanded intellect no guarantee in themselves of high moral character, but that the increase of mental power they bring, may prove, too often, simply increased power for evil-doing.

It is no wonder that, under these circumstances, good men should be aroused to the necessity of a change, but it would be greatly to be deplored if in the effort to correct one serious error, they should precipitate the schools and the public into another scarcely less serious, in the opposite direction. It may be, it is, in fact, not improbable, that the prevailing absence of anything like systematic moral training in the

public schools is largely an illogical outcome of the grand doctrine of liberty of conscience. The impropriety of requiring or permitting any form of sectarianism to be taught in the schools supported by all sects, has long been apparent. Almost equally obvious to the dispassionate thinker, though by no means so generally admitted by all classes of religious people, is the impropriety of introducing dogmatic religious teaching of any kind into schools supported by men of all beliefs, and of no belief. All such teaching at public expense is logically inconsistent with the freedom of thought and of conscience which are dear to every liberal mind. Such teaching is sure to do more harm than good. The method is incompatible with the spirit of voluntarism which permeates the whole Christian system and is the foundation principle of modern free institutions. Such teaching is, moreover, sure to lack largely the essential element of spirituality and to degenerate in a multitude of cases into empty, lifeless, often hypocritical, form. In a word, the public school is necessarily a state institution. It is under Government direction and control. But Government is not necessarily even religious, and if it were, none of us would admit for a moment that it is any part of its function to teach religion. Religious or Christian truth is spiritual in its nature, and must be spiritually taught as well as spiritually discerned. If it is the duty of the Government to prescribe that the Scriptures be read, or prayers offered, as devotional exercises in the schools, it is its duty to see that these things are done aright. The Minister of Education must insist that the reading and the prayer be sincere, reverential, impressive, else they become a hollow mockery, injurious in its tendency and verging on profanity. Hence follows, of strict logical necessity, Governmental tests of religious faith and character. But if the Minister is to apply these tests, some guarantee must be had of his own personal fitness for the task. If he is to keep the conscience of the teachers by whom is his conscience to be kept? *Quis custodem custodiet?*

This is, we are perfectly aware, no new doctrine—no new argument. We hope it is unnecessary to ask that our motives be not misconstrued in reproducing it. We regard it as the application of the *reductio ad absurdum* to Government prescription of religious exercises in public schools. Others may not agree with us. We may be wrong. Our columns are open. We want to know the truth and to have our readers know it. Need we add that we are no enemies of religious exercises in schools? We would that in every school in the land there were devout recognition of the great truths, and wise application of the mighty motives, of the Christian religion. We doubt the possibility of effective moral training upon any other basis. Our contention is that under existing circumstances this is matter for local option and agreement. The people of each school district may know the character of their teachers, may choose those they can trust and trust those they choose,

and as far as they choose. Even here, of course, a logical objection may be raised, inasmuch as each school is in part supported by public funds. But against the exercise of such local option few, if any, would raise the first objection, while by it alone can the force of the second be obviated. In any case it is pretty clear that if not in this way, then in no way, can religious instruction, proper, be secured in the schools.

But what about the moral training? We have admitted that Christianity supplies the only sure basis for this. But cannot the basis be made available and the moral training effective, without formal religious instruction in the schools? We must leave the consideration of this question for another article.

INFORMING.

THE conscientious teacher often finds himself face to face with difficult moral problems in the school-room. Not the least perplexing of these we have found to arise in connection with attempts to discover the perpetrator of some flagrant breach of school law—often, it may be, of moral law as well. The best interests of all concerned demand the detection and punishment of the culprit. This may be necessary, not only for the upholding of discipline, but for the protection of the innocent from unjust suspicion. The facts of the case may be known to but one or two besides the guilty party. These may have been less guilty accomplices, or secret abettors, or mere confidants, or accidental spectators. In any case it seems of the utmost importance that their testimony should be had, while in nine cases out of ten, it may be, the parties will suffer almost anything rather than turn informers. In their view it would be "mean" to tell. Their honor, according to the popular code, is at stake. What is to be done?

Of course, no absolute rule can be laid down. Circumstances alter cases, and each case will have to be dealt with on its merits. We have recently referred to the point, but its importance warrants fuller consideration. The view that has always seemed to us most tenable is that the boy's code of honor is wrong, and that it is of the utmost importance to convince them of the fact. If they can be brought to see that the duty of an honest boy to the school, in other words to society, outweighs any minor consideration; that true honor can have no secret pact with wrongdoing, and cannot shield it without committing equal wrong, the main point is gained. But a first step is to convince the judgment and conscience that the thing that has been done is wrong, is a moral crime, and that the best interests of all concerned demand its exposure and punishment. If this cannot be done, we very much doubt the propriety of inducing, much less compelling, a boy to give evidence. Another rule we deem of great importance is to avoid, if possible, receiving secret information. On no account, if it can be avoided, should the witness be encouraged by

the promise that his name shall not be known. He should be induced, if possible, to come out openly and manfully, as one performing a high, if disagreeable, duty. If he can be induced to go to the culprit beforehand and avow his determination to tell what he knows, the guilty one will generally save him the trouble by confession.

The principle involved in the above is far-reaching. It affects society as well as school. How often will an upright citizen wink at gross wrong-doing, under the mistaken notion that there is something mean in becoming an informer. In school, or in society, the guilt of moral cowardice is often involved in the concealing, not the informing. But the trouble, we have often found, lies largely in the notion of secrecy, underhandedness. Let this notion be repudiated. Let it be tacitly understood, and, if need be, openly avowed that the manly or womanly pupil is the one who is openly, fearlessly, on the side of law and order. Children will generally despise and persecute the secret informer, but will admire the one who does right without fear of their frowns or jibes. The pupil who says modestly but fearlessly, "I am with you in all good sport, but will not wink at anything which I know to be wrong," and who carries it out without priggishness, will not be unpopular. We have known a few such, and they were among the most popular and influential in the school. Each was a power for good. The true remedy, then, is to create, if possible, such a moral atmosphere in the school that the code of honor will condemn the secret evil-doing, and approve its manful exposure. We have known an excellent effect to be produced by a brave pupil going quietly to the culprit and appealing to his manliness to tell the truth himself and save others the necessity.

THE SUMMER SCHOOL OF MUSIC.

The school provided for teachers will be held in the Education Department building from August 1st to 13th.

Mr. H. E. Holt, Director of Music in Boston Public Schools, has been engaged as principal teacher. He will be assisted by Mr. W. E. Haslam, conductor of Toronto Vocal Society, Mr. H. G. Collins, secretary of the Royal Canadian Society of Musicians, and Mr. S. H. Preston, of the Normal School.

