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The Educational Journal.

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

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A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART, AND THE
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J. E. WELLS, M.A. *Editor.*
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Editorial Notes.

QUESTION DRAWER in next issue.

THANKS to the friends who have sent us contributions for our "School-room Methods" department. One or two we have been unable to use as yet because of the somewhat complicated diagrams. It is well to avoid these unless absolutely necessary. Rectilinear figures can usually be given without much difficulty. But please send on whatever you have that is likely to be helpful to others. We want to see this department of the paper greatly developed.

THE London *Free Press* does well to complain bitterly of the action of the School Board in that city, in having had "a well sunk in much defiled soil, and the water of a very nasty kind given to the children of the Park St. School." This is most extraordinary in a city which has been at large expense in securing a supply of pure water. The well in question has been petitioned against and it may be hoped will be speedily abolished. School children are inveterate water drinkers, and should have an abundance of the purest water that can be procured.

IN a paper read before an English educational association, Mr. Isaac Pitman presented some propositions which are startling, if true. He said that a million pounds yearly are wasted by the present method of teaching reading in our elementary schools, and that this sum may be saved by the use of phonetic reading books. He argued, also, that a hundred million hours yearly are wasted in writing by those who speak the English language, which might be saved were shorthand in general use. These statements were sustained by elaborate calculations. The matter is certainly worth thinking about.

It is gratifying to note that the number of women entering the colleges of the Dominion is steadily increasing from year to year. In the United States the Association of Collegiate Alumnae, composed of women who have graduated from the fourteen principal American colleges to which women are admitted, is doing much to further the cause of the higher education of women. Among the names published

in its list of 648 members are those of many women who have distinguished themselves for honest intellectual work, not a few of whom have a fame that extends throughout the country.

AN English Reading Book has lately been published by Dr. Landmann, of Leipsic, for the use of young Germans learning the English language. It consists of a single number of the *London Times*, with notes and explanations of the text, sufficient to enable the learner to understand what he reads. The idea is, of course, that the student is in this way brought into contact with the actual, living language as it is in use to-day, not as it exists in the classic models of two or three centuries ago. The only question is, to what extent do the words and style of the *Times* itself represent the every-day English of business and social life? If the republication were confined to the editorials there might be room for doubt on this point, but as it includes news items, reports, advertisements, etc., and as everybody reads some part at least of such a paper as the *Times*, the probability is that the new book will answer its purpose admirably. The idea is excellent, at least, for the fruitful germs it contains.

DR. E. HITCHCOCK, JR., Acting Professor of Physical Culture at Cornell University, in his last annual report presents some interesting data which, it is claimed, establish two important points in reference to gymnasium work, viz., first, that it develops the physical powers in the direction of health, strength, and endurance; second, that it does not prevent but rather promotes brain development. The evidence presented seems to afford irrefutable evidence of the value of the required gymnastic work in the physical development of the student. In regard to the second point Dr. Hitchcock's report proves conclusively, it is claimed, the fallacy of the argument that students who devote their time to college sports necessarily neglect their studies and are "low stand men." Several tables of the standing of the crews, athletic teams, and ball nines are presented, and from these it is shown that since rowing was first attempted in the university the average standing of the Cornell oarsmen has been seventy on a scale of 100; that of the base-ball teams for the years '85, '86, and '87 is seventy-three, and of the athletic teams for the same years seventy-six.

THE thoughtful address of Professor Watson at the recent Anniversary of Queen's, is both practical and scholarly. We shall, if possible, give it in full to our readers at an early day. The suggestion that a meeting should be held of the representatives of all the Canadian Universities, or at least of the Universities of Ontario, "for the purpose of enquiring whether our matriculation examinations might not be made more rational than they now are, and for the discussion of all questions affecting the interests of higher education," is an excellent one. We hope it may lead to some practical result.

DR. B. A. HINSDALE, in *Science*, quotes Dr. Stanley Hall as saying, some years ago, that he had seen a file of one hundred and fifty small German boys a quarter of a mile away, just as they marched out of the school-house at noon; also that he had observed that the little girls at the Victoria school, Berlin, did not run a step at recess, or do anything that an equal number of ladies might not do. "But such things as these," adds Dr. Hinsdale, "it hardly need be said, cannot be found in the typical American school." We hope Dr. Hinsdale does not regret the fact. We are not quite sure whether it is intended to represent Dr. Hall as approving of the little girls who "did not run a step at recess, or do anything that an equal number of ladies might not do," but if that is a model training we hope our Ontario girls may long be spared it.

INQUIRIES are often made by teachers for books containing suitable selections for recitation on Friday afternoons and other occasions. We cannot do better than to call the attention of such to the advertisements of the "National School of Elocution and Oratory," Philadelphia, which appear from time to time in our columns. Among the Book Notices in this number will be found a list of recent publications by this well-known establishment, which by their scope and variety are adapted to meet almost every want of the school-room, for the purposes indicated. The reputation of this well-known firm affords a guarantee that its selections will be in good taste, and free from anything trashy or otherwise objectionable. While a few of the pieces are specially adapted for children in the schools of the United States, and unsuitable for Canadian pupils, the great majority of them will be found equally suitable for the young of either nationality.

WE have occasionally a complaint that some of the meetings of the Teachers' Institutes are not reported in the JOURNAL. If any are not reported it is because no one has taken the trouble to send us an account of proceedings. As there are on an average about three of these meetings each week in different—often distant—parts of the Province, it is manifestly out of the question that we should send reporters. We shall always be

glad to publish such report as our space will admit of, if the Secretary, or some other friend, will be good enough to send us one. The report, as a rule, should not occupy more than a column of the JOURNAL, and friends obliging us by sending them will do well to bear in mind that matters of business and routine, having only a local interest, may be omitted. What is usually most interesting and profitable is a synopsis of the salient points in any good paper, or address, or model lesson, that may be given. These are of general interest and may be helpful to all.

THROUGH an oversight we neglected to note, at the proper time, the advent of *The School Times*, a monthly educational journal, whose publication was commenced in Winnipeg, in August, by the School Times Publishing Company. *The School Times* is devoted mainly to the interests of the profession in Manitoba, but gives also a portion of its space to educational matters in the North-west Territory. The two numbers before us are well filled with original and selected articles adapted to be interesting and useful to teachers. At first sight of the new journal we were disposed to think that some one was making a rash venture which experience might lead him to regret, but we observe from the "Salutory" that the publishers have wisely foreseen that such a publication cannot hope to be financially self-supporting in so small a constituency, and that a few friends of education throughout the province have provided amply for its continuance. We welcome our new fellow-laborer to the field, and wish it every success in its work.

"I wish you'd bring your fiercest batteries to bear on the Educational Department. Here we are, placed in savagedom, pestered with never-to-be-shamed nor-abashed beggars, with provisions nearly thrice Toronto prices, at the munificent salary of \$25 per mensem! So afraid are the authorities that we should grow fat and kick, as did erstwhile Jesurun, that we are forbidden to trade with the Indians or any other persons, and we are not to raise more agricultural produce than we ourselves can consume. We have no companionship, we see the Inspector and the Indian agent once a year, postal accommodation defective to the *nil* point (nearly), and a poor house, seldom water-tight, to live in. I, for one, seldom touch meat (game) or fish more than once a week. How can we honestly live? And where can the clothing come from?"

We quote the above, by permission, from a private note to the editor of a contemporary. The letter is dated from a far-off station of the C. P. R., in the Northwest. The writer is evidently astray in supposing that the Ontario educational authorities have anything to do with the matter. He is, we infer, in the employ of the Dominion Government as a teacher of the Indians on a reserve. If so, he has certainly much to complain of, and the Government which thus treats its employees much to be ashamed of. Is it any wonder that the Indians are not becoming civilized and educated faster?

Educational Thought.

GENIUS is an infinite capacity for work growing out of an infinite power of love.—*Thring*.

THE first, and pretty nearly the last thing that the public school ought to do, will be to teach the boy or girl to read, speak, and write the English language intelligently. This will afford no end of mental discipline, and will, at the same time, put in a pupil's hand the key to every door that he may need to swing farther on.—*Rev. Dr. C. H. Parkhurst*.

TEACHERS should have a fund of general intelligence—not alone in matters of literature, art and science, but in the affairs of the day—the affairs of Europe as well as America. A little time given to the daily newspaper is an excellent investment. A little time devoted to current news in the school is well spent. Our work has so much routine about it that unless we are careful we are apt to shut ourselves in from the broader life about us.—*Central School Journal*.

TEACHING is the process by which one mind exercises, incites, and develops the mind of another. Some do it by their presence merely, some by their conversation—these are rare. Others make a special business of it. They excite the curiosity, they demand thinking by putting questions, to answer which the pupil studies. True teaching keeps ever the growth of the child in view. The greatest work of the world is teaching. It is so great that but few can do it. It is the most exhausting of all kinds of work. It demands will-power, sympathy, insight, kindness, sweetness and stimulation.—*Exchange*.

IN all the earlier stages of education the chief business of the teacher is to arouse and direct the activity of the pupil. All mental development and growth in knowledge is conditioned upon this activity. The pupil must desire to know, he must observe and think for himself. No receptivity, however great, suffices. Indeed, receptivity is active. The mind must be on the alert, eager for truth, rejoicing in action. Even when the teacher instructs, pours into the mind facts and truths, it is only as the pupil lays hold upon these facts and assimilates them by thought that they are really communicated.—*Gen. Thomas J. Morgan, in Education*.

