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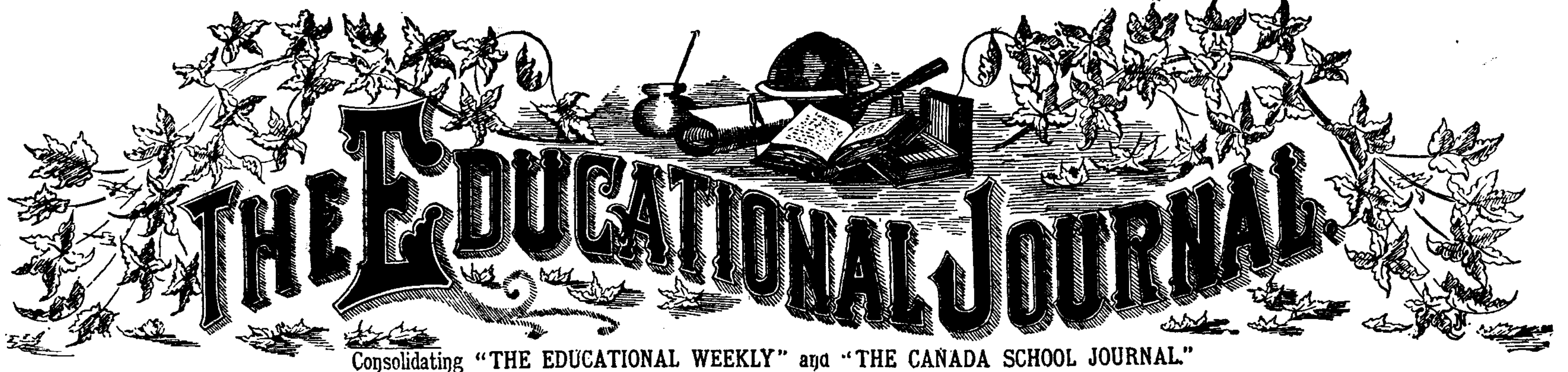

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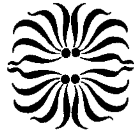

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EXAMINATIONS 1893.

October 3, School of Pedagogy opens.

September :

15. Last day for receiving appeals against the High School Primary, and Leaving Examinations.

I. HIGH SCHOOL ENTRANCE EXAMINATION—(1) The examination in History will be in Canadian History alone. No questions will be set in British History. The Inspector shall see, however, that the subject is taught orally, and shall report any case of negligence to the Board of Trustees.

(2) Physiology and Temperance are compulsory, and shall take rank with the other subjects for the Entrance Examination. The new text-book in this subject may not be ready before the first of October, and this fact will be taken into account in the construction of the examination papers for 1894.

(3) The work in Drawing is limited to Drawing Book No. 5, and in Writing, to Writing Book No. 6.

(4) The Public School Leaving Examination or some modification thereof, will be substituted for the present High School Entrance Examination as soon as the results of the present changes in the Public School Leaving Examination justify the Education Department in adopting this course.

II. PUBLIC SCHOOL LEAVING EXAMINATION.—The changes with respect to the Leaving Examination are as follows:

(1) The subjects of the Fifth Form may be taught in any school, irrespective of the number of teachers on the staff or the grade of certificate which they may hold. Pupils may write at the Leaving Examination without having passed the Entrance Examination.

(2) The examinations will be conducted by the Board of Examiners having charge of the Entrance Examination, and will be paid for at the same rate per candidate.

(3) Physiology and Temperance are compulsory, and the examination in this subject will include the ground covered by the new text-book.

(4) The subjects of Euclid and Algebra will be included in a small text-book which will be the basis of the examination and will be ready about 1st October.

(5) Agriculture, Botany, and Physics are optional subjects; the course in each to be determined by the teacher, subject to the approval of the Inspector.

(6) The High School Reader will be used for Reading and Literature. The Public School Arithmetic will be enlarged to admit of greater practice in Commercial work, but no change will be made in its price. The additional exercises will be required for the Fifth Form. The text books in the other subjects will be those authorized for Public Schools.

(7) Candidates who obtain Public School Leaving certificates shall be entitled to admission into the classes in Form II. of a High School in all the subjects of that examination, and the Commercial course for the Primary should, if possible, be completed before they enter the High School. Candidates who fail at the Leaving Examination but who obtain 25 per cent. of the marks for each subject, will be admitted to a High School.

III. HIGH SCHOOL PRIMARY EXAMINATION.—(1) The course prescribed for the Primary Examination with the Science option may be taught in any Public School, subject to the approval of the Trustees and the Inspector.

(2) The amount of school work prescribed for the Commercial course has been reduced and the details of the course modified, especially in Drawing. The examination of all candidates will be conducted by the Principal of the High School and the High School teachers in charge of such subjects, but a written examination will be required, in addition, on papers prepared by the Department. For 1894, any four of the books of the High School Drawing course will be accepted, in the case of candidates for the Primary Examination, in lieu of the prescribed books of the new course, and any two books in the case of other pupils. The work done in Book-keeping in the blank books hitherto used, will also be accepted for 1894.

(3) The whole of Euclid Book I. is now prescribed and will form the subject for examination in 1894.

Minor details of the proposed changes will be found in the Regulations, to which your attention is respectfully directed.

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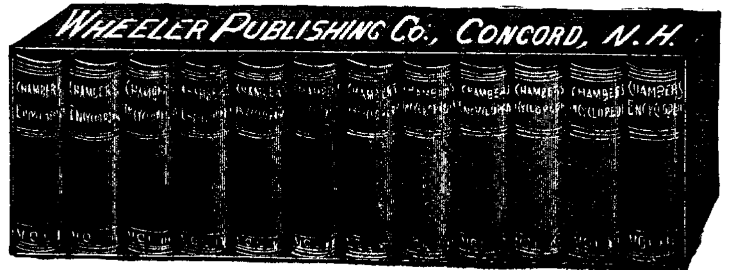

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TORONTO, SEPTEMBER 15, 1893.

Vol. VII No. 9.

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Editorial Notes.

"WE work in that which is Eternal, which shall never pass away." These words of Dr. Awde, President of the University of Michigan, in his address at the Educational Congress in Chicago, embody a truth which should be the inspiration and strength of all true educators of all grades, everywhere and always.