The prospectus outlines a course of study which will be of special value to teachers, and includes, in addition to the study of music-teaching in schools and sight-singing, lectures on voice cultivation, vocal physiology, elementary harmony, and other branches of a musical education.

The school has been established by the Minister of Education to provide training for teachers who do not feel themselves qualified to teach music in the schools, and to give others an opportunity to extend their musical knowledge, and to study the best methods of teaching children to sing by note.

Music is now placed on the list of compulsory subjects for County Model Schools. We are informed that, with a view to securing uniformity and systematic teaching, a course of study is being prepared which must be followed in all schools where music is taught.

Teachers will, no doubt, find it to their interest to avail themselves of the opportunity of attending the summer school. Many applications have already been received from different parts of the Province. The prospectus and form of application may be obtained from Mr. S. H. Preston, of the Normal School.

Contributors' Department.

THE PHILOSOPHY OF ELOCUTION.

I PURPOSE in this paper discussing the character of several readings to be found in the Public and High School texts. Let it be understood from the outset that a correct interpretation by voice of any literary selection demands two requisites on the part of the reader; that he comprehend the meaning of the author, and that he possess a voice capable of expressing every form of sentiment. The voice being the outward manifestation of the soul, its *color, tone, timbre*, etc., must be carefully considered when thought is to be conveyed to the mind through the agency of the voice. A correct comprehension of a passage will ensure proper emphasis. Hence it is that elocutionists say, and very properly too, that if you understand the thought of the author the emphases will take care of themselves. This is a truth contained in the very definition of emphasis which it would be folly to dispute. A word becomes important in an elocutionary sense from its share in the conveyance of thought—not because it is a verb, pronoun, or adjective. The little word *ah!* when uttered soulfully, may have more power bound up within it than is in a whole sentence of a purely mental character. So we can understand why Garrick, the renowned actor, would willingly give any money if he could utter this syllable as Whitefield did when preaching. From *comprehension* is begotten *sympathy* and from *sympathy* a *correct color* of voice, which is the fruit of correct expression. The character of the voice to be used will depend upon the character of the sentiment. *Pure voice* is the outcome of a serene state of mind, while an *impure voice* denotes a disturbed condition of mind. This is contained in the very definition of elocution—a *subordination of the entire physical being to the commerce of mind and soul*. It is plain then that, if the mind be agitated, the voice, which is a physical gift, will betray that agitation. Take the following as a good example of the pathetic:

Break, break, break,
On thy cold gray stones, O Sea!
And I would that my tongue could utter
The thoughts that arise in me.

O well for the fisherman's boy,
That he shouts with his sister at play;
O well for the sailor-lad,
That he sings in his boat on the bay!

And the stately ships go on
To their haven under the hill;
But O for the touch of a vanish'd hand,
And the sound of a voice that is still.

Break, break, break,
At the foot of thy crags, O Sea!
But the tender grace of a day that is dead
Will never come back to me.

The first question to be asked in the analysis of the above, is under what circumstances did Tennyson write it? What was the probable condition of his mind at the time it was written? It is the portion of a graceful tribute of lament—a wreath of linked elegy—to the memory of his young departed friend and fellow classmate, Arthur Hallam. The selection is therefore a piece of pathos, and its proper rendition demands three conditions: *natural voice, effusive utterance* and *slide of semitone*. By natural voice we mean the conversational voice, or the voice we all have by nature. There should be no nasal, guttural, or pectoral qualities in it. The utterance should be effusive, *i.e.*, flowing from the mouth in a continuous sound. The slide of the semitone is the unconscious slide of the voice on

the *minor chord*, as exhibited in the plaintive cry of the child, or the weeping utterance of the bereaved mother. If the reader wishes to interpret well and artistically this selection from Tennyson, he must put himself in close communion with its spirit. He should pause between the utterance of each *break!* giving time to the mind to contemplate its sorrow. The word *break!* is repeated three times, and in consequence of its importance it should be read with increased progressive force and pitch of voice. Pay particular attention to the pathos of the lines:

But O for the touch of a vanish'd hand,
And the sound of a voice that is still.

Herein is contained the poetic moment of the poem. It is the key to the whole of "In Memoriam."