OUR public schools are organized and maintained to fit the child for the fulfilment of his duty as a citizen. But duty is founded on obligation, and obligation on justice. Now justice is the basis of morality, and, joined with truth, gives us all that is known as religion. Society depends for its existence on truth and justice. Education must therefore embrace both, if civilized society is to exist and civilized government to endure. But truth and justice have their origin in God, who is their *causa efficiens*. Hence society cannot exist without God, nor can society exist without truth and justice, in which morality has its being. God and morality are correlative terms. Education, then, must embrace a knowledge of God and a knowledge of His law, which teaches all that is known of truth and justice.—*Bishop Gilmore*.

ALL the great men that have lived have acquired greatness in the same way. They observed, they worked, they loved. Observation is work, and true work lives by love. Without observation there is no thought; without the material for thought there is no building. Whether it is pleasurable, or otherwise, poets', or schoolboys', observation is work, and true work is love moving, and the ideal, after all that foggy enthusiasm can do to mystify, or blowers of glittering bubbles can blow, is but the final expression of the highest thought produced by the greatest knowledge and feeling; and the greatest knowledge and feeling is produced by years of patient loving work in a mind originally strong and susceptible. No doubt this is a most unsatisfactory conclusion, and prosaic, for angels, and wings, and the empyreal to arrive at, most unsatisfactory for the idler, the fool, and the vain-glorious; but intensely comforting and happy to an earnest man, who is ready to humble himself, to watch and wait on what he loves. Above all, it is intensely practical for teacher and taught.—*Thring*.

'012 ÷ '6. '012 is evidently a product of two factors—one, '6, we know, and the other unknown. By dividing by '6, we see that 2 is the other factor. But when we multiply '6 by 2 we get '12, not our dividend at all.

By applying the same method as we used in the vulgar or common-fraction, we solve the matter.

Thus '012 = $\frac{12}{100}$ and '6 = $\frac{6}{10}$, as above $\frac{12}{100} \div \frac{6}{10} = \frac{2}{10}$, which is 10 times too small. $\therefore \frac{12}{100} \times 10 = \frac{120}{100} = '02$, the correct quot. \therefore Divide as in whole numbers and point off as many figures, etc.

$$\begin{array}{r} \text{cts. No. bus. oats.} \\ 39.75 \times 48.6 = \quad \$19.3185 \\ 385 \times 13.5 (\text{No. of bls.}) = 51.975 \end{array} \left\} \begin{array}{l} \$71.2935 = \\ \text{cts. 375} \end{array} \right.$$

times

190.116.

- 190.116, the number of lbs. of butter received.
- $25 \times 3\frac{1}{2} = 80$ miles the first train was ahead.
 $37 - 25 = 12$ miles, distance gained per ho. by 2nd.
 $80 \div 12 = 6\frac{2}{3}$ ho. 4 ho. $12'' + 6$ ho. $40'' = 10$ ho. $52''$ when $37 \times 6\frac{2}{3} = 246\frac{2}{3}$ mls. from starting point.
- $\frac{3}{4}$ of property = \$3093.75, $\frac{1}{4} = \$1031.25$,
 $\therefore 100\% = \$1031.25 \times 400 = \$412,500$.
- $\$1.26 - \$1.05 = 21$. $21 - 11 = 10$.

Now as there was 11 cents more gain than loss, $\therefore 10$ cts. must be evenly divided, $\therefore \$1.26 - (11 + 5) = \1.10 , real value of cloth. The gain by ques. was therefore 30 cts. $30 \times 800 = \$240$, gain on 800 yds.

6. As the first row of shingles is double, each rafter will be $22' 4''$, two rafters are $44' 8''$ or 536 in.

$$54 \text{ ft.} = 648 \text{ in. Surface of roof} = \frac{535 \times 648}{4 \times 6} = 11772$$

$\therefore 11,772$ the No. of shingles required to cover the roof.

7. Average daily pay, \$.92.

Boys get \$.65. Men get \$1.10.

$\therefore 18$ boys and 27 men will give 92 cts. as average daily wage for man or boy. But 18 should be 8 boys, and as 27 is $1\frac{1}{2}$ times 18 $\therefore 1\frac{1}{2}$ times 8 = 12, No. of men employed.

8. 2 ac. 2 ro. 32 per. = 432 per. As boundary sides are as 4:3, $\therefore \frac{2}{3}$ of 432 = 324. No. of rods in a square on the least side. $\sqrt{324} = 18$ rods.

$$18 = 3. \therefore 4 = 24. 18 \times 24 = 432 \text{ per.}$$

9. $\$9000 + 15\%$ of 9000 = \$10350, which is 80% of No. 2's capital.

$$\begin{array}{l} 80\% = \$10350 \\ 1\% = \frac{1}{80} (\$10350) \\ 100\% = \frac{100}{80} (\$10350) \times 100 = \$12937.50. \end{array}$$

ENTRANCE ARITHMETIC.

By FRANK C. WHITELOCK, Richview.

1. Simplify $\frac{3}{8} + \frac{1}{4}$ of $\frac{7}{8} - \frac{1}{4}$, and find how often the result is continued in $\frac{1}{8} \div \frac{1}{24}$ ($\frac{1}{4} - \frac{1}{8} + \frac{1}{8}$).

2. How many acres in a road 60 miles long, and 60 feet wide?

3. A soldier takes 7920 steps in $3\frac{1}{2}$ miles. Find the length of his step?

4. Find value of a pile of brick 24 ft. long, 10 ft. wide and 8 ft. high, @ \$12.00 per thousand, each brick 8 in. long, 4 in. wide, and 2 in thick.

5. If 25 cts. will buy 6 apples, 8 oranges or 10 pears, how many oranges are worth as much as 2 doz. apples and 3 doz. pears?

6. If a man can run 132 yards in 12 seconds, how far would a steamboat go in $6\frac{1}{4}$ days, at that rate?

7. A can do a piece of work in 4 days. B and C together can do it in $3\frac{1}{2}$ days. A and B together can do it in 2 $\frac{1}{2}$ days. In what time will C alone do it?

8. What part of 40 is $\frac{1}{4}$ of 16 $\frac{2}{3}$ per ct. of 80?

9. If I gain 20 per ct. of the price of a farm by selling it for \$6000, what per ct. would I lose selling it for \$4500?

10. In what time will a sum of money amount to four times itself @ $8\frac{1}{3}$ per ct., Simple Interest?

11. A can do $\frac{1}{3}$ of a piece of work in 4 days. B $\frac{1}{4}$ of it in 6 days. C $\frac{1}{5}$ of it in 8 days. How long will it take A, B, and C together to do $\frac{1}{2}$ of it?

12. A bag of grain weighs one cwt., 42 $\frac{1}{2}$ lbs. How much less than a ton would 14 such bags weigh.

13. If 10 sq. yds. produce one sheaf of wheat and 24 sheaves one bushel, find the value of a ten acre field of wheat @ 80 cts. per bush.

14. What part of 4 miles is 2 rods, 3 yards, 1 $\frac{1}{2}$ feet?

15. Divide \$505 among A, B & C, giving B \$3 less than 5 times A, and C \$82 more than twice B.

16. A merchant buys a barrel (42 gals.) vinegar @ 40 cts. per gallon. The freight is \$2.40. He sells it at 8 cts. per pint. Find his profit?

17. 2 men, 3 women, or 4 boys can do a piece of work in 12 days; how long will it take 1 man, 1 woman, and 1 boy to do it?

18. 5 boys and 4 men do a work in 6 days. 3 boys do it in 20 days. How long will it take 3 men to do it?

19. Sell two farms for \$4000 each. Gain 20 per ct. on one and lose 20 per ct. on the other. Did I gain or lose, and how much?

20. What sum will amount to \$903 in 3 years @ 7 $\frac{1}{2}$ per ct.?

21. How much greater is $\frac{1}{4}$ of 75 4s. 8d. than $\frac{1}{4}$ of £3, 5s, 10d.?

22. Divide \$179 among A, B, C, giving B \$21 more than A, and \$11 less than C.

23. I buy goods for \$1150 cash, and sell them for \$1224 on a credit of 4 months. Do I gain or lose, and how much, money being worth 6 per ct.?

24. Find the product of the sum and difference of 15 and .15.

25. Difference between the Simple and Compound Interest on a sum of money for 3 years and 8 months is \$985.60. Find the sum.

26. A, B, and C rent a pasture. A puts in 10 cows for 3 months. B 4 horses for 5 months. C 32 sheep for 4 months. If a horse equals 2 cows or 4 sheep, and the rent is \$67, what should each pay?

27. If the quotient is 7 times the divisor and the latter 4 times the remainder, and the sum of the three 495, find the dividend.

English.

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

ENTRANCE COMPOSITION.

1. Write sentences containing each of the following words correctly used in such a way as to show you understand the differences in their meaning:—spade, shovel; stove, range, furnace; steps, stairs; wash, bathe; love, like; hear, listen; bad, wicked; cup, mug; spire, tower.

2. Enlarge the following, using a proper title, and paying attention to your punctuation:—A gentleman once stopped his gig at the door of a shop in Lyme. He went into the shop and left his dog on the seat of the gig. The horse took fright at something, and started off down the street, dragging the reins on the ground. The dog at once jumped down, and seized the reins in his teeth. Although he was dragged along for some distance, he held on until he succeeded in stopping the horse.

(2) A British sailor was captured by the French troops. The French troops were commanded by Napoleon. Napoleon was the Emperor of the French. Napoleon saw the sailor's grief. Napoleon ordered his men to allow the British sailor to go where he pleased.

(3) Coal contains the heat of the sun. The heat of the sun is stored up in the coal. The heat of the sun has passed gradually into the coal through the leaves. It has also passed through the roots. These leaves and roots belonged to trees. These trees have been covered over. They have slowly changed into coal.

3. Correct the faulty examples:—
He does not know his father better than Uncle Thomas.

He could not refrain crying out for joy.
Neither the virtue nor necessity of the deed makes any difference to him.