MR. JOHN PRESTON TRUE is the author of a book entitled "SHOULDER ARMS!" or "THE BOYS OF WILD LAKE SCHOOL," published by Houghton, Mifflin & Co., Boston, Mass. We have not seen the book, which is highly commended by the press, but, referring to the article in our last number, on "Children's Ethical Standards," the author writes:

"In the book the principal of the school hands the social government of it over to the pupils, himself retaining a veto power and also a "supreme court" power for appeal in case of a culprit's deeming his sentence too severe. Several principals have since informed me that they had successfully tried the plan. In one case, in the city of Providence, R.I., the pupils regularly tried and expelled one of their number, as my heroes did. The plan puts them 'on honor' in a right direction."

WE hope that "Bands of Mercy" are multiplying in our schools and towns and villages, or that, at least, every teacher of children takes advantage of incidental opportunities to inculcate lessons of kindness and mercy to our dumb animals. Surely there is no young boy now being trained in an Ontario school who can be so cruel, when he grows up, as to be a party to the mutilation of a horse by "docking," or the torturing of him by a tight check-rein. The effects of these and other cruel but fashionable practices are visible every day. If they cannot be put a stop to sooner, let the next generation be taught to abhor and abjure them.

THE following suggestions to teachers by a writer in the *Educational Review* are to the point. We beg leave to adopt them and address them to all to whom they may apply. They hint at practices which we trust do not exist in our constituency:

"I hope you have not engaged for less than the previous teacher was getting. I hope you have not offered to take any school that you knew another teacher had a claim upon, even though it was not signed and sealed. I hope you have been no party to putting a school up at auction and underbidding any one else. See that your agreement is signed and sealed. Allow no one to dictate to you about your boarding place, especially interested trustees. Arrange, if possible, with the trustees to make some one look after cleaning the schoolroom and making the fires."

IN an address to a deputation of about 600 Bavarian school-masters who waited upon him some weeks since, Prince Bismark told some pregnant truths. The future of Germany, he said, is in the hands of her school teachers. He referred to France as affording an example of the influence which the school can exercise on the national character. "It is to no small extent owing to the influence of its schools," said he, "that this otherwise highly educated nation is such an uncomfortable neighbor for us. The French schools are the hotbeds of Chauvinism and national vanity, and foster ignorance of the geography and history of other peoples." The same influence is at work, we fear, in many of the schools of the United States, and there are those who would infuse something of this same spirit into the Canadian schools. Let us guard against it.

WE need information. Why is it that in the Report of Truancy on page 59 of the last Report of the Minister of Education, the names of the cities of Toronto, London, and others do not appear? Can it be that all the children in these cities attend school and are so regular and punctual that there is no work for the truant officer. Or can it be that no systematic and persistent effort is being made in these cities to enforce the compulsory clauses of the Education Act. We greatly fear that the fact is, in Toronto at least, that there is not sufficient school accommodation for the children who wish to attend, and that the authorities are, therefore, very glad to overlook the non-attendance of hundreds or thousands. It is certainly strange that when the truant officers in such cities as Brantford and Brockville found it necessary to report two hundred or three hundred cases each, the truant officer in Toronto, if there is one, should have enjoyed a complete sinecure. Can any one explain?

THE New York *School Journal* says:

The question of religious exercises in schools has been debated for fifty years in America; and it has been decided that the teacher in the public school must not teach religion. Some communities allow the reading of the Bible and other religious exercises; others allow none of these. But it does not follow that the teacher is to be a non-religious person; a person without religion has no place in the school-room. The teacher should be one who feels in the deepest manner the need of an overshadowing influence on the young souls before him. As one of the presidents of the New York Board of Education said, with streaming eyes, in a primary school where a thousand artless children were assembled, "Oh, who would not wish these children well!" So the teacher must feel day by day, as he surveys the group before him. And he must know, if he is a person of thought, that religion is the foundation of the well-doing and well-being of those children. May the schools never become "Godless;" may the teacher determine that religion shall abound, though religious exercises are forbidden.

This is substantially the view which we have from time to time advocated in these columns. If the teacher is, as every teacher should be, imbued with the spirit of true religion; if he or she is living in the fear and love of God and truth and goodness, the school over which such a teacher presides cannot be a Godless school. On the other hand no school law or Government regulations can compel or enable a teacher destitute of these qualities to teach a genuine religion or exert a true religious influence. The matter is, then, largely in the hands of the trustees or school boards who select the teachers.

Primary Department.

WORDS BY THE WAY.

RHODA LEE.

IN SOME mysterious and unaccountable way the "talk" with which we intended opening the Primary Department for the new term went astray. The strange and circuitous journey from our summer home must have been too much for it, and so instead of talking about the good beginning that is said to result in the satisfactory end, we plunge *in medias res*, assuming that all this has been accomplished, and that the machinery of the school-room is now running with its accustomed smoothness. We presume you have given your class definite drill in standing, marching, going to and from class, taking and returning slates and books, and other customary movements. By this time they understand something of your standard of good behavior and work, and what they for their own credit and the honor of the class should aim to be. It pays to take time at the first of the session for drill of this kind. It does not destroy any of the spontaneity of children to have all such movements made in a perfectly orderly manner.

THE HABIT OF NEATNESS.

This is something we must cultivate from the very outset. Example is of great force here, for we know sometimes too well the truth of the saying, "A child's vocation is constant imitation." There are numberless ways of setting a good example in this respect to our pupils. A few incidental words on neatness and tidiness of person are necessary in most classes. Insist on sponges being used always and fresh slate-cloths provided at stated times. Inspect the desks and note the tidy ones. However, it is in the school-work proper that we wish to emphasize the necessity for neatness. Rule the slates, and if necessary the blank-books, if it will be of any assistance. Give special marks for neatness, and accept no work as perfect that has not this characteristic. The habit is one that seems decidedly foreign to the nature of some children, but those are the ones who need our attention.

RULES.

Let there be as few rules as is possible, but when made, require them to be strictly observed. The best rules are those which the children help to make. It is by no means necessary to give reasons for everything one requires in school, but in making a rule it is well to talk it over with the children, showing them the necessity for it and the value of its observance. Let them see that they have a share in the making of the rule and they will be anxious to have it kept. Never consider anything too great a trouble that is necessary to insure its observance.