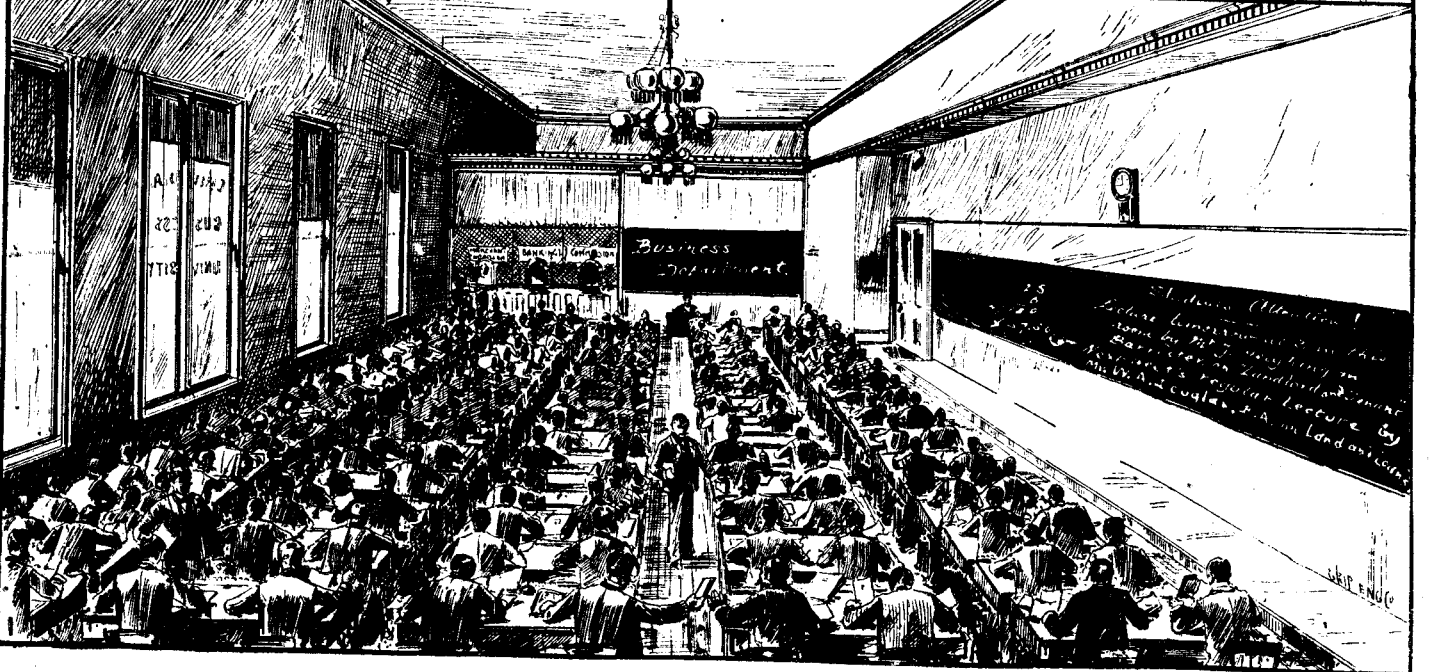
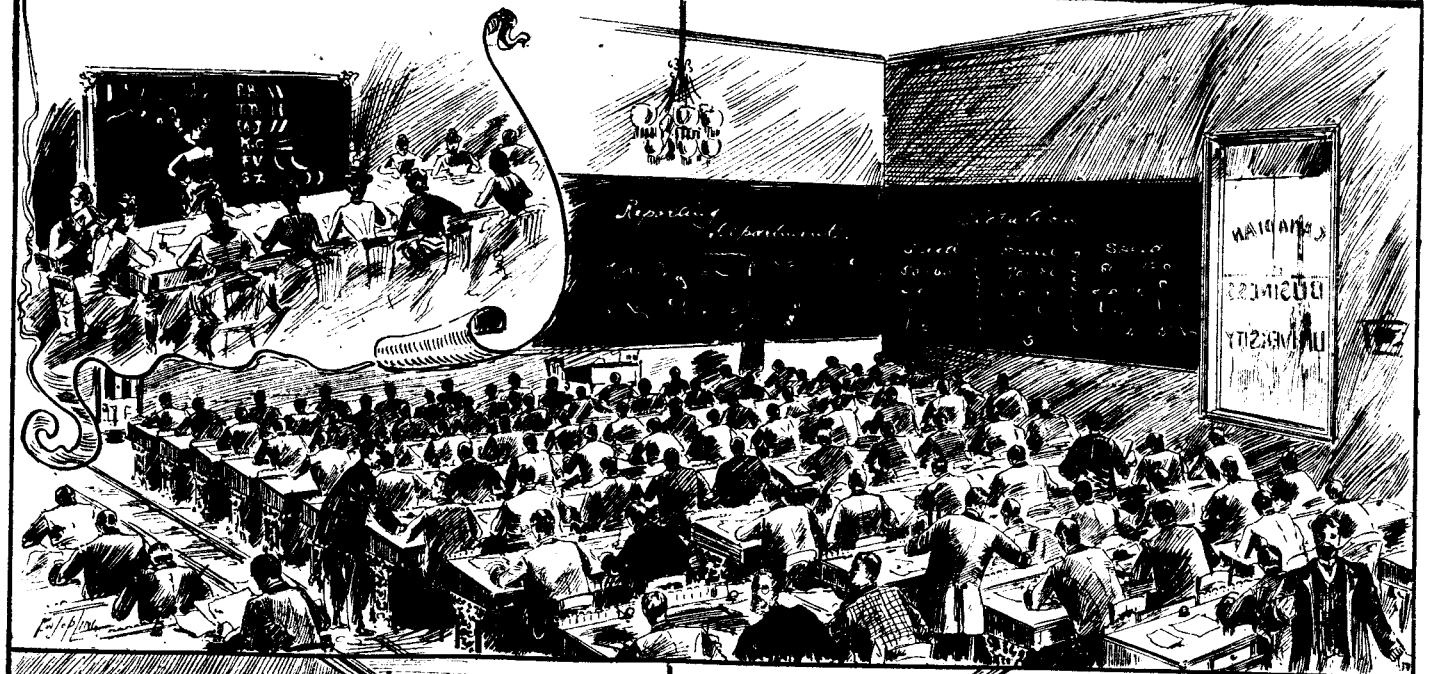
Now we will turn for a moment to an entirely different character of reading, and analyze the elements of voice to be used in interpreting "Hervé Riel." This is a piece illustrative of heroism, and its reading is of the abrupt and startling style. The voice to be employed must be the *explosive orotund*. The orotund is an enlargement of the natural voice. There are three qualities of the orotund voice: *effusive, expulsive* and *explosive*. The first is used in grand and sublime passages, the second in oratorical styles, and the third in selections full of abrupt and startling emotions, as fear, alarm, terror, hurry and commotion, anger, etc. The form of utterance in the explosive orotund is sharp, clear, and pistol-like. Many elocutionists, from want of appreciation of this element of voice, fail in the recitation of Tennyson's "Charge of the Light Brigade." I will single out one stanza of "Hervé Riel," as best illustrating this particular character of voice:

"'Twas the squadron that escaped, with the victor
in full chase,
First and foremost of the drove, in his great ship,
Dampfreville;
Close on him fled, great and small,
Twenty-two good ships in all;
And they signalled to the place,
"Help the winners of a race!"
Get us guidance, give us harbor, take us quick,—
or quicker still,
Here's the English can and will!"

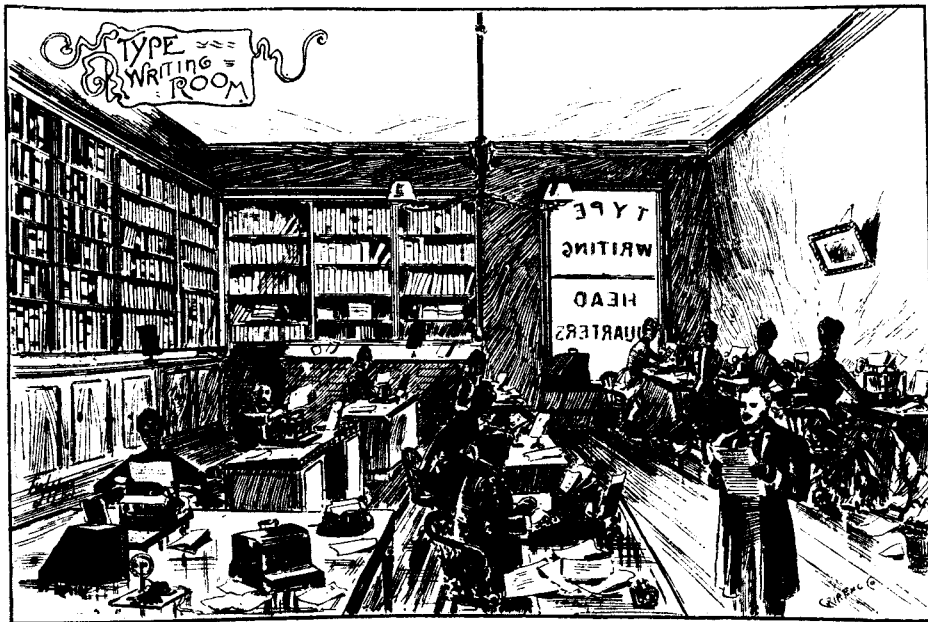
The pitch of the voice in the proper recital of the above will be high in the first part and very high in the second part. The utterance will be rapid but distinct. As soon as the reader reaches the sixth line, "Help the winners," etc., the voice takes a very high pitch and sustains it to the end. The slide of the voice will be upward, as it invariably is in passages of calling. Great care should be taken that at a semi-colon only partial cadence be allowed.