A blunder is when you make a great mistake.
Try to show kindness to such persons as need kindness and will be discouraged without it.

4. Write a letter to a former school companion asking the pleasure of a visit from him during the Christmas vacation.

5. Combine so as to make a well-arranged complex sentence:—(1) Winter brings with it cold and ice. Winter is the least enjoyable season of the year. Winter makes outdoor life disagreeable. Winter lasts from December to the end of February.

"BATTLE OF BANNOCKBURN," AND FROM "IVANHOE."

BY MONA.

Fourth Reader, pages 84 and 164.

SHOULD there be a teacher who has not read some, at least, of Scott's works, let him or her get them at once, and a treat is guaranteed. "The Tales of a Grandfather" is a history so plain and so simple that any child may understand (see Preface); so charming, fascinating, and instructive

that all may read with pleasure and profit. The selection being taken from chap. x., let the teacher read the omitted parts to class. By a little study the teacher may soon have a fund of anecdotes concerning the four principal characters, thus adding interest to the lesson and breaking the hum-drum monotony of the usual routine.

Of the fourteen paragraphs, each will be seen to depend on the preceding, thus having the thread of discourse unbroken. For reproduction the following may be of use:—I. The Two Armies. II. Preparations for Battle. III. The Battle. IV. The Result. But avoid getting into a rut; re-write it as Scott tells it, as Bruce would tell it, as an Englishman would tell it. See History, pages 34 and 36. Have pupils draw map of Scotland, marking places mentioned. As sufficient is given in the Reader on Scott's life, it is not necessary here. Have pupils point out on map the familiar scenes in Scott's life.

Ivanhoe, a story of Richard II.'s reign, is full of thrilling incidents, historic legends, and valuable information; as in the other, the thread of the narrative is continuous. Richard was away on the 3rd crusade. (For definition of crusade see "Tales of Grandfather," chap. xi., and History, page 20.) John is holding a tournament at Ashby. The selection in the Reader is taken from an account of the second day.

Teachers should all refer to chap. viii. "The stout, well-set, brown-faced, firm-voiced, and stern looking yeomen, dressed in Lincoln-green, twelve arrows in his belt, a baldric, silver badge and bow."

Chap. viii. Cause of John's spite against Locksley.

Chap. ix. The closing injunction of the first day.

Chap. xiii. From which the selection is taken.

Direct narration is plentiful here, and there need be no excuse for examples. Have the class select a suitable subject. Compare Scott with Hugo, who also wrote tales for children. Study Richard's reign carefully, and refer to the Battle of Hastings. Ask pupils for a map of England showing Ashby and other places mentioned. As the paragraphs are generally short, allow the class to divide the lesson into parts, for example:—I. The Archery Contest. II. The contest between Hubert and Locksley. III. The result.

Distinguish the characteristics of Prince John, Hubert, and Locksley.

"BATTLE OF BANNOCKBURN," PAGE 84.

I.—THE TWO ARMIES.

Par. 1.—"Dominions." Name these. See History, page 24.

"Nobles and Barons." Distinguish; explain Feudal System; History, page 17.

"The Bruce." Indicates he was the leader.

"Randolph and Douglas" were rivals for fame, note the noble action of D., par. 5.

Explanation of last three or four lines found in par. 6; page 37; P. S. History.

II.—"PREPARATIONS FOR BATTLE."

Par. 2.—"Address," outward show, tact, skill, ability.

"Stratagem," artifice, trick, deception, plot; from G., meaning to "out-general."

"Dug full of pits." What was done with earth?

"As—holes." Explain simile and note any others.

"Plain." Use this word in other senses.

"Burn," creek of Bannock.

"Stirling," ancient capital.

"Falkirk." Why was this an important place? Page 35, P. S. History.

"Beautiful and terrible." How could this be?

"Standards." The ensign or colors.

"Pennants." Flags of Knights or Barons.

"Banners." The sign of several Barons united.

"Christendom." Name the countries included under that name then and now.

Par. 3.—A skirmish.

"Rose—chaplet." Explain metaphor.

"Lances." They fought with the points. See par. 7.

"Handful." Note figure.

"Empty saddles." Why?

Pars. 4 and 5.—The noble action of Douglas.

Why?

Par. 6.—"Bravest knights." Why bravest?

Examination Papers.

UNIVERSITY OF TORONTO—
ANNUAL EXAMINATIONS, 1888.

JUNIOR MATRICULATION.
ENGLISH POETICAL LITERATURE.

• PASS.

Examiner—JOHN SEATH, B.A.

NOTE.—Candidates for Scholarships will take sections I., II., and IV. Other candidates will take section I., either section II. or section III., and any two questions in section IV.

I.

They love the country, and none else, who seek
For their own sake its silence and its shade;
Delights which who would leave, that has a heart
Susceptible of pity, or a mind
Cultured and capable of sober thought,
For all the savage din of the swift pack,
And clamors of the field? Detested sport,
That owes its pleasures to another's pain,
That feeds upon the sobs and dying shrieks
Of harmless nature, dumb, but yet endured
With eloquence that agonies inspire,
Of silent tears and heart-distending sighs!
Vain tears, alas! and sighs that never find
A corresponding tone in jovial sou's.
Well,—one at least is safe. One sheltered here
Has never heard the sanguinary yell
Of cruel man, exulting in her woes.
Innocent partner of my peaceful home,
Whom ten long years' experience of my care
Has made at last familiar, she has lost
Much of her vigilant instinctive dread,
Not needful here, beneath a roof like mine.
Yes—thou mayst eat thy bread, and lick the hand
That feeds thee; thou mayst frolic on the floor
At evening, and at night retire secure
To thy straw couch, and slumber unalarmed;
For I have gained thy confidence, have pledged
All that is human in me to protect
Thine unsuspecting gratitude and love.
If I survive thee I will dig thy grave;
And when I place thee in it, sighing say,
I knew at least one here that had a friend.

1. Designate the foregoing extract by an appropriate descriptive title. Explain the relation of this extract to the preceding context.

2. Show, by means of a synopsis, that the thoughts and emotions follow one another in natural and logical order.

3. Omitting considerations of metre, state, with reasons, which in each of the following pairs of expressions is more suitable above:—"silence," l. 2, and "quietness"; "susceptible," l. 4, and "capable"; "din," l. 6, and "noise"; "harmless," l. 10, and "innocent"; "vain," l. 13, and "idle"; "yell," l. 16, and "shout"; "couch," l. 26, and "bed"; and "slumber," l. 26, and "sleep."

4. Explain the full force of each of the italicized expressions.

5. Make a list of the emotional and æsthetic qualities of style that are exemplified above, and show, by means of the most marked examples, to what extent each quality has been secured by devices of diction.

6. Write concise elocutionary notes upon what you consider the most important points in the extract.

II.

O Winter! ruler of the inverted year,
Thy scattered hair with sleet like ashes filled,
The breath congealed upon thy lips, thy cheeks
Fringed with a beard made white with other snows
Than those of age, thy forehead wrapt in clouds,
A leafless branch thy sceptre, and thy throne
A sliding car, indebted to no wheels,
But urged by storms along its slippery way,—
I love thee, all unlovely as thou seem'st,
And dreading as thou art. Thou holdst the sun
A prisoner in the yet undawning east,
Shortening his journey between morn and noon,
And hurrying him, impatient of his stay,
Down to the rosy west; but kindly still
Compensating his loss with added hours

Of social converse and instructive ease,
And gathering, at short notice, in one group
The family dispersed, and fixing thought,
Not less dispersed by daylight and its cares.
I crown thee King of intimate delights,
Fireside enjoyments, homeborn happiness,
And all the comforts that the lowly roof
Of undisturbed retirement, and the hours
Of long uninterrupted evening know.

1. Show that the train of thought in the extract is carried on uninterruptedly from the beginning to the close.

2. Discuss the appropriateness of the details of the personification in ll. 1-8, noting especially the force of the italicized words.

3. Explain the meaning and discuss the appropriateness of the italicized expressions in ll. 10-24.

4. This passage is universally admitted to be one of the finest in *The Task*. Show, by means of examples, wherein consists its poetical superiority to other parts of the poem.

III.

Come, Evening, once again, season of peace;
Return, sweet Evening, and continue long!
Methinks I see thee in the streaky west,
With matron step, slow moving, while the Night
Treads on thy sweeping train; one hand employed
In letting fall the curtain of repose
On bird and beast, the other charged for man
With sweet oblivion of the cares of day;
Not sumptuously adorned, nor needing aid,
Like homely-featured night, of clustering gems;
A star or two just twinkling on thy brow
Suffices thee; save that the moon is thine
No less than hers, not worn indeed on high
With ostentatious pageantry, but set
With modest grandeur in thy purple zone,
Resplendent less, but of an ampler round.
Come then, and thou shalt find thy votary calm,
Or make me so. Composure is thy gift:
And whether I devote thy gentler hours
To books, to music, or the poet's toil;
To weaving nets for bird-alluring fruit;
Or twining silken threads round ivory reels,
When they command whom man was born to
please;
I slight thee not, but make thee welcome still.

1. Comment on the suitability of "Evening" as a descriptive title for the foregoing extract.

2. Discuss the appropriateness of the different parts of the poet's description of Evening and Night, noting especially the contrasts and the force of the italicized expressions.

3. Omitting considerations of metre, state, with reasons, which in each of the following pairs of expressions is more suitable above: "once again," l. 1, and "again"; "streaky," l. 3, and "striped"; "slow," l. 4, and "slowly"; "make me so," l. 18, and "make him so"; "gentler," l. 19, and "gentle"; and "When they—please," l. 23, and "When ladies command."

4. Show, as well as possible, wherein consists the literary excellence of the extract.

IV.