SHORT LESSONS

Are better than long ones. There is a limit to a little child's power of attending, and when this is past the best of teaching is entirely lost. A brisk, bright lesson of fifteen or twenty minutes, in which everyone is interested and, as far as possible, actively employed, is best. Every lesson should have a definite aim, and should be left with its ends well fastened that nothing may be lost.

LATENESS.

This is something with which we all have to contend, more or less. In country districts, where the children have long distances to cover and often bad roads for little folks, we do not wonder at the many late-comers. But in towns and cities, where there is no such excuse, we are troubled greatly by pupils coming late for line, if not after opening time. Let me tell you of a little device I heard of recently that settled the matter in one school. The teacher designed little flags and banners of colored cotton, on which she traced with gold ink and rope silk mottoes such as, "On Time," or "No Lates." The rows in which there had been no lates for a week were allowed to have a banner. The banners in a short time became fixtures, so thoroughly did they cure the "lates."

VARIETY WORK.

1. Write three words that end in *y*.
2. Write names of two yellow flowers.
3. Write names of two red flowers.
4. Write names of two animals having fur.
5. Write names of two animals having hair.
6. Put letters to *old*, and make other words of it—g-old, t-old, s-old, etc.
7. Name three kinds of trees that grow near your home.
8. Write what stands for doctor, mister, street.
9. Write names of four birds you have seen.
10. What color is your house?
11. What animals dig holes in the ground to live in?
12. Write five girls' names.
13. Write five boys' names.
14. Write three names of dogs.
15. Of what color are lemons?
16. Of what color are ripe grapes?
17. Write three words of four letters each.
18. Name five things that can jump.
19. Name something that likes to live in water.
20. Name three things you like to do.
21. Tell what cows are good for.
22. Name some animals that have hoofs.

—*Laura F. Armitage, in American Teacher.*

SILENT READING.

FINDING that the pupils in one of my classes moved their lips during silent reading, I interrupted them one day with:

"Close your books, children, and watch me read this page."

Having read the page silently, I asked:

"Did my lips move?"

"No, ma'am."

"Did anything move?"

"No, ma'am. Yes ma'am, your eyes."

"What did I read with, then?"

"You read with your eyes."

"Could you do that? Try, and see?"

I made no remark during the reading, but found occasion to say at its close:

"One little boy forgot. If you cannot keep your lips still, put your fingers on them, so."—*A. A. P., in Exchange.*

MEMORIZING.

RHODA LEE.

SOME years ago a teacher of a class of girls was in the habit of writing once a week, in a conspicuous part of her blackboard, a simple line or two which she expected her pupils to memorize and discuss with her. The custom was one of great interest to the girls, all of whom learnt and treasured the gems of verse which were thus studied. It is not a matter of wonder that this teacher's influence was indeed very great, far beyond the bounds of the schoolroom. Her scholars were her friends and remained so long after they were out of reach of her teaching. One of the verses—a couple of lines from "Lucile"—I remember seeing on the blackboard for some time:

No life
Can be pure in its purpose and strong in its strife,
And all life not be purer and stronger thereby.

The silent appeal of these written words seemed to me much stronger than any verbal repetition could be. The idea was too good a one for the primary grades to miss, so we proceeded to adapt it to the needs of our liltle folks. We thereupon devoted a part of the board to the weekly verse, and every Monday morning sees a new one in which the children take great interest.

Of course we consider what verses are best suited to the age and character of our children, and teach those that we think will be most helpful. The following were favorites with my children last term:

"There is nothing so kingly as kindness,
And nothing so royal as truth."

"If you speak kind words
You will hear kind echoes."

"True worth is in being, not seeming,
In doing each day that goes by
Some little good, not in dreaming
Of great things to do by and by."

"If you're told to do a thing,
And mean to do it really,
Never let it be by halves,
Do it fully, freely."

"Do not make a poor excuse,
Waiting, weak, unsteady;
All obedience worth the name,
Must be prompt and ready."

"If a task is once begun,
Never leave it till its done.
Be the labor great or small,
Do it well, or not at all."

"How many deeds of kindness
A little child can do,
Although it has but little strength,
And little wisdom, too.
It wants a loving spirit
Much more than strength, to prove
How many things a child may do
For others, by its love"

CLASS RECITATION.

HOW THE LEAVES CAME DOWN.

"I'll tell you how the leaves came down,"
The g eat Tree to his children said,
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red;
It is quite time you went to bed."

"Ah!" begged each silly, pouting leaf,
"Let us a little longer stay;
Dear Father Tree, behold our grief;
'Tis such a very pleasant day,
We do not want to go away."

So just for one more merry day
To the great Tree the leaflets clung,
Frolicked and danced and had their way,

Upon the autumn breezes swung,
Whispering all their sports among.

"Perhaps the great Tree will forget,
And let us stay until the spring,
If we all beg and coax and fret."
But the great Tree did no such thing;
He smiled to hear their whispering.

"Come children, all to bed," he cried,
And ere the leaves could urge their prayer,
He shook his head and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bed-clothes heaped upon her arm,
Should come to wrap them safe and warm.

The great, bare Tree looked down and smiled,
"Good night, dear little leaves," he said,
And from below each sleepy child
Replied "Good-night," and murmured,
"It is *so* nice to go to bed."

—*Susan Coolidge.*

GOLDEN-ROD.

SPRING is the morning of the year,
And summer is the noontide bright;
The autumn is the evening clear,
That comes before the winter's night.

And in the evening everywhere
Along the roadside, up and down,
I see the golden torches flare
Like lighted street-lamps in a town.

I think the butterfly and bee,
From distant meadows coming back,
Are quite contented when they see
These lamps along the homeward track.

But those who stay too late get lost;
For when the darknes falls about,
Down every lighted street the frost
Will go and put the torches out.

—*The Independent.*

Science.

Edited by W. H. Jenkins, B.A., Science Master, Owen Sound Collegiate Institute.

REFRACTION AND DISPERSION OF LIGHT.