Let us now glance at another character of reading, that found in the "Bells of Shandon," from the gifted pen of Rev. Francis Mahony, the *Father Prout of Fraser's Magazine*. Readers of that magazine will not soon forget the author's skilful translation into French and Latin of Moore's Melodies. This poem is full of imitative harmony—so much so that as we read it, we fancy we hear the Bells of Shandon scattering their sweet tones o'er the river Lee. The voice requirements for the proper rendition of this unique poem are *natural voice, effusive utterance*, and *high pitch*. The pleasant effect produced by this combination was called by the ancients the "silver tone." To secure high pitch let the voice ascend the musical scale four notes, beginning with the pitch of ordinary conversation. The more pure, gentle, and continuous the tones can be made, the more effective and pleasant will be the results of the reading.

THOMAS O'HAGAN.



CANADIAN BUSINESS UNIVERSITY AND SHORTHAND INSTITUTE, TORONTO.



TYPEWRITING ROOM—INSIDE VIEW.

THE CANADIAN BUSINESS UNIVERSITY AND SHORTHAND INSTITUTE.

A MARKED, and, as we are inclined to believe, a healthful characteristic of the educational movements of the day, is the growing tendency towards the practical. Even the arts colleges no longer deem it desirable to train up their students as dreamers, or visionaries, or even mere classical scholars, or metaphysical dryasdusts. In order to become learned as a student it is no longer necessary to be helplessly ignorant in all matters pertaining to business affairs and every-day life. It has been at length discovered that sound learning and business knowledge and ability are not necessarily incompatible. Quite the opposite. The various spheres of thought and action touch and intersect at a thousand points. Study and learning of every kind are of practical benefit to men and women, and certainly those branches of study and that course of education which, while calling into vigorous play the mental faculties, are at the same time specially adapted to fit the student for the successful management of the business side of any occupation, industrial, commercial, or professional, are not the least deserving of attention and encouragement.

The value of such an education as business colleges afford, as a necessary adjunct to that received in other schools and colleges, is yearly becoming more manifest. A large proportion of those who have had such training are seen taking prominent positions, and acquiring competence or wealth much more surely and rapidly than they could have done cut for this special preparation.

Prominent amongst the business colleges of Canada is that presented in the illustrations on this and the preceding page. The CANADIAN BUSINESS UNIVERSITY AND SHORTHAND INSTITUTE was established in 1879 by Mr. Thomas Bengough, official reporter of the York County Court, and in 1885 Mr. C. H. Brooks was admitted as a partner and given charge of the management of the institution. Since that date the College has grown until it is to-day, we believe, the largest institution of the kind in Canada. The course of instruction is short, averaging about four months, for each pupil, but practical and complete. The curriculum, as now arranged, is the result of

long and practical familiarity with the work to be done, and a thorough knowledge of the best way of doing it. The course includes Book-Keeping by Single and Double Entry, Penmanship, Plain and Ornamental, Commercial Arithmetic, Spelling, Mercantile Law and Business Correspondence, Brokerage, Actual Business, Banking, Commission, Shorthand and Typewriting. The aim of the proprietors and teachers is to leave nothing undone by way of enabling every pupil to develop the best that is in him, in the shape of business talent.

The college is located in the Public Library building, corner of Church and Adelaide streets. The whole of the upper flat of this building is occupied by its offices and school rooms. Mr. Thomas Bengough, the original founder, is President of the institution, and Mr. C. H. Brooks, Secretary and Manager, and to the ability, systematic management, and enthusiasm of these gentlemen the popularity and success of the college are, no doubt, mainly due.

The situation of the college is one of the best in the city, and the city of Toronto is undoubtedly the best educational centre in Canada. It is a well-built and beautiful city of about 130,000 inhabitants and is growing with almost phenomenal rapidity. Its public and private industries are many and prosperous, and as a commercial and distributing point it is, with the exception of Montreal, unrivalled in Canada.

For some years past Mr. Bengough has, with the sanction of the Minister of Education, conducted summer classes in shorthand in the Normal School buildings. This summer it is proposed to carry on and extend the work, in the college itself. Classes in shorthand, typewriting, book-keeping and penmanship, adapted to the wants of teachers who wish to turn their summer vacation to the best account, will be formed. A shorthand class will be conducted by Mr. Bengough personally, specially designed to enable teachers to fit themselves for teaching the Art in Mechanics' Institutes, etc. The principles of the system can be mastered in a month. Several teachers have already gained permanent increase of salary by taking advantage of these summer classes.

The Canadian Shorthand Society meets in Convention, in Toronto, August 15th, concurrently with the meeting of the Teachers' Association. Excursions and other recreations will be arranged for.

Educational Notes and News.

LANARK TEACHERS' ASSOCIATION.

THE annual meeting of the teachers of the County of Lanark was held at Carleton Place on Thursday and Friday, 25th and 26th April. The President, N. Robertson, B.A., occupied the chair and delivered an opening address.

Miss Lizzie Campbell, of the Perth Model School, read an instructive and well-written essay on "How to Secure Attention." It was highly eulogized by different members, and a motion was passed that it be published, with Miss Campbell's consent, in the local papers and in the EDUCATIONAL JOURNAL.

The next subject was "Local Geography," by Mr. J. Y. Noonan. He illustrated on the black-board his method of teaching geography to beginners, and received the thanks of the Association for his able treatment of the subject.

Mr. J. McCarter then read a paper on "Maxims and Methods," which was full of suggestions valuable to all, and contained hints how to overcome sluggishness, inattention, etc.

The afternoon opened with a discussion on Mr. McCarter's paper. Mr. P. C. McGregor led off, and in his criticism emphasized the point advocated by the essayist, that "the best teachers should be placed in charge of the junior classes." Dr. Baptie, of Ottawa Normal School, showed by a number of experiments how chemistry might be made interesting to young pupils, and how it could be taught in our public schools with very little expense.

"The Basis of the English Language" was then taken up by F. F. McPherson, B.A. His paper was able and interesting, and well adapted to awaken a deeper interest in the study of Anglo-Saxon.