NOTE.—The answers to the questions in this section should be as concise as possible. Where practicable, tabulated statement will be sufficient.

1. What features of Cowper's style are exemplified in the foregoing extracts? Point out the most marked example of each.

2. Show, by reference to passages in Books III. and IV., why *The Task* is important in the history of the development of English Literature.

3. Much of *The Task* is said to be inferior poetry. If you consider this judgment correct, show wherein the inferiority consists. By what artifices has Cowper succeeded in giving the inferior parts of *The Task* the literary merit they possess? Illustrate your answer by references or brief quotations.

4. Illustrate any two passages in the foregoing extracts by quotations of parallel passages from other parts of *The Task* or from the works of other poets. Point out, in each case, wherein consists the parallelism.

EDUCATION DEPARTMENT, ONTARIO.—
MIDSUMMER EXAMINATIONS, 1888.

THIRD CLASS TEACHERS.

PHYSICS.

Examiners: { W. H. BALLARD, M.A.
J. A. MCLELLAN, LL.D.

NOTE.—Only seven questions are to be attempted.

1. Distinguish between hardness and density, mass and volume, ductility and malleability, elasticity and flexibility, quantity of heat and temperature, a fluid and a liquid.

2. An inverted tumbler rests on the bottom of a vessel containing water; the vessel is placed under the receiver of an air pump and the air gradually exhausted; state and explain what will take place.

(1) When the tumbler is wholly immersed and contains a quantity of air;

(2) When the tumbler is partly immersed and contains no air;

(3) When the tumbler is partly immersed and contains air.

3. Enumerate the characteristic properties of a liquid and describe experiments fully illustrating these properties.

4. Explain the mode of action of the common pump.

What is the greatest distance between the surface of the water in the reservoir and the lower valve in order that the pump may do effective work?

What change might be made in this distance if the pump were working in a fluid four-fifths as heavy as water?

5. A hollow metal shell floats wholly immersed in water at a temperature of 0°C. Heat is applied until the temperature rises to 10°C. Explain what takes place.

6. A housemaid, observing that the air in the house was chilly but that the outer air was quite warm, opened the windows and let the warm air through the house. She soon discovered, however, that the walls and furniture had become covered with moisture. State fully the causes which led to this result.

Would the same difference in temperature always produce this dampness? Explain.

If, instead of opening the windows, she had built a fire to warm the house, would the same result have followed? Why?

7. Describe the construction of Grove's Battery. State fully what takes place when the battery is in action.

Describe two experiments intended to show what the electric current can do.

8. Explain the terms *refraction*, *reflection*, and *dispersion*, as applied to light.

Show how an object is magnified by being viewed through a convex lens.

How is the apparent distance of the object affected?

9. Two flexible bags, not distensible, each having a capacity of one cubic foot, are filled, the one with air at the ordinary atmospheric pressure, and the other with air at twice the ordinary pressure. Each bag is attached to a weight which keeps it just immersed in water; which bag will require the greater weight?

Which bag will require the greater weight to keep it immersed at a depth of 30 feet?

Give full reasons in each case for your answer.

'TIS always morning somewhere.—*Longfellow*.

LET prayer be the key of the morning, and the bolt of the evening.—*M. Henry*.

CHARACTER has far more to do with determining history than history with determining character.—*Geo. Macdonald*.

THE world we inhabit must have had an origin; that origin must have consisted in a cause; that cause must have been intelligent; that intelligence must have been supreme; and that supreme, which always was and is supreme, we know by the name of God.—*Scotch Divine*.

Teachers' Miscellany.

For the EDUCATIONAL JOURNAL.

AUTUMN REFLECTIONS.

BRIGHTEST season of the year,
Grand the woodlands now appear,
In their varied shades ;
Splendid tints of ev'ry hue,
Weave a carpet fresh and new,
Most enchanting to the view,
In the glimm'ring glades.

Sumachs in their robings gay,
Graceful fronds in bright array,
Form a brilliant stole.
Shades of russet brown supply,
Contrasts pleasing to the eye
Blent with those of gorgeous dye ;
Perfect gleams the whole.

In the dreamy purple haze
Of the early Autumn days,
Man rich gifts receives :
When the cultur'd fertile plain
Yields its wealth of golden grain,
And the garnerers are again
Fill'd with precious sheaves.

'Neath their burdens bending low,
Orchards luscious fruitage show,
Earth her roots affords,
Unto Him who crowns our days
Bounteously, thanksgivings raise,
In a psalm of heartfelt praise,
And sublime accords.

Sweetly restful nature seems.
When soft tranquil mellow beams
From the sun are giv'n ;
In departing glory we
Something of that radiance see,
Hov'ring round the saint as he
Enters joys of heav'n.

Solemn lessons learn we now
From the late leaf-ornate bough
In its leaflessness ;
Lone and lifeless, but we know
When bland spring-time breezes blow,
Quickened it shall radiant glow,
In its vernal dress.

Wisely now all creatures lay
Up their food for winter's day,
Like them should not we
For the future be as wise,
Storing, by God's grace, supplies
In sure mansions of the skies,
For eternity.

Peterboro.

ELIZABETH BECKET.

WORDS NOT TO USE.

THE following, which we clip from the Chicago *Mail*, condenses into small compass a large number of solecisms, most of which are in too common use amongst ourselves. One or two of the condemned expressions may, perhaps, be defended on the ground of good usage, e.g.: "I had rather" is found in King James' translation of the Bible, in Shakespeare, etc.; "as soon," in the sense of "as lief," is used by Addison and others. But even these are condemned by most authorities and probably by the best modern usage, while the great majority of the expressions tabooed are indefensible. Would it be uncharitable to hint that the teacher may, in some cases, find himself committed, if he attempts the reform indicated, to a double task, first that of connecting his own speech, secondly, that of his pupils?

Cute, for acute.
Party, for person.
Depot, for station.
Promise, for assure.
Posted, for informed.
Stopping, for staying.
Like I do, for as I do.
Feel badly, for feel bad.
First-rate, as an adverb.
Healthy, for wholesome.
Try and do, for try to do.
These kind, for this kind.

Cunning, for small, dainty.
Funny, for odd or unusual.
Guess, for suppose or think.
Fix, for arrange or prepare.
Just as soon, for just as lief.
Had rather, for would rather.
Had better, for would better.
Right away, for immediately.
Between seven, for among seven.
Not as good as, for not so good as.
Some ten days, for about ten days.
The matter of, for the matter with.
Not as I know, for not that I know.
Somebody else's, for somebody's else.
Kind of, to indicate a moderate degree.
Storms, for it rains or snows moderately.
Above, for foregoing, more than, or beyond.
Try an experiment, for make an experiment.
More than you think for, for more than you think.

Nice, indiscriminately. (Real nice may be doubly faulty.)

Real, as an adverb, in expressions, real good, for really or very good.

Singular subject with contracted plural verb, e.g., "Sh: don't skate well."

Taste and smell of, when used transitively. Illustration: We taste a dish which tastes of pepper?

Some or any, in an adverbial sense, e.g., "I have studied some," for somewhat. "I have not studied any," for at all.

PLAIN ENGLISH.

In a practical lecture at Haverford College, Dr. Edward A. Freeman, the eminent English historian, spoke at considerable length on the manner in which foreign words have come into our language and displaced good English words without cause. He said that Americans have retained many good English words which in England have been discarded. The word "fall," a season of the year, is an English word in use in America, which has been displaced in England by the Latin word "autumn," and he told how an Englishman complained in a letter to an English newspaper of the American use of this word, supposing that it had been invented since the Declaration of Independence. Each country has kept words which the other has lost. Mr. Freeman believes that any thought worth the thinking can be put forth clearly in English, without the use of foreign help, or of strange, out-of-the-way words, the jargon of diplomacy, etc. This kind of talk is used by cunning people who want to conceal their thoughts, and by silly people because they think it sounds fine.

He had been looking over a file of Benjamin Franklin's newspapers the other day, and noticed how he told his story in a straightforward, witty, taking way, with none of that forced humor and "tall talk" of which we have so much at present on both sides of the ocean. He saw no use in "donate" and "locate," and thought "begin" much better than "commence," "inaugurate" and "initiate." To illustrate, he once wrote with a great deal of care this sentence: "The time had now come when the man who had done all this good to his native land was to undo it with his own hand." There was only one foreign word, "native," in his sentence; he might have used "father" land, but this was the other extreme. For the sentence: "The time had now come," etc., he advised them not to say "the period had now arrived when the individual who had conferred," etc.

It may interest those who have been induced, "because it is English," to sound the "i" instead of "e" in the first syllable of "either," or "neither," to learn that Dr. Freeman sounds the "e." It may be of interest to them also to learn that unlike a New Englander, Dr. Freeman never slurs final, "r" but, like the Pennsylvanian, gives to it the round and full tone that is its due. Webster's Dictionary says "Analogy, as well as the best and most general usage, is decidedly in favor of e-ther" as against i-ther; and all lexicographers of note agree that the pronunciation of e-ther is to be preferred.—*Central School Journal*.

THE first duty towards children is to make them happy.—*Charles Buxton*.

THE bearing and training of a child is woman's wisdom.—*Tennyson*.

For Friday Afternoon.

THE PUFFERS.

BY H. H. M

SEE them puff, puff away—
The big furnace chimneys ;
The engine keeps roaring,
The black smoke keeps pouring—
All night and all day
They puff, puff away.

Let them puff, puff away,
The big smoky chimneys ;
For while they keep going
The iron is glowing ;
So let them puff bravely
All night and all day.

See them puff, puff away,
Those small, silly fellows ;
With heads that are hollow,
And faces turned yellow,
The poor little smokers
Are puffing away.

Let them puff, puff away,
Till they puff out some day ;
From the poison they're puffing,
As cigarette stuffing,
In a small heap of ashes
They'll vanish some day—
So puff, puff away !