FILL an ordinary drinking glass, having a plane bottom, one-third full of water and incline it, as shown in the engraving, so that the water forms a prism. This permits the observation

FIG. 1.—REFRACTION AND DISPERSION.

of the phenomena of refraction and dispersion of light. The experiment may be performed in the sunlight or by means of a lamp in a darkened room. In the first case, a card, having two slits made in the same line, is held over the glass and the glass is inclined so that the rays of the sun pass through it parallel to its axis. The card is held parallel with the top of the glass containing the water. Through one slit the light is allowed to fall on the water in the

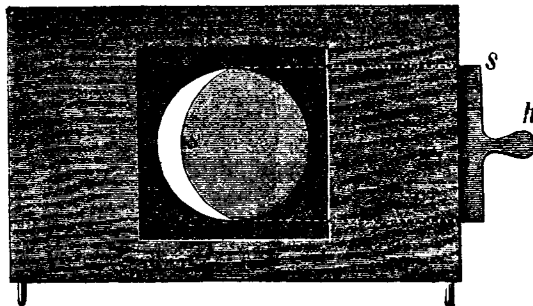

FIG. 2.—SLIDE ILLUSTRATING IRRADIATION.

glass, and through the other upon a piece of white paper placed under the glass. The beam is seen diverted from its course, and upon the paper is seen the spectrum.

The pencil of rays emerging from the glass is thus seen diverted from the path of the incident beam and also dispersed.

Irradiation.—This phenomenon, which is frequently noticed in observing the new moon, may be demonstrated experimentally by the apparatus shown in Fig. 2. The frame, which is fitted to an optical lantern, carries an opaque plate having a circular opening, before which a slide, *s*, of ground glass or paper, is placed. If this slide is opened only a little way, the outer border of the half crescent appears to be formed or a larger circle than that of the dark part.—*Scientific American.*

Engraving Glass by Electricity.—The glass plate to be engraved is covered over with a concentrated solution of saltpetre and connected with one pole of a battery. A fine platinum point is connected with the other pole. This point serves as a drawing pencil, and the lines traced by it will be found etched in the surface of the glass.

ELECTRICAL MEASUREMENTS.

A SUBSCRIBER asks the following questions which are believed to be of sufficiently general importance to receive more than a mere place in the correspondents' column.

1.—How can you measure the resistance of, say a mile of telegraph wire?

2.—How can the internal resistance of a Daniell cell be found?

3.—How can the E. M. F. of a voltaic cell be found?

4.—Does the Tangent Galvanometer measure the strength of current?

The questions will be answered somewhat out of their order, as the information given in some of the latter will be required to more completely understand the former.

4.—The Tangent Galvanometer as ordinarily used in High Schools gives the *relative* strengths of two or more currents only. The law of its action is that the current strengths are proportional to the tangents of the angles of deflection. The Galvanometer can be so calibrated however, that the current strength in ampere's can be read at sight.

1.—Connect one end of the coil of wire whose resistance is to be measured with a battery, and the other end with a Tangent Galvanometer. Now connect the Galvanometer with the other pole of the battery. Observe the angle of deflection. Now remove the coil of wire, and in its place put a resistance box, and introduce resistance till the Galvanometer needle marks the same point as before. The number of ohms resistance introduced gives the resistance of the coil of wire.

2.—Connect two Daniell cells in opposition and introduce a Galvanometer. There should be little or no deflection of the needle. Now introduce a third cell and get the deflection. Remove the first two cells and in their place put a resistance box. Introduce resistance till the deflection is the same as before. This is the resistance of the two Daniell cells.

3.—By agreement, the E. M. F. of a Daniell cell is one volt. Join the cell whose E. M. F. is to be measured in opposition with a Daniell cell along with the Galvanometer. Then add more Daniell cells or the given cells as the case may be, until there is either no deflection of the needle, or it is very slight. The numbers of cells will be proportional to their E. M. F., e. g. if it take two of the cells to balance three Daniell cells then the E. M. F. of the given cell is $\frac{1 \text{ volt} \times 3}{2} = 1.5$ volts.

OF GENERAL INTEREST.

HONEY PLANTS.—

The following plants are found to yield honey in greater or less abundance. They are named in the order of their maturity. The willows of several species, the silver and red maples, the aspen poplar, the dandelion and strawberry, the blossoms of fruit trees, locust, the clovers, the raspberry, basswood and buckwheat. The last four are the most important to the apiarist. Later on in the season, the motherwort, figwort, teasel, boneset, sunflowers, smart weeds and golden rods are also visited by the bees.

ABOUT OYSTERS.—

Some oysters experimented upon by Prof. R. C. Schiedt, under exposure, living, to light, with the right valve of the shell removed, in the course of a fortnight developed pigment over the whole of the epidermis of the exposed right mantle and on the upper exposed sides of the gills, so that they became dark-brown all over that side. They also made a partly successful effort to restore the right valve. The inference is drawn from the facts that the development of pigment in the mantle and gills was wholly and directly due to the abnormal and general stimulus of light over their exposed surface, and that the mantle border, the only pigmented portion of the animal, is pigmented because it is the only portion which is normally and constantly submitted to the stimulus of light.

LIGHTNING.—

It does not always follow the path of least resistance. One who lives to see lightning need not worry about the result. The notion that lightning never strikes twice in the same place is erroneous. There are numerous cases disproving this. If you are near a person struck by lightning try to stimulate respiration and circulation, and do not cease for at least one hour.

SCIENCE IN SCHOOLS.

The experimental sciences, especially physics and chemistry, are also indispensable in school instruction, because more than all other branches they lead to the knowledge of the genetic and causal connection of the processes, and prepare for the methodical consideration of the more difficult problems of biology. It is evident that so long as general preparation for academical studies alone is considered, only the simpler and more easily understood experiments can be dealt with in them. But every pupil who goes out from the school should still, at least, have been introduced to these methods of studying Nature, in order to obtain a proper faculty of observation.—*Prof. Virchow.*

ANSWERS TO CORRESPONDENTS.

A Subscriber.—Your questions are answered under the heading Electrical Measurements.

J. T. (Rawdon).—Question.—Will you give the answers to the questions in Physics and Chemistry at the recent junior Leaving Examination.

Answer.—These will appear in due course in the succeeding numbers of the JOURNAL.

The Educational Journal

PUBLISHED SEMI-MONTHLY.

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

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

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Editorials.

TORONTO, SEPTEMBER 15, 1893.