In the evening Dr. Baptie delivered a lecture in the opera house; subject "Man: Where is He, and What is He?"

On Friday morning P. C. McGregor, M.A., addressed the meeting on "How to Improve Our Profession." He gave some valuable advice, and placed the standard to which teachers should attain very high.

"Uniform Promotion Examinations" was taken up by the Inspector, F. L. Michell, M.A. He thought that the time had arrived when these examinations should be held throughout this county. His remarks provoked an animated discussion, the result of which was the appointment of a committee to enquire into the feasibility of such examinations, and to report at next meeting.

The committee on "College of Preceptors" did not report in favor of the scheme. Their report was adopted. On the suggestion of the committee on "School Journals" it was decided that the Association would pay one-half of the subscription price of either the EDUCATIONAL JOURNAL or *Teachers' Institute*.

On Friday afternoon the first subject was "Botany," by Dr. Baptie. The manner in which he handled the subject made it very interesting.

Mr. McCarter made a few remarks in regard to the authorized history. He considered it not adapted for our school. After a spirited discussion a resolution was passed, disapproving of the use of it in our schools as being unsuitable. The meeting then closed to meet in September or October next.

WILMOT TEACHERS' ASSOCIATION.

THE last meeting of the Wilmot Teachers' Association was held at New Dundee on May 7th. After opening exercises and routine business Mr. W. R. Wilkinson gave an address on Germanisms, or sentences apt to be wrongly expressed by Germans.

Mr. D. Bergy explained "First Steps in Grammar." The different methods of punctuation caused a lively discussion. J. B. Hagey explained his mode of teaching Literature. He commences by translating the first lessons into German to give scholars an idea of what they are reading. When more advanced he would have them read lessons, substituting for the language of the book other words so as to insure that the lesson is understood. Mr. Stoltz gave a good lesson in perspective drawing, placing objects in different positions to illustrate the vanishing point. Mr. E. D. Eidt

gave his lesson on book-keeping, showing the great importance of being careful in posting, etc. After a vote of thanks to the trustees of New Dundee School for the use of the school-house the meeting was adjourned to meet again at the appointed time and place.

THE Inspector of schools for the district of Algoma has recommended the establishing of a model school in that district.

MR. J. RUSSELL STUART, formerly Principal of Embro Public School, has been appointed Principal of the Stratford Model School.

THE Berlin Model School is highly praised for good management, efficiency, and progress, in the report of the Inspector to the Board of Trustees.

THE Windsor High School has made a requisition upon the town council for \$18,500 for a new high school building, including \$2,000 for the lot.

ALL the members of the Manitoba Normal School Institute, numbering nearly one hundred, had secured engagements to teach in various parts of the province, before leaving the school.

THE Lindsay School Board are grappling with the question of improving high and public school accommodation, and adopting measures for raising their high school to the rank of a collegiate institute.

MAY 10th was appointed for Arbor day in Manitoba. It is to be hoped that it was well observed. Tree planting in Manitoba needs encouragement, and a good example set by schools and school boards would not be without good effect.

MR. W. L. CLAY, of Summerside, P. E. Island, who recently graduated B.A. at McGill University, and won the Prince of Wales gold medal in Mental and Moral Philosophy, made a higher record than that of any previous graduate of that institution.

REV. F. L. CHECKLEY, Head Master of the London Collegiate Institute, tendered his resignation to the Board of Education at a recent meeting, to take effect at the end of the summer holidays. Action on the matter was deferred for one month.

THE senior class of Acadia College, N.S., recently waited upon the President, Rev. A. W. Sawyer, D.D., and presented him with a very handsome gold-tipped walking-stick, accompanied with an address expressive of their high esteem and profound respect for him as President, teacher, and Christian gentleman.

THE P.E.I. *Patriot* denounces in no measured terms the action of the Local Government in cutting down the salary of the Principal of the Prince of Wales College and Normal School from \$1,500 to \$1,200. It is surely a sign of an unhealthy state of opinion when even necessary reductions in public expenditure are begun with the schools.

DURING the visit of the Governor-General to the Wellesley School in Toronto, an exhibition of the rapidity with which the school could be emptied was given to His Excellency. The fire alarm was sounded, and in precisely one minute and fifty-five seconds eleven hundred pupils had left their seats in the class rooms and were outside of the building.

AT the Annual Convocation for conferring degrees in Arts and Science at McGill University, Mr. William Arthur Carlyle, son of Inspector Carlyle of Woodstock, graduated with the degree of B.A. Sc.; obtaining the British Association gold medal, certificates of merit in Materials and Designing, and first rank honors in Natural Science.

THE public schools of New Zealand are free, the cost being defrayed by an annual parliamentary vote. The amount voted for free schools in 1886 was about \$17,000. They have 987 public schools, with 97,238 enrolled pupils and 2,447 teachers. There are also seventy-one native schools for the education of the Maori race, which in 1884 cost the country over \$67,000.

AT the late University of Toronto Senate election Messrs. Galbraith, Ellis and Oldright were returned as Senators, the vote standing, Prof. Galbraith, 428; Dr. Ellis, 373; Dr. Oldright, 370; Mr. Wm. Houston, 343. Mr. L. E. Embree, of Whitby Collegiate Institute, was elected High School Representative in the Senate, receiving 107 votes, and being apparently the only candidate.

THE Brockville *Recorder* says that though Principal Grant undertook the herculean task of raising an endowment fund of a quarter of a million of dollars for the maintenance of Queen's, the promises of assistance and the liberal subscriptions which were offered at the very outset have lifted the load to a very great extent, and there is now hardly a doubt that the scheme will be carried to a successful issue at no distant date.

AT the late meeting of the Teachers' Association held in Chatham, it was moved by W. H. Colles, Inspector of public schools, East Kent, seconded by J. Donovan, Head Master of King street public school, and carried unanimously, "That this association convey to the Minister of Education their confidence in the 'Tonic Sol Fa' system of teaching vocal music, and request that it be allowed to remain on the same footing as other systems for use in the public schools."

IT is the intention of the Public School Board to make extensive improvements to the playgrounds, which will add greatly to their beauty. The grounds will be made perfectly level and laid out into walks and flower beds, and planted with trees. When completed they will be as they should, and in time will look very beautiful. We are glad to see that the Public School Board are determined to not be behind that of the High School in the matter of beautifying the playgrounds.—*Aylmer Express*.

INDUSTRIAL schools have been established in different parts of the North-west, where Indian boys and girls are fed, clothed, and educated free of expense. "Some of the boys," writes Mr. McGibbon in his remarks on the High River school, "are learning carpentry, others work in the garden during fatigue hours. The girls are taught knitting, besides general house-work. Some of the articles made by these little girls are most creditable." "The pupils," he adds; "are cheerful and contented."