THE MOBING OF THE OWL.

BY JAMES BUCKHAM.

Tu-whit, tu-whoo, tu-who-o-o !
'Twas the owl, on a summer's day.

At once, there screaming flew
From field and grove, the crow, the jay,
The hawk, the king-bird, the wee wren,
And many more, their noisy way
Pursuing to the glen.

Tu-whit, tu-whoo, tu-whit, tu-whoo !
'Twas wonderful what a crowd he drew.
The air, and the trees in the quiet vale
Were as over-full as the old dame's shoe
In the nursery tale.

All the birds chattered like mad !
They called the owl everything bad,
Till they'd used up every hard term they had,
And vituperation was getting stale.
But the owl, he cared not a bit,
With his hollow *tu-whoo*, and *tu-whit*
He answered them, jibe for jibe,
In language unfit to transcribe.

At last, with *tu-whit* and *tu-whoo*,
And the general hullabaloo,
The hubbub so mightily grew
That you'd think 'twas a caucus—or two.
"See here !" cried the hawk, "this won't do.
We must mob him at once, the blinking old dunce,
And stop his hullabaloo !"
"Agreed !" cried the birds, to a feather.
"Let's pounce on him—now—all together !"

Tu-whit, tu-whoo, tu-whoo !
With the last breath he ever drew
Cried the brave old owl.
They flew at his big blind eyes ;
He could only blink and scowl !
They tumbled him out of his hole ;
They made him flutter and roll ;
They filled him with anguish and dole ;
Till at last, with his eyes open wide,
The poor owl died !

He died ; but some say it's true
That, when stars are dimpling the blue,
And the daisies are beaded with dew,
Out of that darksome vale,
Each night, comes a hollow wail.
'Tis the ghost of the poor old owl,
In his monkish cloak and cowl,
With the same big eyes and scowl,
Crying, the woodland through,
Tu-whit, tu-whoo, tu-who-o-o !

BUSINESS NOTICES.

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

WE desire to repeat our request that Inspectors and Secretaries of Associations send us programmes of their forthcoming Conventions as soon as issued. We desire to make announcements of such Conventions, with somewhat fuller particulars than may be found on a Departmental list. Moreover, as this list contains only the names of Inspectors in which Teachers' Institutes are held, a great many Conventions of Teachers, not being upon the list, are unknown to us, and unannounced. Give us an opportunity to make your operations known to the whole body of Teachers, all of whom take an interest in what concerns the profession. Also, please send us a summary of proceedings.

Editorial.

TORONTO, NOVEMBER 1, 1888.

A NEW CHILDREN'S PAPER.

WE are sure that our readers will welcome the announcement of a new Canadian boys' and girls' paper. For if such announcement be not in the precise line of an educational subject, it is certainly one of great interest both to teachers and to their pupils. To supply at a low rate an entertaining and instructive and well-illustrated children's paper, published in their own country, has long been a mooted problem. The publishers of the EDUCATIONAL JOURNAL, considering that such a paper would be naturally related to that which they already furnish to the teachers, have undertaken the work. A sample of the first number will soon be mailed to all of the teachers in this province, as well as to all inspectors and other friends of education. If its aim be to entertain and instruct the children, by providing them with stories, pictures, puzzles, and other matter of an unquestionably high-class character, the publishers feel sure the teachers will not see it fail. But without their hearty co-operation fail it must; for no expensive canvassing could be done at the very low price proposed. Those who take the slight trouble to form school clubs will be rewarded by the pleasure afforded the children; besides which, such premiums as could be afforded at such a figure are offered for the service. We ask our friends to look for the sample, and to give us their opinion of the enterprise, together with their assurance of a kind co-operation and support. Such co-operation will entail no labor beyond what most teachers will consider a pleasure for the sake of the boys and girls under their charge; but at the same time it is indispensable to the success of such a paper.

EDUCATIONAL LESSONS FROM LIFE.

IF it is "greatly wise to talk with our past hours," crystallizing and treasuring up the teachings of our own experience, it is no less the part of wisdom to study the records of such other lives as have proved by genuine success that their

work was founded on right principles and carried on by wise methods. Such a life and such a work were those of the late Rev. Edward Thring, the "second founder" of the Uppingham School in England.

It is the purpose of this article to cull from the most interesting account of his work in the September *Century Magazine* two or three practical lessons of great value to educators of all ranks. We need not stay to inquire how far these principles were original with Mr. Thring, and how far the same discoveries and deductions have been made by others. Certainly very few have ever put them to so good use as he.

Perhaps, however, we should stay long enough to state, for the information of those who may not be familiar with it, the fact that when Mr. Thring took charge of the Uppingham School, twenty-five boarders and five or six boys from the village, constituted the material with which he had to work, and that when he left it after thirty-two years of work, the school had been, "in open competition with foundations of enormous wealth and fame, lifted from its place as a local grammar school, into the very front rank of English public schools," with numbers limited only by his conviction that more could not be admitted without some lowering of the lofty standard of mental and moral discipline which it was with him a matter of conscience to maintain.

The first and fundamental educational principle upon which Mr. Thring's wonderful success was built, was the simple one "that every boy, stupid and clever alike, should have a fair chance and should be really trained." "Mr. Thring claims," says Mr. Parkin, the writer of the *Century* article, "that no school, however great its prestige, numbers, wealth, or its list of prize winners, can be called a good school, or even an honest school, unless it makes this a first condition of its work." But surely a principle which sounds so like an axiom of educational morals, must be generally recognized and acted upon. Mr. Parkin evidently does not think so, for he says that the principle "fully accepted and acted upon would revolutionize most of the schools in England, and probably most of those in America." We leave it to those who know the inner life of our Canadian schools, especially the High Schools, to judge whether they, or any of them, are of the number of those that would fail under this crucial test. We may merely observe, and the remark is too obvious to need argument, that the influence of all prizes and scholarships, whether offered by the school itself, or given on examination by some outside authority, works directly and powerfully against the faithful application of this principle in the work of the school. So long as the reputation of the school, not to say the retention of its masters, depends upon the result of a competition between a few of its best pupils and those of other institutions, a premium is put upon giving special advantages to special pupils, which must, at the very least, subject the virtue of the masters to a very severe test.

Two other rules, or laws, which are all to which we can now refer, were results or corollaries of the foregoing principle of justice, but are nevertheless of the highest practical importance. The first was fixing a strict limit to the size of each class. Mr. Thring fixed the maximum at about twenty. Most teachers of experience will agree that this is high enough, and would be inclined to prefer less to more. This maximum was large enough, in the opinion of Mr. Thring, to give the stimulus of numbers and competition; and was not too large, if the class was properly graded to prevent individual attention and training. No doubt the right maximum would rise and fall with the capacity of the individual teacher. Our own experience, not only personal, but in connection with a considerable number and variety of fellow-workers, would lead us to prefer for the ordinary teacher not less than about ten, nor much more than fifteen, as the size of the class from which the best individual results might be expected. But if this be so, what shall be said of classes of forty, or fifty, or even more, which unless our impressions are happily wrong, are sometimes to be found in our public schools.

The other point concerns boarding schools and colleges only, but for such it is of the very first importance. It was the outcome of the same principle of individual training applied in the sphere of morals, and reduced to a rule for the governance of boarding arrangements. Mr. Thring, most wisely, as we think, and our conclusion in this case, too, is based upon considerable observation and experience, rejected every thing which savored of the old "barrack methods," still too common in our higher institutions, under which students are herded together in large buildings, with little domestic supervision and almost without opportunity for seclusion. We cannot do better here than to quote at some length from the account before us.

"Numbers are necessary for a great school, and contact with his fellows is essential to a boy's getting the full advantage of public school life; but unwieldy numbers make discipline difficult and training impossible, while unchecked contact with a mass of thoughtless natures breaks some characters, even though it strengthens others. At Uppingham the number of boys in a single house is restricted to thirty. This enables the master and mistress of such a house to take a personal interest in each boy, and to surround all with something of the refining and humanizing influences of home. As the houses are intended to be homes, they are not grouped together in a block or quadrangle, but are built separately, each with grounds of its own, and with such surroundings as the taste of the house-master suggests or his means allow. A visitor misses at Uppingham the imposing blocks of buildings which characterize other great schools, but in the eleven handsome villas scattered within a quarter of a mile of the main school buildings he sees something far better adapted to the training of young lives."

The advantages of this arrangement are manifold. Many of them will readily suggest themselves to thoughtful educators. Closely connected with this system is a further safeguard which, simple enough in itself, is of the utmost

importance as an aid in character training. "Each boy in Uppingham has a study of his own—intentionally made quite small, usually about five feet by six—which is meant to be a real sanctum, a little home, where he can be alone when he wishes, either for study or for that retirement which boys, as well as men, need at intervals in order to collect anew their moral forces during the rough struggles and the temptations of daily life.

We may return to this interesting subject and point out other excellent features of the Uppingham system in another issue. We are deeply impressed with the practical wisdom of the whole scheme, and would commend it to the careful study of all those who may have to do with the founding of new schools and colleges. The buildings of Victoria, under the federation plan, are, if we have not misunderstood, to be constructed somewhat on this principle. We have little doubt that what may have been decided on partly as a matter of economy will be commended by future experience as in harmony with the best educational principles. The removal of Upper Canada College would have afforded a fine opportunity for the Education Department to try the Uppingham system in the kind of institution for which it is specially adapted. Many friends of the college will regret that it is to be rebuilt on the old plan, instead of that which is pretty certain to be the prevailing method of the future.

Literary Notes.