THE TEACHER OUT OF SCHOOL.

WHAT are you going to do this year outside of the school-room (1) for self-improvement, (2) for the improvement of others? We do not quite like to put the questions in this order, yet, seeing that one's ability to help others depends so largely upon what he has first done for himself, it is we suppose the right as well as the natural order.

How to make the best use of the long evenings of the autumn and winter is a question of great interest for those of all grades who have any high ambitions. It is one of prime importance for all teachers. The fact that the EDUCATIONAL JOURNAL counts amongst its patrons teachers of every grade makes it more difficult than it would otherwise be to discuss a general topic of this sort. The kind of advice which might be useful to the young man or woman scarcely out of the "teens," who has just succeeded in obtaining a third-class professional, might be singularly out of place when addressed to the University graduate in the Collegiate Institute. And yet it is doubtful if any other feels more the necessity for continued efforts at self-improvement than the man or woman who, having completed a Collegiate course with honors, has just entered upon the practical business of life. It is certain that no one has greater need of doing his very best in the way of self-development than the youthful student who has just entered upon the responsible duties of the teaching profession.

It is greatly to be regretted, we think, that our various Universities have not taken hold of University extension work in the Dominion with more courage and vigor. We hope that they may yet be aroused to the greatness of their opportunity and of the duty which grows out of it. Meanwhile there is no necessity that the young and ambitious should waste their precious hours in waiting and hoping for the good time coming. It must be that there are very few school sections even in the remotest country districts in which arrangements might not be made for a few good lectures or talks, by competent persons, on subjects of literary or scientific interest. Probably there are not many districts in which a reading club could not be formed, composed of a few like-minded, to meet for the reading of some English classic, conjoined, perhaps, with other branches of study. No doubt these informal classes, when properly conducted and pervaded by the right spirit, can often be made more profitable than the ablest formal lecture, though the latter comes in well, when possible, by way of variety. Of course in the towns and cities there will be abundant opportunities for lectures and courses of lectures, from which the teacher may make a profitable selection. Nevertheless even here the wise teacher will do well to have a plan as clearly outlined as possible, and to follow it with some degree of strictness. As iron sharpeneth iron, so does mind sharpen mind in the exchange and interplay of thought, while all are engaged in interpreting the thoughts of some great thinker.

One of the chief recommendations of all these methods is the fact that by inducing others, as many as possible, to take part in such studies, one can combine the two main objects to which we have referred. While constantly gaining knowledge and culture for himself, he is, by all the weight of his influence and example, serving others. Often visible good of a genuine and lasting kind is done by inducing some reluctant neighbor or acquaintance to attend such lectures or students' clubs. New interests may be aroused, new tastes and habits formed, which will influence the whole life-history of the individual, and so, again, of those who come within the sphere of his influence.

Lastly, there is no teacher, no matter how isolated his life, who cannot most profitably pursue a course of reading and study during the long winter evenings, such as will be not only a means of immediate pastime and profit, and the best aid to professional advancement, but will also open up to him new avenues of pure and elevated pleasure, and new conceptions of the duties and possibilities of life, such as shall enlarge and dignify the whole after life.

WHO SHOULD EXAMINE?

A CORRESPONDENT in another column maintains that as the examinations in work done in High Schools is entrusted to High School teachers, so on the same principle, which experience is proving to be a sound one, the examinations in work done in the Public Schools should be entrusted to Public School teachers. So far as we can see, our correspondent's logic is sound, and his conclusion cannot be denied on any ground which would not, if clearly stated, be the reverse of complimentary to the Public School teachers as a body.

Our own view of the case is in harmony with that we have on former occasions expressed with reference to the Matriculation Examinations in the Universities. The formal examination for entrance whether to High Schools or University is, it seems to us, a mistake. It is unnecessary and it imposes a burden upon examiners and candidates from which both should be delivered.

The only object of either a Matriculation or a High School Entrance Examination is, so far as we are aware, to ascertain the fitness or otherwise of the pupils examined to enter the classes of the higher institution. Can any teacher doubt that this fitness can be determined with much greater certainty in another way. We have no hesitation in affirming, and few we think, will dispute the statement, that as a rule the Principal of the High School who has had a given candidate for years in his classes, or under his observation, and has seen him subjected to numerous and progressive examinations and other tests, is in a much better position to judge of that pupil's fitness to enter the classes of a university, than the most skilful examiners can be after a single examination. By parity of reasoning, the Principal of the Public Schools is a better judge of the fitness of his pupils for High School work than the High School Master can be after a single examination. To carry out this view to its logical result would, of course, do away with all Entrance Examinations and make the transference of a pupil from the Public to the High School dependent upon the certificate of his Public School Principal, and admission to the University conditioned upon the certificate of the High School Principal. Should the judgment of either be at fault in a specific case, the fact

would soon be discovered by the college professors and High School masters, and the remedy applied. But, as a rule, the regard of the principals and masters of the High and Public Schools respectively, for their own reputations and those of their schools, would prove a sufficient safeguard of the interests of the higher instruction.

Coming more immediately to the position of our correspondent, we observe that it is proposed as soon as practicable to substitute the Public School Leaving Examination for the High School Entrance. Were this done the anomaly of calling in High School masters to conduct what would be in form as well as in effect purely a Public School Examination would be obvious. Indeed, whatever may be said in regard to the interests of High School masters in the conduct of the Entrance Examination, we can see no logical reason for their appointment at present to conduct the Public School Leaving Examinations.

We shall, no doubt, be glad to publish the plan of which our correspondent speaks.

ELEMENTARY EDUCATION.