THIS is the way in which they celebrate Arbor day at Whitby Collegiate Institute. The girls elect as "Queen of May" the one whom they consider best qualified for such an honor, the test of fitness being neither high social standing, nor great wealth, nor even extensive knowledge, but the exhibition of those qualities which mark the true woman. For the boy who has shown true manly qualities the old name of "Dux" has been revived, he being elected in like manner by the boys of the school. The elected must be satisfied with the honor merely, and they distribute gifts of books to those of their fellow-pupils whom they consider to possess the qualities for which they themselves were chosen. The gifts are furnished by friends of the school.

SOME discussion was evoked at a recent meeting of the Management Committee of the Toronto Industrial School Board by the reading of a communication from Father McBride, on behalf of Archbishop Lynch, suggesting that the circular about to be issued bringing the objects of the Industrial School at Mimico before the public, be amended by adding the words "intended especially for the children of Protestant parents." A resolution was adopted saying that the proposed addition would not be made, as the Industrial School is by law a public school, open to all children of certain ages, and that the Board sees no reason why the parents and guardians of children who may wish to avail themselves of the important and useful training of the school should not be allowed to do so.

MR. ALEXANDER MCGIBBON, Inspector of Indian Agencies and Reserves in the Northwest, says of the Fort Qu'Appelle Indian school:—"The total number of pupils at the time of my inspection, was thirty-eight, thirty boys and eight girls. The school is doing admirable work. The boys are progressing very well. Besides what they are taught in school, about fifteen are getting lessons in farm and garden work; three are learning carpentry, and are apt learners, as most of the working-shed was constructed by them, and it was pleasing to see the workman-like way in which they handled their tools." Of the little Indian girls he says:—"I do not think it possible that the girls I saw at the school with their neat dresses

and tidy way of doing house-work, could ever go back to the old habits of the Indians."

THE other day we announced in a brief note the fact that Queen's University, Kingston, had conferred the honorary degree of LL.D. on Mr. John George Bourinot, F.R.S.C., clerk of the House of Commons, Ottawa. The mark of distinction is well bestowed, Dr. Bourinot being one of our ablest and most widely known literary men. His great work on Parliamentary practice is the standard authority on the subject, and quotations are continually made from it in all the Parliamentary deliberative bodies of the world. Dr. Bourinot is also a prominent magazine writer, *Blackwood*, *The Westminster*, the *London Quarterly*, the *Scottish Review* and the *Magazine of American History* readily accepting contributions from his pen, whenever he has anything to say. In honoring him, Queen's has honored herself, and we congratulate him heartily on this recognition of his high literary standing.—*Quebec Morning Chronicle*.

THE Amherstburg *Echo* says that the North Essex Teachers' Association, which met two or three weeks since, "feels itself deeply indebted to W. Houston, M.A., Librarian of the Legislative Assembly, for his valuable services. As indicated in the programme, his course of six lectures covered the whole subject of English as it should be taught in every public school. Composition, literature, grammar, philology, orthoepy and orthography were taken up in the order named, and the teacher who learned nothing from the course must have been inattentive indeed. Incidentally a valuable lesson was given by Mr. Houston in the 'Art of Questioning.' Each subject was started by putting a few simple questions to the teachers and then a common understanding was arrived at by which the subject of the lesson could be investigated. It is to be hoped the teachers of North Essex, by following the course of reading suggested by Mr. Houston, will endeavor to perfect themselves in the history, growth and construction of the English language."

AT a large and enthusiastic meeting of the Alumni Association of Victoria University, held in the college on the 11th ult., the following resolution was moved by D. C. McHenry, M.A., and seconded by the Hon. Judge Rose:—"Inasmuch as this association, by a unanimous vote, declared that we ought not to go into the proposed Federation without all reasonable assurance of our perpetuated existence as an important arts college, and inasmuch as the Act passed at the late session of the Ontario Legislature does not contain certain important provisions asked for by our board, and does not furnish such reasonable assurance, this association is strongly of opinion that in any event no step be taken towards removal until a sum be raised equal to that named in the report of the board laid before the general conference, viz., \$450,000." The debate on this resolution, and on an amendment moved by Rev. Dr. Aylesworth, and seconded by Principal Mills, was able and earnest and lasted from 9 p.m. till 2.30 a.m. The amendment was defeated and the original motion carried by a vote of 4 to 1.

THE Colchester (N. S.) *Sun*, in the course of a highly complimentary report of the examinations in the public schools of that town, takes occasion to say: "The departments taught by lady teachers are all over-crowded, and it appeals to one's sense of justice to read in the town report that with an attendance of 55, average 33, Messrs. Smith and Little get between them \$1,650, while \$1,600 pays five of the female teachers, whose registered pupils from 108 to 65, average from 84 to 40, and we have taken among the five those getting a little more than \$300. The examinations were well attended by the mothers and female friends of the pupils. The fathers were as usual conspicuous by their absence. We could not but think how a race at the driving park, a criminal trial in the court house, or even a dog fight, would draw more men together than witnessing and encouraging the progress in learning of our future citizens, for except at the high school, where a few of the fathers put in an appearance, it was left to the presiding councillors, one or two of the ministers, and a very few others to represent the voters of the town, who, if any, should be interested in the public schools."

Book Reviews, Notices, Etc.

BOOK REVIEWS.

We have received the following books, not hitherto noticed.

Instruction in Music for the Public Schools. Boston, New York & Chicago: Ginn & Co.

A First Book on Physical Geography. For use in schools. By Wm. Blackwood & Sons, Edinburgh and London.

A Synopsis of the Nature and Effects of Alcohol and Narcotics. By L. H. Luce, M.D. Boston: D. C. Heath & Co.

A Primer of Botany. By Mrs. A. A. Knight, Robinson Seminary, Exeter, New Hampshire. Boston: Ginn & Co.

The William Henry Letters. By Abby Morton Diaz. With Illustrations. Chicago: The Interstate Publishing Company.

P. Terenti Adelphoe. Text, with stage directions, by Henry Preble, Tutor in Latin and Greek in Harvard College. Boston: Ginn & Co.

Notes on School Management. By George Collins, late Lecturer on School Management and Method in Borough Road Training College, London, S.E. London: Moffat & Paige.

Cebes' Tablet. Edited with Introduction, Notes, Vocabulary, and Grammatical Questions, by Richard Parsons, Professor of Greek, Ohio Wesleyan University. Boston, Ginn & Co.

Short Stories for Composition. With remarks on teaching letter-writing, specimens of letters, and lists of subjects for letters and essays. London and Edinburgh: William Blackwood & Sons.