SOMETHING new in the field of literary criticism is Dr. W. C. Wilkinson's review of Goethe's "Faust," in the October *Homiletic Review*. In opposition to the long accepted verdict of the literary world, Dr. Wilkinson denies that "Faust" is a great work. On the other hand, he undertakes to show that it is an "ignoble poem," and its theme "irredeemably base." If admirers of Goethe take up the gauntlet, we may expect to see a lively battle of the critics.

DURING the ensuing school year six new numbers, comprising about 600 pages of the best and purest literature, will be added to the Riverside Literature Series (published monthly from October to April inclusive, January excepted, at fifteen cents a number, subscription price eighty cents, by Houghton, Mifflin & Co., Boston). The series will contain complete essays, poems, and stories selected from the writings of Charles Dudley Warner, Longfellow, Lowell, Hawthorne, and other authors.

Education for October contains, among its ten or twelve thoughtful articles on educational subjects, valuable papers on "Methods of Study in English Literature," "Philosophy in Colleges and Universities," and "Discipline the Price of Freedom." They are respectively by Dr. Shepherd, Dr. Harris, and Dr. Lowrey. Miss Ida M. Gardener, whose papers on educational methods are usually suggestive and valuable, contributes "Outline Notes on the Renaissance and the Reformation."

THE articles on "The Circle of the Sciences," now appearing in the current volume of *The Chautauquan*, by Prof. A. P. Coleman, Ph.D.,

of Victoria University, fully sustain the author's high reputation as a popular writer on scientific subjects. In the November number he takes up Physical Science, touching briefly on its various branches. Another article of practical value appears in the same number, by Edward Everett Hale, on "Economic Uses of the Telegraph and the Telephone."

In his recently published essays on "The Spirit of Beauty," Professor Henry W. Parker develops the following theory: "All the many characters of the beautiful in the universe are, and must be, the outworking of a free spiritual power; they are such because they meet our spiritual want, address our spiritual nature, and this in its entirety as intellectual, emotional, and freely volitional; their ultimate meaning is apparent and they are not even intelligible except as analogous to the working of the human spirit in its creations."

"The Fatal Illness of Frederick the Noble" is reviewed at some length in *The Critic* of October 20. Disappointment is expressed that Dr. Mackenzie should have made the book, not a purely scientific history of the Emperor's case, but a defense of his own course of action, when no such vindication was required. The reviewer, himself a skilled surgeon, "has had opportunities of seeing the leading throat specialists, in this country as well as in London, Paris, Berlin, and Vienna, operate for the removal of laryngeal growths, but he has met with no one who displayed the wonderful manipulative expertness with instruments that Sir Morell has acquired." To his view, "the case of the Emperor presented nothing unique, nothing even that was unusual or at all out of the common."

Contributors Department.

LEGENDS OF THE WABANAKI.

BY PROFESSOR T. H. RAND, M.A., D.C.L.

THE EDUCATIONAL JOURNAL calls attention in its last issue to Crawford's translation of the *Kalevala*, and invites its readers to compare certain portions of Longfellow's *Hiawatha* with extracts taken from the translation referred to. The ordinary reader would doubtless conclude that there was abundant warrant for the suggestion of plagiarism on the part of the American poet. I wish to call attention to the fact that there is some ground for thinking that the resemblances between *Hiawatha* and portions of the *Edda*, *Beowulf*, the *Kalevala*, and Norse sagas, are due to the fact of a common origin. Longfellow referred to the tales of the Chippewas as forming an Indian *Edda*. In this connection it may be of interest to readers of the JOURNAL to note the statements of Charles G. Leland in his "*Algonquin Legends of New England*," published by Houghton, Mifflin & Co. The Algonquin is the most widely extended of the six great divisions of the Indians of North America. The St. Francis Indians (the "Abenaki,") the Penobscot and the Passamaquoddy tribes of Maine, and the Malicetes and Micmacs of New Brunswick and Nova Scotia, belong to this division. They call themselves the Wabanaki, a word intimating that they live in the east, or near to the rising sun. Mr. Leland's book consists chiefly of legends obtained from the Mic-

mac, Penobscot, and Passamaquoddy Indians. I append a few extracts from the introductory chapter of his book:—

"Strangest of all, this American mythology of the North, which has been the very last to become known to American readers, is literally so nearly like *Edda* itself that, as this work fully proves, there is hardly a song in the Norse collection which does not contain an incident found in the Indian poem-legends, while in several there are many such coincidences. Thus in the *Edda* we are told that the first birth on earth was that of a giant girl and boy, begotten by the feet of a giant and born from his armpit. In the Wabanaki legends the first birth was of Glooscap, the good principle, and Malsum, the Wolf, or evil principle. The Wolf was born from his mother's armpit. * * We pass on only twelve lines in the *Edda* (*Vafthrudnismal*, 36) to be told that the wind is caused by a giant in eagle's plumage, who sits on a rock far in the north "at the end of heaven." This is simply and literally the *Wochowsen*, or Windblower of the Wabanaki, word for word. * * * It is very remarkable indeed that the only two religions in the world which possess a devil in whom *mischief* predominates should also give to each the same adventures, if both did not come from the same source. In the *Hymiskvida* of the *Edda*, two giants go to fish for whales, and then have a contest which is actually one of heat against cold. This is so like a Micmac legend in every detail that about twenty lines are word for word the same in the Norse and Indian. * * * There are actually more incidents taken from the *Edda* than there are from lower sources. I can only account for this by the fact that, as the Indians tell me, all these tales were once *poems*, handed down from generation to generation, and always sung."

Mr. Leland suggests that since the Eskimo once ranged as far south as Massachusetts—since they did not reach Greenland till the fourteenth century—since they had for centuries intimate relations with Scandinavians, and since the Wabanaki even yet mingle with them, it would be marvellous if the Norsemen had not left among them traces of their tales or of their religion. The legends of the Wabanaki exhibit a more elevated mythology than that which has reached us through either the Chippewa or *Hiawatha* legends, and it seems altogether probable that the legends of the West have suffered deterioration in their transmission from Wabanaki sources.

WE are directed by the Education Department to state that the new High School Arithmetic will not be ready for the July examinations of 1888-9. The text-books at present authorized in this subject will be the only ones that will be required by the pupils for this examination.

BEAUTY is God's Handwriting, a wayside sacrament.—*Milton*.

WITH children we must mix gentleness with firmness.—*Spurgeon*.

God never had a house of prayer, but Satan had a chapel there.—*De Foe*.

School-Room Methods.

COMPOSITIONS.

CONTINUED.

OUTLINES.—All original written work should be done according to some definite plan. At first the plan or outline may be provided by the teacher. By degrees, however, the pupils should be led to make their own outlines, which should be submitted to the teacher for approval and correction. For the younger pupils the outlines should be very simple, scarcely more in some cases than two or three questions to be answered in entire sentences; as, for example, in describing an object the teacher may say: What are the parts? What is the shape of each part? What is the use of each part? Or in writing upon any material, as wood or paper, the pupils may answer the questions: Where obtained? How prepared? For what used? Varieties?

In giving an object lesson, the teacher or one of the pupils should write upon the blackboard the principal facts as they are discovered. These statements will constitute material out of which the composition may be written. Frequently it is well for the pupils to analyze a short sketch for the purpose of making an outline.

The following outlines will suggest to teachers what may be given to, and required from pupils as a guide to their writing upon simple subjects:—

- Any natural production (as salt)
 - 1. Qualities.
 - 2. Uses.
 - 3. Where, when, and how obtained.
- Any manufactured article (as glass)
 - 1. Qualities.
 - 2. Uses.
 - 3. Kinds.
 - 4. How made
 - a. Materials.
 - b. Where procured.
 - c. Order of manufacture.
- Any animal
 - 1. Size and covering.
 - 2. Parts
 - a. Name.
 - b. Description.
 - c. Uses.
 - 3. Habits.
- Biography
 - 1. Time of birth.
 - 2. Circumstances of parents.
 - 3. Events of boyhood or girlhood.
 - 4. Education.
 - 5. Subsequent events in order of occurrence.
 - 6. Leading traits of character.
- Any plant
 - 1. Name and general appearance.
 - 2. Parts:
 - a. Root
 - b. Stem
 - c. Leaves
 - d. Flowers
 - e. Fruit
 Describe each.
 - 3. Uses.
 - 4. Where found.
- Places seen
 - 1. Location.
 - 2. Surroundings.
 - 3. Parts or divisions.
 - 4. What is contained or produced.
 - 5. Objects of interest.
 - 6. Reminiscences.
- A journey (real or imaginary)
 - 1. Time and place of starting.
 - 2. Intended destination.
 - 3. The route taken.
 - 4. Mode of travelling.
 - 5. Description of country.
 - 6. Objects of interest on the way.
 - 7. Description of place visited.
 - 8. Manners and customs of people.
 - 9. Incidents and anecdotes.

It is well sometimes to give in the outlines some topics which will stimulate thought and investigation. Care should be taken that the information furnished be not too extended. The following outline* is an example of what may be given to pupils in advanced and grammar grades:—

WINDS.

- 1. Beneficial on land, as they—
 - a. Carry moisture. Where from?
 - b. Equalize the temperature. How?

*From *Intelligence* Chicago.

- c. Purify the air. How? Name places benefited.
 - d. Carry seed. What kinds? How a benefit?
 - e. Pump water and grind flour. How and where?
 - 2. Beneficial on the sea, as they—
 - a. Aid in navigation. How?
 - b. Produce ocean currents. How? Value of the currents?
 - 3. Injuries on land by—
 - a. Hurricanes. Illustrate.
 - b. Carrying seed. Illustrate.
 - c. Spreading diseases. Explain how.
 - 4. Injuries on the sea by—
 - a. Cyclones, etc.
 - b. Hindering navigation. How?
- A few pointed, suggestive questions upon a subject when it is assigned, often give direction and method to the work of the pupils, as—

RAILROADS.