THE following extract from an article which appeared in the Toronto *Globe* during the holidays contains so much sound sense, so well expressed, that we are glad to reproduce it here. Those of our readers who have not seen it will read it with pleasure, possibly with profit; those who have read it will not object to see it again:

What should be taught to children in primary schools is an old question, but so large a question that it may be discussed long and carefully before even a partially satisfactory answer is given. It is charged, sometimes with reference to the province at large, sometimes with reference to Toronto, that too many subjects are attempted, and hence childish brains overtasked and essential studies neglected. Three essentials generally agreed upon are, that a child leaving school at thirteen or fourteen years of age should be able to read intelligently any ordinary piece of English; to write in a legible hand, with correct spelling and in clear and fairly correct language; and to be thoroughly familiar with such arithmetic as is used in the common business of life. If a child of average intelligence and docility, after six years' schooling, fails in any one of these essentials, there is no denying that there is something radically wrong either with the system or its working. But we go further and say that the education which in six years does not achieve much more than this is a lamentable failure. Consider the situation. Here is a mind in the most teachable stage, with the hunger for knowledge fresh, keen and uncloyed. There is an abundance of healthy food for that hunger—a universe of infinite variety, containing far more assuredly than numerals and characters printed and written. Not only facility in the use of these should every child obtain, but an insight into the world of nature, the lessons of history and the wealth of literature of our English language. The real objection is not to diversity of subjects but to the mode of teaching, the notion that the moment a subject is placed on the programme there must be a text-book to be pored over, names and definitions to be memorized—a dreary path, at the end of which is heard the sullen roar of the cold, dark waters of an "examination."

Mournful to contemplate is the hateful power of men to make the unfolding of a part of this wonderful work a hateful task, cause of headache, confusion and stupefaction. A humane mind would recoil with horror from the idea of making a little boy or girl study "zoology;" because there would arise before his mind a book full of definitions and modes of classification, garnished by pictures of bones—a mode of illumination which reminds one of the lines

"No light, but rather darkness visible
Served only to discover sights of woe."

Turn from this picture to that of a teacher pestered by neither text-book nor examination, giving his pupils a familiar talk on the horse, the dog, the beaver or the sparrow. Here are minds not worried but refreshed, not confused but cleared, not cloyed but made more eager for knowledge. This is the plan recommended by the American Society of Naturalists, whose report was quoted in an article written for the EDUCATIONAL JOURNAL by Mr. H. B. Spotton some years ago. The naturalists say:—"In the lower grades the instruction should be chiefly by means of object lessons; and the aim should be to awaken and guide the curiosity of the child in regard to natural phenomena, rather than to present systematized bodies of fact and doctrine." There should be no attempt, they say, at a systematic survey of the whole animal kingdon, but attention should be directed to the most familiar animals and to those which the pupils can see alive. "Special prominence should be given to the study of plants and animals which are useful to man in any way, and the teacher may advantageously from time to time give familiar talks in regard to useful products of vegetable and animal origin and the process of their manufacture."

COMPULSORY ATTENDANCE AT SCHOOLS.

THE London *Schoolmaster* is very severe upon the compulsory clauses of the Education Act, or rather the failure of the authorities to enforce them. It says:—

"A generation ago a very pretty little paper scheme was adopted by Parliament for securing that every child should receive his fair share of the State provision of educational facilities. Every parent was to send his child to school every day without fail, or submit to a fine not exceeding, with costs, five shillings, for every abstention without reasonable excuse. Local authorities with specially appointed officials were to watch the conduct of parents in this particular. They were to warn delinquents, and ultimately bring the stiff-necked before the 'Bench,' which was to mete out judgment as aforesaid. All very nice and proper, only—*nobody was in earnest about the business?* Hence, the statutory obligation laid upon the parent became a matter of contemptuous unconcern; the inquiry of the local authority a cumbrously slow and erratic burlesque upon effective investigation; and the adjudication of the 'Bench' a travesty upon sober, serious administration. Everybody interested, to use a colloquial expression, fell into a way of 'winking the other eye' at every stage of the proceedings."

In support of these statements a record of proceedings before one bench of magistrates, in the cases of a number of prosecutions of parents for the non-attendance of their children is given, in all of which either the excuses proffered were accepted, or an adjournment made to give opportunity for improvement. But it is evident that the law in question is not one of the kind that should be harshly enforced. If by the exercise of a judicious patience those whose duty it is to enforce the law can accomplish the end in view, that of securing more regularity of attendance, the spirit and intention of the law are carried out. As a matter of fact the average of attendance at the English public schools is, if we mistake not, steadily increasing. Present increase is, no doubt, due rather to the Assisted Education Act than to the truant officers or magistrates.

There is some reason to fear that in Ontario as well as in England there is more or less reluctance on the part of magistrates and others to carry out strictly the provisions of the Truancy Act. Turning to the last Report of the Minister of Education, we find that the proportion of the total number of pupils registered in the schools to the total number of children of school age has varied but little during the last five or six years. The figures for 1891 are, in fact, not quite as good as those for 1890. Out of sixty-one children of school age only about forty-nine are registered in the schools. Of those not so registered a considerable number no doubt attend private schools, or are otherwise educated. Still there is reason to fear that a large residuum are growing up without school training of any kind.

Some improvement is, however, being made in the regularity of attendance of those whose names are on the school rolls. Of 491,741 registered in 1891, the average attendance was 257,642. In the previous year nearly 5,000 more names were registered, and the average attendance was smaller by more than 6,000. Yet there must be a good deal of room for improvement when, in 1891, more than forty thousand of the registered pupils attended less than twenty days in the year, and nearly eighty thousand less than one hundred days in the year.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—ANNUAL EXAMINATIONS, 1893.

HIGH SCHOOL ENTRANCE.

ENGLISH GRAMMAR.

Examiners: { JOHN SEATH, B A. J. S. DEACON.

NOTE.—Candidates will take questions 1, 2, 3, 4, and either 5 or 6.

1. Classify fully and give the relation of each of the italicized words in the following :

At Aerschot, up *leaped* of a sudden the sun,
And *against* him the cattle stood *black* every one,
To stare through the mist at us *galloping* past ;
And I saw my stout galloper, Roland, at last,
With resolute shoulders, *each* butting *away*
The *haze*, as some bluff *river-headland* its *spray*.

2. Analyse fully each of the following sentences and parse the italicized words:

(*a*) Venetian, fair-featured, and *slender*,
He lies *shot* to death in his youth,
With a smile on his lips, *over* tender,
For any mere soldier's dead mouth.

(*b*) Van Rensallaer, the U. S. general, *had gathered* at Lewiston a force of *six thousand* men for the invasion of Canada, *having* previously *taken* all the necessary steps *to prevent* any failure of his plans.

3. Write out in full, and give the kind and the relation of each of the subordinate clauses in the following ;

(*a*) Then I remembered how I went
In Joppa, through the public street
One morn when the Sirocco spent
Its storms of dust with burning heat.