German Novelles for School and Home. Selected from the best modern writers, and with etymological, grammatical and explanatory notes. By Dr. Wilhelm Bernhardt. Vol. I. Boston: D. C. Heath & Co.

Outlines of Logic. By Herman Lotze. Translated and edited by George T. Ladd, Professor of Philosophy in Yale College. Mailing price, \$1.00; for introduction, 80 cents. Boston: Ginn & Co.

Extracts from Caesar. Translated into English, for re-translation. Books I-IV. By R. E. Macnaughten, B.A., Assistant Master at Harrow School, and H. V. Macnaughten, B.A., Assistant Master at Eton College. London: Rivington's, Waterloo Place.

The Why and Wherefore of Common Things. Published by the passenger department of the Chicago, Milwaukee and St. Paul Railway. Also, by the same, "The Modern Scientific Game of Whist and How to Play It." Explained and compiled by a Milwaukee lady.

A Day in Ancient Rome. Being a revision of Lohr's "Aus Dem Alten Rom," with numerous illustrations, by Edgar S. Shumway, Professor of the Latin Language and Literature in Rutgers' College—a very interesting and instructive work. Boston: D. C. Heath & Co.

The Genesis of Science. By Herbert Spencer. J. Fitzgerald, publisher, 24 East Fourth street, New York. Price 15 cents, post-free.

It is almost superfluous to say that "The Genesis of Science" deservedly holds the highest rank among contemporary scientific-philosophical essays.

Suggestive Lessons in Language and Reading. A Manual for Teachers. By Anna B. Badlam, of the Rice Training School, Boston. Illustrated. 7 x 8 inches. Cloth. 288 pages. Price by mail, \$1.65; introduction price, \$1.50. Boston: D. C. Heath & Co.

These Lessons are plain and practical, being a transcript of work that has been successfully done in the school-room. They are intended for children from five to eight years of age, the plan being so elastic that it may be used in any of the primary grades.

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ENTRANCE EXAMINATIONS

- TO -

High Schools and Collegiate Institutes

Time-Table of the Examination, July, 1887.

Time	Day	Subjects
1.30 to 3.30 P.M.	MONDAY, JULY 4TH.	Literature.
3.40 to 4.10 P.M.		Writing.
9.00 to 11 A.M.	TUESDAY, JULY 5TH.	Composition.
11.15 to 12 noon.		Drawing.
1 to 3 P.M.		Arithmetic.
3.10 to 3.40 P.M.		Dictation.
9.00 to 11 A.M.	WEDNESDAY, JULY 6TH.	Grammar.
11.15 A.M. to 12.30 P.M.		Geography.
2.00 to 3.30 P.M.		History.

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

EXAMINATION TIME-TABLE, 1887.

It is indispensable that Candidates should notify the presiding Inspector, not later than the 25th May, of their intention to present themselves for examination. All notices to the Department for intending Candidates must be sent through the presiding Inspector. The presiding Inspector will please give sufficient public notice respecting the Examinations.

The Head Masters of Collegiate Institutes and High Schools will please send the applications of their Candidates to their Local Public School Inspector, and in case of there being more than one Inspector in a County, to the one within whose jurisdiction the School is situated, together with the required fee of Two Dollars from each Candidate, or Four Dollars if the Candidate applies for the Second as well as Third Class Examination. A fee of Two Dollars is also required from each Candidate for a First Class Certificate, or Four Dollars if the Candidate proposes to take both the C. and A. or B. Examinations, to be sent with form of application and testimonials to the Secretary of the Education Department. Where the number of candidates necessitates the use of more rooms than one, those taking the University papers are, in order to prevent confusion, to be seated in the same room.

NON PROFESSIONAL SECOND AND THIRD CLASSES.

DAYS AND HOURS.	SECOND CLASS SUBJECTS.
<i>Monday 4th July.</i>	
A.M. 9.00—9.15	Reading Regulations.
9.20—11.20	English Literature (Poetry).
11.25—12.55	Geography.
P.M. 2.00—4.00	History.
4.05—	Reading (Oral).
<i>Tuesday, 5th July.</i>	
A.M. 9.00—11.00	Arithmetic (Written).
11.05—12.35	Reading (Principles of).
P.M. 2.00—4.00	English Grammar.
4.05—	Reading (Oral).
<i>Wednesday, 6th July.</i>	
A.M. 9.00—11.00	Chemistry.
11.05—12.35	Drawing.
P.M. 2.00—4.00	English Composition.
4.05—	Reading (Oral).
<i>Thursday, 7th July.</i>	
A.M. 9.00—9.30	Arithmetic (Mental).
9.35—11.35	Algebra.
P.M. 1.00—1.30	Writing. (As for III. Class.)*
1.30—3.00	Book-keeping. (As for III. Class.)*
3.05—4.35	English Literature (Prose).
4.40—5.10	Dictation.
<i>Friday, 8th July.</i>	
A.M. 9.00—11.00	Latin (Authors).
	Physics.
9.00—9.30	Writing.
9.30—11.00	Book-keeping.
11.05—12.35	Latin (Grammar and Composition.)
P.M. 2.00—4.00	Botany.
	Indexing and Precise-writing.
	Euclid.
<i>Saturday, 9th July.</i>	
A.M. 9.00—10.30	French (Authors).
10.35—12.35	French (Grammar and Composition).
P.M. 2.00—3.30	German (Authors).
3.35—5.35	German (Grammar and Composition).

* Obligatory for all Candidates who do not take the Commercial option.

THIRD CLASS SUBJECTS.

DAYS AND HOURS.	THIRD CLASS SUBJECTS.
<i>Tuesday, 12th July.</i>	
A.M. 9.00—9.5	Reading Regulations.
9.20—11.20	English Literature (Poetry).
11.25—12.35	Geography.
P.M. 2.00—4.00	History.
4.05—	Reading (Oral).
<i>Wednesday, 13th July.</i>	
A.M. 9.00—11.00	Arithmetic (Written)
11.05—12.35	Reading (Principles of).
P.M. 2.00—4.00	English Grammar.
4.05—	Reading (Oral).
<i>Thursday, 14th July.</i>	
A.M. 9.00—10.30	English Literature (Prose).
10.35—12.05	Drawing.
P.M. 1.30—3.30	English Composition.
3.35—4.05	Dictation.
<i>Friday, 15th July.</i>	
A.M. 9.00—9.30	Arithmetic (Mental).
9.35—11.35	Algebra.
P.M. 1.00—1.30	Writing.
1.30—3.00	Book-keeping.
3.05—5.05	Latin (Authors).
	French " "
	German " "
	Physics.
	Reading (Oral).
5.10—	
<i>Saturday, 16th July.</i>	
A.M. 9.00—11.00	Euclid.
11.05—12.35	Latin (Grammar and Composition).
	French " "
	German " "
	Botany.