- 1. When first built and where?
- 2. How do they benefit western farmers and eastern manufacturers in our country?
- 3. How do they aid the poor?
- 4. How do they promote the settlement of new countries?
- 5. Do they affect the value of the land?
- 6. Illustrate their value in carrying news, merchandise and people?—*Prince*.

A METHOD IN ARITHMETIC.

BY THOMAS DOWLER.

THE eye furnishes a more direct, and therefore a quicker means of communication with the brain, or intellect, than the ear. Therefore in class drill in the operations of addition, subtraction, multiplication, and division of both integers and fractions, greater rapidity may be attained by appealing to the eye alone. I have used the following method for several years with gratifying results. When pupils have become familiar with the meaning of the signs + - X ÷, place those signs in a row with various numerical quantities under each (suited to the ability of the class). These quantities may be either abstract or concrete, whole or fractional. Then point in succession to the quantities which you wish the class to work with. You may direct the scholars to raise hands (or to speak) in answer, when you remove the pointer from the board; or upon any convenient signal, and the teacher is thus relieved of the necessity of speaking whilst the calculations are in progress.

ILLUSTRATION.

+	-	×	÷	
3 ¹	7 ³	8 ⁴	6 ³	apples.
4 ₂	12 ₈	7 ₅	10 ₂	
1 ³ ₅	5 ₃	9 ₆	4	
*6 apples	14 ₄	2 ⁵	1 ₂	
	5	1 ₃	11 ₆	

(1) Teacher points in succession to the quantities which I have indexed, 1, 2, 3, etc., to 14, and as the pointer touches each quantity the scholars simultaneously and mentally perform the operations denoted by the sign which stands above it. In this example the result is 6½.

Examples may be multiplied *ad infinitum*.

Correspondence.

A TEACHER'S ADVICE.

To the Editor of the EDUCATIONAL JOURNAL.

DEAR JOURNAL,—After all the hard, cold cynicisms about "Advice, gratis," I have faith to believe that words of friendly counsel to young teachers are like seed cast into good and fruitful ground. When I first took charge of an ungraded school with 134 pupils on the roll, I was hungry for good advice, and often longed for some friend who had passed through the discipline of experience to give me the benefit of some of his dearly-bought lessons. Dr. Ryerson's *Journal of Education* I greedily read for light and guidance, and often gathered hints that were invaluable to me in my daily work. Perhaps the most painful event during my first year, notwithstanding a first-class certifi-

cate duly executed, was the discovery that I did not know my native language sufficiently well to teach thoroughly the lowest class in my school. I found, to my great surprise, that neither myself nor my previous teachers knew accurately the *First Book of Lessons*. The kind friend who directed me to *Fowler's English Language* did me a life-long service in the space of one minute; and now, my wish is to do a similar service to some one that will this year go out in the noble young army of teachers and begin the task of teaching elementary English.

Before me lies a book on the English Language, fresh from the imperial hand of a master who has spent his strength in the cause of education, and especially in the service of young teachers. His great scholarship and long training in didactics have given him supreme command of clearness, simplicity, and the rare and difficult art of knowing how much to suppress. An authority for many years on mental science and methods of teaching, he has also proved himself an equally high authority on the language and literature of England, so that the student who follows him through the four parts of this book will never have very much to unlearn. It is written "for the four years of study required, in England, of a pupil-teacher," and is a very able review of the salient features of the language, presented very much in the same manner that a vigorous, clear-headed teacher would employ with tongue and crayon before an intelligent class. The pages resemble the blackboard of a thoroughly competent and skilful instructor, accompanied by clear-toned and impressive delivery. As a practical illustration of lucid, well-arranged teaching, through which there run a spice of individuality and a remarkable power of arresting attention, Professor Meiklejohn's *English Language* is well worthy of perusal even by those who have no need of instruction in the subject-matter. His experience in book-making has taught him admirably how to use typography to indicate the perspective importance of each topic, and the young teacher will insensibly imitate this on his own blackboard when he becomes saturated with the incisive and telling style of these pages. A foot note or an asterisk does not meet the eye, a sufficient proof that the writer has skill to weave his web deftly without stopping the loom to tie threads. Read in connection with the author's remarkable little "*Book of English*" (price 35 cents), this volume will qualify the student for our first class examinations and costs only \$1.40, in the reprint of D. C. Heath & Co., Boston. To young teachers who have candidates for third class certificates on their hands, the sketch of English literature, the chapters on composition, style, figures, the history of the language, and the excellent index, will prove more serviceable than any authorized text-book, and more useful than Bain's Composition, on which there is at present a "run" among our excellent examiners.

DEAR JOURNAL, may you flourish, prosper, be happy; please receive my blessing, and—my subscription for 1889. Yours cordially,

TEACHER.

Educational Meetings.

WEST HURON TEACHERS' ASSOCIATION.

THE West Huron Teachers' Association met in the Model School, Goderich, on September 27, the President in the chair. Owing to the small attendance, the only business transacted was the appointment of committees. On reassembling at 1.30 p.m., minutes of last session at Exeter, and the morning session, were read and confirmed. Moved by Mr. Brown, seconded by Mr. Delgaty, that Messrs. Kilty and Nevin be appointed a committee to assist the Secretary in preparing a report of the proceedings of the Association for the press. Carried. The roll was then called by Inspector Tom, and sixty-two teachers answered to their names. The Business Committee then reported that owing to the fact that Dr. McLellan has to leave early in the morning, it is deemed advisable to allow him the whole afternoon for the discussion of his subjects. This was agreed to, and the Dr. then took up the subject of Psychology, and its relation to teaching, dealing particularly with the raw materials of intellectual development under three heads, viz., sensation, interest, and

impulse, showing that these in their order form the bases of intellect, emotion, and will. The lecture, which was conducted in the conversational style, was full of terse and pointed remarks, and was highly appreciated by the teachers. The President then gave his address on

"THE TEACHER AS A PUBLIC SERVANT."

The address was carefully prepared, and dealt chiefly with the following statements, viz.:

1st. The teacher is a more efficient officer than any other public servant.

2nd. His work is important, as the life of a nation depends upon its intelligence; as obedience to laws is carefully inculcated.

3rd. The teacher's tenure of office, especially in rural districts, is too insecure, and the present law regarding superannuations very unsatisfactory.

The address was listened to very attentively and well received. The Secretary then drew attention to the lecture and entertainment to be given in the opera house in the evening, and committees were appointed to carry out the arrangements. Dr. McLellan then took up Phonic Reading. This subject proved very instructive, and was very fully discussed, all the teachers being most anxious to pursue the best methods of getting the young pupils to recognize in the quickest time sound signs. This being recognized as one of the most difficult things in school work, considerable cross-firing was indulged in, and no doubt much good will result from the discussion. At about 5-30 p.m. the Association adjourned, to meet in the evening at the appointed hour, and in the morning at 8.20. The evening session of the Institute was held in the grand opera house. Dr. McLellan delivered his excellent and eloquent lecture on "English Literature and its Value in Education."

SEPTEMBER 28TH.

The Association met in the Model School pursuant to adjournment, the President in the chair. Devotional exercises were conducted by Mr. Embury. After routine, G. W. Holman gave a verbal report of the proceedings of the last P. T. Association, to which he was the appointed delegate. After giving a report of the matters discussed, he proceeded to give his impressions as to these various topics. On the whole he reported that in his estimation the Association was improving in the direction of usefulness. The roll was then called, and sixty-nine answered to their names. The election of officers was proceeded with and resulted as follows, viz.:—President, A. Embury; Vice-President, Miss M. G. Robertson; Sec. Treasurer, G. W. Holman; Executive Committee, Messrs. H. I. Strang, R. E. Brown, Thomas Gregory, and Misses Murray and Halse. Mr. Delgaty then introduced the subject of Arithmetic in Public Schools. He strongly advocated the principle teaching instead of rules. Too much attention is frequently paid to rules and not enough to principles. He held that arithmetic should be taught in the morning, and from blackboard, not from the book. The discussion then became general, some taking of grammar and composition, and others confining their remarks to arithmetic. The following took part in the discussions:—Messrs. Kilty, Johnston, Embury, Strang, Nevin, Brown, and Inspector Tom, most of whom agreed in the main with what Mr. Delgaty had said upon the subject of arithmetic. Mr. Strang thought that arithmetic was generally made too prominent a subject in our schools, that it was rather over-rated and not sufficiently practical. In teaching composition Mr. Strang thought it better to have a good deal of oral drill; that the giving of abstract subjects to young pupils to write a composition upon should be avoided. The reproduction of the same thought in as many different ways as possible would produce the best results in language lessons. Rote work should be avoided as much as possible in grammar, and the memorizing of cumbersome definitions was a serious error in teaching this subject. The discussion on this subject was then concluded, and Miss Burritt illustrated her method of teaching and conducting exercises in simple song singing, by presenting to the Association a class of small girls and boys, ranging from seven to ten, who sang some beautiful selections. The teachers were well pleased with the exercise, and spoke in much favor of Miss Burritt's method. It was then moved by Mr. S. P. Halle, seconded

by Inspector Tom, that the usual fee be paid to the caretaker of Goderich Model School. Carried. The Association then adjourned to meet at 1.15 p.m. On reassembling the minutes of the previous session were read and adopted. Mr. R. E. Brown then introduced a discussion on "Religious Exercises and Good Manners." The discussion was further carried on by Messrs. Duff, Tom, Grant, Embury, and Strang, the general opinion prevailing among those who took part in the discussion that too much responsibility is thrown upon the teacher in this respect, and that where a lack of moral training was manifest, the home influence and general surroundings were in a great measure responsible. Still it was the duty of teachers to exercise all due vigilance in this respect, and, as far as possible, check all improprieties in speech or action. Mr. C. Seager, Mayor of the town of Goderich, being present, was invited to address the teachers, and did so in a neat speech. The Inspector called the roll, and seventy teachers answered to their names. The auditors then presented their report, which was adopted. Mr. Embury then introduced the discussion on "School Management and Discipline," dealing more particularly with the requisite qualifications of a successful teacher. He said that such a teacher should possess tact not only in the management of the school as a whole, but in dealing with individual pupils, for all pupils did not require the application of the same principles of discipline. A properly qualified teacher should also be a person of culture, have a large amount of sympathy, and needed constant preparation. Mr. J. P. Nevin, in continuing the discussion, dealt chiefly upon the organization and order of schools. He held that in rural mixed schools more difficulties presented themselves than could possibly appear in graded schools in cities and towns, but by a judicious application of the principles laid down by the previous speaker, these difficulties could be overcome. The time of adjournment having arrived, the discussion on this subject was closed. Inspector Tom then addressed the teachers for a few moments, urging upon them the necessity of making their half-yearly returns promptly, as the law authorized him to deprive any school of its grant should the half-yearly report be delayed beyond fifteen days from the close of the school term. After the customary votes of thanks, the Association adjourned to meet at call of Executive.—G. W. HOLMAN, Sec. Treasurer, Elimville.