(*b*) How often, when the windows are opened in the morning, you find the air in your bed-room has become unwholesomely close and foul !

(*c*) This little book is intended to lead up to the High School History, just as the High School History, which has already been published, leads up to Green's Short History of the English People.

4. Give the kind and the relation of each of the italicized phrases in the following sentences, and then express each phrase as a clause :

(*a*) *On gaining the lake*, the deer stood still.

(*b*) *Pointing to an open space in front*, he said we should camp there.

(*c*) No house, *with bad plumbing*, can be healthy.

(*d*) *Roused by scenting my opponent*, the deer left the vicinity of the lake.

5. (*a*) Give and name the other principal parts of *lay, let, flew, swim*.

(*b*) Give the progessive past and simple pluperfect indicative, in all the persons, of *lie* and *pay*.

(*c*) Give the other degrees of comparison of the following, and, if any cannot be compared, explain why :
next, instantly, quickly, striking.

6. Correct, where necessary, the following, giving reasons for any changes you may make :

(*a*) Owing to the continual bad weather of last winter, there has been many colds caught.

(*b*) I do wish them boys would fasten the door strong and good and then sit quiet.

(*c*) Will I tell him you want him if he see me?

(*d*) If you'd have ran all the way, you'd have seen him, sure, before he went.

Values—1.—2×12=24; 2.—Analysis, 7+7; Parsing, 2×8=16; 3.—3×6=18; 4.—3×4=12; 5, 6, 5; 6.—4×4=16.

PUBLIC SCHOOL LEAVING.

ENGLISH GRAMMAR AND RHETORIC.

Examiners: { JOHN DEARNESS. A. B. DAVIDSON, B.A.

A.

" Or *has* thy good woman, if *one* thou hast, 1
" Ever here in Cornwall *been?* 2
For, an if she have, I'll venture my life 3
She has drank of the Well of St. Keyne." 4
" I have left a good woman who never was *here*." 5
The stranger he made reply ; 6
" But that my draught *should be the better of that*, 7
I pray *you answer* me *why*." 8

" St. Keyne," *quoth* the Cornish-man, " many a time 9
Drank of this crystal well ; 10
And, *before* the angel summon'd her, 11
She laid on the water a spell,— 12

" If the husband of this gifted well 13
Shall drink before his wife, 14
A happy man therefore is he, 15
For he shall be master for life. 16

—*High School Reader, p. 210.*

1. Point out three errors in the above and make an excuse for each.

2. Write in full, and state the kind and relation of each clause in lines 1 and 2, 4, 5, 7, 8, 9, 10, 13, 14.

3. Parse the italicized words in the above extract.

4. State the kind and relation of each phrase in the 4th stanza.

5. Discuss fully the mood of each of the following verbs : *hast*, l. 1 ; *have*, l. 3 ; *shall drink*, l. 14 ; *is*, l. 15.

6. Define Indirect Object, exemplifying it by two passages in the extract.

7. Give the derivation of any two words in the extract.

8. Correct the following sentences and give reason for each change : (1 mark for correction, 2 for reason).

(*a*) In the current number Mr. Howells concludes a story which we certainly think is one of the best which has appeared this year.

(*b*) I hope we will not have any more callers such as he to-day.

(*c*) The largest and smallest cow has come home but all of the others stayed in the pasture.

B.

9. Point out the ambiguity and write the sentence so as to remove it : (2+4 marks each).

(*a*) In stooping down to drink the cart forced the mare's head into the water and before she could be relieved was drowned.

(*b*) The detective just caught a glimpse of him when he was at the station passing in a train.

(*c*) He escaped by the rear entrance quickly and quietly dropping the jewel as he went out.

(*d*) And so by that artifice not only he discovered the place of concealment of the booty but also the accomplice of the thief.

10. " For lack of the information which this book contains, business men lose thousands of dollars annually and millions are lost in litigation, owing to the careless habits or the ignorance of the proper methods of doing business, to say nothing of the loss for the same reasons by the trickery of confidence-men and sharpers in general."

—From the Preface to a recent book

It may be presumed that the author intended to say that the " information " would prevent or lessen all the evils mentioned. Write the paragraph to make it convey such meaning.

Values—1.—9; 2.—27; 3.—28; 4.—9; 5.—12; 6.—6; 7.—4 (3), (6), (9); 9.—(6), (6), (6), (6); 10.—13.

THE HIGH SCHOOL PRIMARY.

ENGLISH GRAMMAR AND RHETORIC.

Examiners: { W. J. ALEXANDER, PH.D. J. E. BRYANT, M.A. F. H. SYKES, M.A.

NOTE.—Candidates will take section A, and any two questions of section B.

A.

I know not what the future hath
Of marvel or suprise ;
Assured alone that life or death
His mercy underlies. 4

And if my heart and flesh are weak
To bear an untried pain,
The bruised reed He will not break,
But strengthen and sustain. 8

No offering of my own I have,
Nor works my faith to prove ;
I can but give the gifts He gave,
And plead His love for love. 12

And so beside the silent sea
I wait the muffled oar ;
No harm from Him can come to me
On ocean or on shore. 16

I know not where His islands lift
Their fronded palms in air ;
I only know I cannot drift
Beyond His loving care. 20

WHITTIER: *The Eternal Goodness.*

1. (*a*) Write out *in full* the SUBORDINATE CLAUSES to be found in the extract, and shew plainly what grammatical duties and relations they sustain in the sentences in which they occur. Discuss, in particular, the duty and relationship of the clause found in lines 3 and 4.

(*b*) What sort of sentence is that contained in lines 15 and 16, and in what sort of relation does it stand to the rest of the extract?

2. Pick out (i) the PREPOSITIONAL ABJECTIVE PHRASES, (ii) the PREPOSITIONAL ADVERB PHRASES, to be found in the extract, and shew clearly their grammatical relations to the words with which they are connected in sense. In the case of each of the adverb phrases tell also the *kind* of its relation.