FIRST CLASS SUBJECTS.—GRADE C.

DAYS AND HOURS.	FIRST CLASS SUBJECTS.
<i>Monday, 11th July.</i>	
P.M. 1.00—1.15	Reading Regulations.
1.20—4.20	English Grammar.
<i>Tuesday, 12th July.</i>	
A.M. 9.00—12.00	Algebra.
P.M. 1.30—4.00	English Literature (Shakespeare).
4.05—5.05	Botany.
<i>Wednesday, 13th July.</i>	
A.M. 9.00—12.00	Euclid.
P.M. 1.30—4.00	English Literature (Thomson and Southey).
<i>Thursday, 14th July.</i>	
A.M. 9.00—11.00	Chemistry.
11.05—12.35	English Composition.
P.M. 2.00—4.30	Trigonometry.
<i>Friday, 15th July.</i>	
A.M. 9.00—11.00	Physics.
11.05—12.35	Geography.
P.M. 2.00—4.30	History.
SUBJECTS FOR FIRST-CLASS GRADES A. & B.	
<i>Tuesday, 19th July.</i>	
A.M. 9.00—11.30	English Language, and History of English Literature.
P.M. 1.30—4.00	Algebra.
	The Merchant of Venice.
	Trigonometry.
<i>Wednesday, 20th July.</i>	
A.M. 9.00—11.30	English and Canadian History.
P.M. 1.30—4.00	Analytical Geometry.
	De Quincey and Macaulay.
	Geometrical Optics.
<i>Thursday, 21st July.</i>	
A.M. 9.00—11.00	Chaucer, Milton and Pope.
9.00—11.30	Statics and Dynamics.
11.05—1.05 P.M.	Ancient History and Geography.
P.M. 2.00—4.30	Wordsworth and Tennyson.

FROM a boy's composition on hens:—
"I cut my Uncle William's hen's head off with the hatchet, and it scared her to death."

SCHOOL teacher—"Johnnie, what is the third letter of the alphabet?"
Johnnie—"You never told me, mum."
School teacher—"Yes, I have. What do you do with your eyes?"
Johnnie—"Don't know, mum."
School teacher—"Well, Bertie, you've got your hand raised; you may tell us what Johnnie does with his eyes."
Bertie—"He squints."

At the Hampton (Va.) Indian school, a teacher, in endeavoring to overthrow the Indian belief, that the earth is flat, stands still, and that the sun passes over and under it every twenty-four hours, said, in conclusion:
"So you see that it is the earth that goes round while the sun stands still."
A tall boy asked:
"Then what for you tell us one story about man in the Bible—I forget his name—strong warrior—fight all day, but get dark so can't fight, and he say, 'Sun, stand still!' What for he say that if sun all time stand still?"

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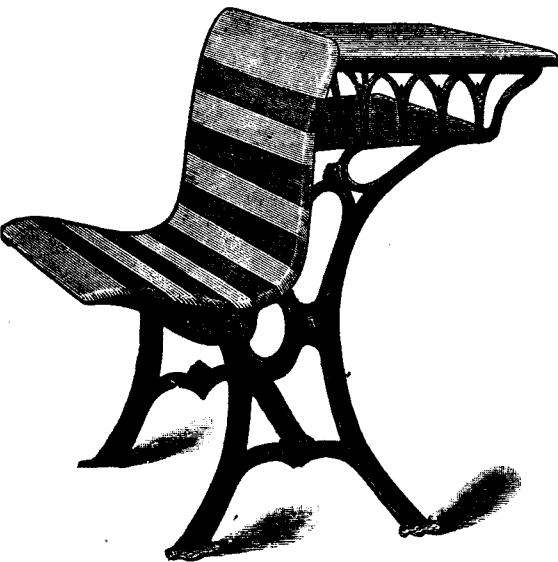
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FROM THE PREFACE.

CANADIANS desire to know more of the early condition of their fathers, of the elements from which the people have sprung, of the material, social and religious forces at work to make Canada what she is, of the picturesque or romantic in deed or sentiment, and of the great principles of liberty by which the nation is maintained.

The writer has departed from the usual custom in previous Canadian histories of giving whole chapters on the war of 1812-1815, the rise and fall of administrations, whose single aim seemed to be to grasp power, and on petty discussions which have left no mark upon the country. Instead of making his work a "drum and trumpet history," or a "mere record of faction fights," the author aims at giving a true picture of the aboriginal inhabitants, the early explorers and fur-traders, and the scenes of the French régime, at tracing the events of the coming of the Loyalists, who were at once the "Pilgrim Fathers" of Canada, and the "Jacobites" of "America," and at following in their struggles and improvement the bands of sturdy immigrants, as year after year they sought homes in the wilderness, and by hundreds of thousands filled the land.

While a sympathizer with movements for the wide extension of true freedom, and rejoicing that "through the shadow of the globe we sweep into the younger day," yet the author is a lover of the antique, and finds interest in the unsuccessful experiments of introducing a *noblesse* into New France, a race of baronets in Nova Scotia, and a "Family Compact" government into the several provinces of Canada. It has not been possible to give authorities for the many statements made. Suffice it to say that in the great majority of cases the "original" sources have been consulted, and some of the more reliable authorities have been named in the "references" at the head of each chapter.

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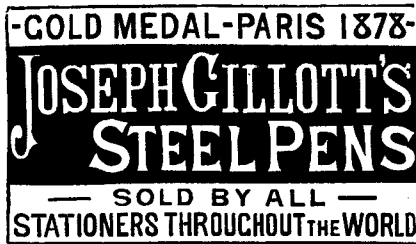
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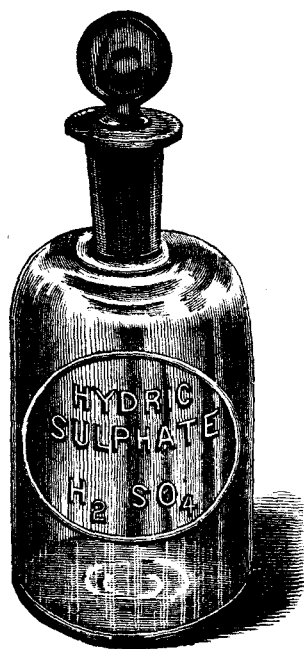
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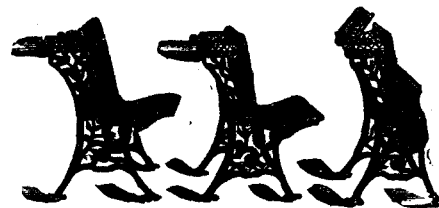
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