Book Reviews, Notices, Etc.

1. GOLDSMITH'S "The Traveller," and "The Deserted Village," edited by Arthur Barrett, B.A.
2. Shakespeare's "Richard III.," edited by C. H. Tawney, M.A.
3. Shakespeare's "Henry V.," edited by R. Deighton, M.A. London: Macmillan & Co.

These form part of the series of English Classics for Indian Students. We have already spoken in the highest terms of other volumes of the series, and the three books before us are also worthy of great commendation. For beauty of appearance and literary taste, good judgment and common sense in annotating, there is no finer series published.

GOLDSMITH, "The Traveller," edited by G. B. Hill, D.C.L. Oxford: Clarendon Press.

The imprint is sufficient guarantee of scholarship. The general make up is all that can be desired.

United States History and Constitution, by W. W. Rupert, C.E. Boston: Ginn & Co.

This book ought to be of great use in schools where American history is studied. The first portion of the book, giving topics for consideration, is especially convenient.

Essentials of Geography, for 1888-89, by G. C. Fisher. Boston: New England Publishing Co.

This little annual has a good object. What teacher of geography has not often felt the need of a book that would annually advise of change of government, territory annexed or lost, etc. Hitherto the only means of keeping posted was to secure every January, Appleton's Annual Cyclopaedia, Whittaker's Almanac, and a few others. These

books are, however, somewhat expensive, and besides, the information needed had to be searched for, sometimes in vain. The teacher can now easily keep pace with events. The book is, however, somewhat too general in its character, and aims at too much. What we want is not a general geography, but a record of geographical events and useful information extracted from books of travel and exploration.

The Elementary Geography, by Eliza H. Morton. Philadelphia: J. E. Potter & Co.

A useful book.

1. Little People's Dialogues. For children of ten years.

Everything original and specially written for the book, by the author, Clara J. Denton.

2. Young Folks' Recitations, No. 2. Designed for young people of fifteen years. Compiled by E. C. & L. J. Rook.

3. Holiday Entertainments. Containing short dramas, dialogues, tableaux, stories, recitations, etc. Adapted to all holidays, including New Year's and especially Christmas occasions. Edited by Charles O. Shoemaker.

4. Humorous Dialogues and Dramas. Compiled by Charles O. Shoemaker.

5. Classic Dialogues and Dramas. Compiled by Mrs. J. W. Shoemaker.

6. Sunday School and Church Entertainments. Designed for anniversaries, celebrations, New Year, Easter, and Thanksgiving occasions, and the full round of entertainments. Selected from original articles contributed by a corps of able and experienced writers.

7. The Elocutionist's Annual, No. 16. Containing the latest and best selections for reading or recitation. Compiled by Mrs. J. W. Shoemaker.

All of the above seven useful, and in these days, well nigh indispensable books, are from the National School of Elocution and Oratory, the reputation of which is sufficient guarantee of the quality of the original and selected exercises with which they are filled. They range in price from fifteen to thirty cents, in paper. The teacher who has them all, or several of them, can hardly be at a loss for a suitable selection for any exercise of an elocutionary character he may need for the use of pupils.

EXAMINATIONS.

EXAMINATIONS rightly conducted are good, though they can never test the moral qualities, the action of the mind, and the motives of the soul. If the examinations are prepared by the teacher, as they should be, every lesson should be one essential part in the term's work, the review should be simply a broad outlook over the ground gone over, and the aim of examination to find out how the child's mind has grown in the power of thought, observation and judgment. All other examinations make the means the end, and do more harm than good.—N. Y. School Journal.

THE magic lantern is now being utilized, not only for the amusement of children, but for the graver work of teaching geography. The leading attraction at the reception held on Friday night in Willis's Rooms by the Council of the Royal Geographical Society was the "Lantern-room," where, by the familiar "slide and screen" arrangement, a large attendance of visitors had presented to them striking representations of Caucasian and New Guinea scenery and life, with running commentary or short lectures by the well-known travellers, Mr. Freshfield and Mr. Forbes. Besides these, Mr. Mackinder, Reader of Geography in the University of Oxford, showed some specimens of slides which he has had prepared to enable his pupils to understand the true character of icebergs, the actual (as contrasted with the apparent) difference between mountainous regions and plains, varieties of vegetation in different zones, the geological process of erosion as exhibited in action in the great American cañons, etc. These were most effective, and the value of Mr. Mackinder's efforts to, so to speak, write geography large were cordially recognized.—The Schoolmaster.

CATARRH, CATARRHAL DEAFNESS, HAY FEVER.

A NEW HOME TREATMENT.

SUFFERERS are not generally aware that these diseases are contagious, or that they are due to the presence of living parasites in the lining membrane of the nose and eustachian tubes. Microscopic research, however, has proved this to be a fact, and the result is that a simple remedy has been formulated whereby catarrh, catarrhal deafness and hay fever are permanently cured in from one to three simple applications made at home by the patient once in two weeks. N.B.—For catarrhal discharges peculiar to females (whites) this remedy is a specific. A pamphlet explaining this new treatment is sent on receipt of ten cents by A. H. Dixon & Son, 303 West King St., Toronto, Canada.—*Scientific American.*

Sufferers from catarrhal troubles should carefully read the above.

Consumption Surely Cured.

To the EDITOR—

Please inform your readers that I have a positive remedy for the above named disease. By its timely use, thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption if they will end me their Express and P.O. address.

Respectfully,

DR. T. A. SLOCUM, 37 Yonge St., Toronto, Ont.

Public School Inspector Wanted

The undersigned will receive applications up to Twelve o'Clock Noon on Wednesday, the 14th day of November next, from candidates for the office of Public School Inspector for the County of Peel.

It is desirable that candidates should, with their applications, mail twenty printed copies of their testimonials for distribution amongst the members of the County Council at as early a date as possible. Also, when convenient, candidates should be present at the meeting of Council on the 14th proximo. Applicants to state age, residence and present position, and when they can commence their duties if appointed.

D. KIRKWOOD,

Clerk of the County of Peel.

BRAMPTON, October 19, 1888.

Headquarters in Canada!

FOOTBALLS
— AND —
FOOTBALL GOODS.

Just Arrived, one of the Largest Consignments ever Imported into Canada.

These goods were purchased by a member of our firm who personally visited the markets of Great Britain and selected the very best goods obtainable.

Most of the best clubs in Canada procure their balls from us, still some do not like to send so far for a ball. Distance makes no difference; so long as you live in any part of Canada or United States we prepay postage, and have never known one to go astray yet.

NEW PRICE LIST NOW READY.

A copy of "Football, and How to Play It" mailed free to each purchaser of a ball.

Send for Price List to

LUMSDEN & WILSON,

Importers,

SEAFORTH, - ONT.

TEACHERS' INSTITUTES.

MR. RICHARD LEWIS, author of works on Reading and Elocution, and professor of Elocution in Ontario Colleges, etc., desires to announce that having resigned his position as Principal of the Dufferin School, Toronto, he is prepared to resume his LECTURES to TEACHERS INSTITUTES on ELOCUTION and READING as an ART, and also to lecture on

How to Read and to Teach the Reading of the Authorized School Readers of Ontario.

These Lectures will be PRACTICAL LESSONS in the art of Reading, with illustrations from the entire series of Readers.

Mr. Lewis is also prepared to give

NIGHTS OF READINGS

And Literary Entertainments in connection with Institutes. References permitted to Dr. McLellan and J. J. Tilley, Esq., Directors of Institutes. Address, 16 Wood St., Toronto.

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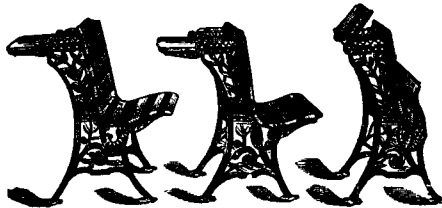
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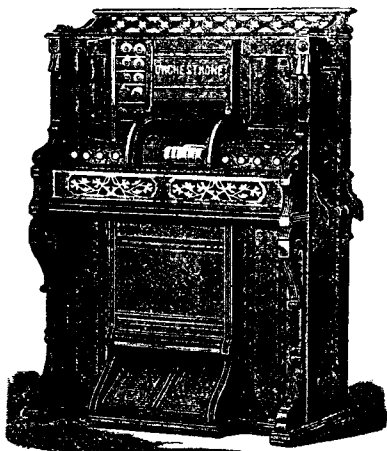
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