3. (*a*) Shew fully the grammatical functions and relations of

" what " (line 1),	" Nor " (line 10),
" surprise " (line 2),	" works " (line 10),
" Assured " (line 3),	" faith " (line 10),
" alone " (line 3),	" but " (line 11),
" life " (line 3),	" plead " (line 12),
" if " (line 5),	" for " (line 12),
" strengthen " (line 8),	" And " (line 13),
" of " (line 9),	" so " (line 13).

(*b*) Explain, in accordance with what you have said of the grammatical functions of these words, the meaning of " alone " (line 3), " Nor " (line 10), " but " (line 11), " for " (line 12), and " so " (line 13).

4. Write short notes calling attention to and explaining the grammatical points or idioms exemplified in *any eight* of the following :

" hath " (line 1),	" to prove " (line 10),
" Of marvel " (line 2),	" muffled " (line 14),
" that " (line 2),	" where " (line 17),
" To bear " (line 6),	" fronded " (line 18),
" My own " (line 9),	" only " (line 19).

B.

" A peculiar feeling it is that will rise in the Traveller, when turning some hill-range in his desert road, he descries lying far below, embosomed among its groves and green natural bulwarks, and all diminished to a toy-box, the fair Town, where so many souls, as it were seen and yet unseen, are driving their multifarious traffic. Its white steeple is then truly a starward pointing finger ; the canopy of blue smoke seems like a sort of Life-breath ; for always of its own unity, the soul gives unity to whatso it looks on with love ; thus does the Dwelling-place of men, in itself a congeries of houses and huts, become for us an individual, almost a person. But what thousand other thoughts unite thereto, if the place has to ourselves been the arena of joyous or mournful experiences ; if perhaps the cradle we were rocked in still stands there, if our loving ones still dwell there, if our buried ones there slumber."

5. (*a*) State briefly the subject-matter of the foregoing paragraph.

(*b*) (i) Examine the connection of the thought of each sentence with the theme of the paragraph. (ii) On this examination found a judgment as to the unity of the paragraph.

6. Explain any six of the following expressions and justify their use :—(*a*) " green natural bulwarks " ; (*b*) " diminished to a toy-box " ; (*c*) " seen yet unseen " ; (*d*) " a star-ward pointing finger " ; (*e*) " Life-breath " ; (*f*) " of its own unity the soul gives unity to whatso it looks on with love " ; (*g*) " become an individual.... almost a person."

7. (*a*) Point out any variations in the paragraph from the normal, grammatical order of words, and account rhetorically of each for these variations.

(*b*) Point out any instances of Picturesqueness of style in the passage.

(*c*) Show likewise if the writer has any power to touch the Tender Emotions.

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, 201-203 Yonge Street, Toronto.

JUNIOR COMPOSITION.

IN OUR Public Schools the study of Language begins early. The little tot going to the Kindergarten talks to his teacher, who guides his words and fingers to an intelligent result, and as he enters the class in Phonics, he at once begins to express his thought in forms. But alas! the cramming process must begin almost at once, and Reading, Writing, Spelling, Drawing, Arithmetic, crowd upon each other's heels, until the lovely language-lessons become more and more of a formal type, and perhaps, as in olden times, the child is told to write a "Composition," and there the teaching of the subject ends. There should be no breaks in the teaching if the more advanced classes are to produce good results. There should be a sequence from the First Book up to the Fifth Book class. In an ungraded school the teacher can order the programme of study and divide the work to suit her purposes, and in graded schools there should be a definite and easily attained limit set down that the work may be thoroughly and systematically done. In Arithmetic we should be surprised to find work done in the hap-hazard fashion in which we know the Composition is done in a great many classes, simply for want of a definite plan or limit in the teacher's mind. The marking of Composition fell to the writer's lot one midsummer time, and after marking twelve classes she came to the conclusion that several of the teachers had taught the subject, and that several had let their pupils follow their own sweet wills in regard to punctuation, putting in of titles, and other matters that we generally consider as formal composition, requiring teaching. It is well to let pupils write often and uncriticized, but it is well, also, to have a good form or model taught them, that they may have the power to criticize their own work, otherwise they will form slipshod habits, difficult to cure.

The work might be divided in somewhat the following way: The First Class might consider the simple sentence, oral and written, expressing the thought of the child in complete form, learning incidentally the capital letter to begin and the period to end it. The simple sentence, affirmative, negative, and interrogative; the substance of reading lessons; the results of observations; and the use of period and interrogation marks, would make an attractive and easily covered course for a junior Second Class. In this class the children will take delight in illustrating their compositions by drawings of their own invention, or by pasting in suitable pictures. The senior Second Classes begin the more difficult work of Composition. They are required to do such work as writing sentences containing given words; sentences containing given predicates, or subjects; and stories of their own fashioning after a certain set form, as: Title. paragraphs according to given headings; substance of lessons or of stories read to them several times, and the use of *commas*, and, probably, as they will require them in this work, the *quotation marks* will have to be taught.

The topic of this paper is junior work, especially such as may be profitable for a Second Class, and we will give an illustration of suitable work, taking the Reader as the basis.

On pages 10, 63, 114, and 180 are pictures which would serve as materials for observation, each giving work enough for one or two days.

Class open books. (1) Write list of objects seen. (Use list afterwards as topics for sentences, if desired.) (2) Write some thought about picture, such as a deduction as to relationship of persons; feelings of persons; reasons for deduction. (3) Write story of picture in form as follows:

TITLE.

1. Introduction of persons or objects, and remarks.
2. Thoughts suggested.
3. Summing up.

This will be enough for one day, the correction of errors being done next day, and the corrected work re-written. To correct every paper would be too much work, and it will be enough to correct one or two on the board with the help of the children, then pass around and notice mistakes. At first the work may be crude and rough, but by the time the fourth picture is dealt with a noticeable improvement should be seen. The advantages of using the Reader are that every child has a copy of the same picture, and sees it without straining his eyes or suffering a disadvantage, as he might if there were only one large picture at a distance. Besides it gives the lesson book an interest, and helps to the thorough understanding of the reading lesson. A home exercise might be given: "To write the story of some picture you have in your home," (or bed-room, or parlor.) These may be read out, mentioning the best, in regard to matter, shape, punctuation and quality. If there is one very prolix and loosely composed, full of "and's" and "then's" and "so's," it may be read, but no name should be given; the matter may be spoken of as being *good* (if possible to say it truthfully) but the composition *poor*, and the writer advised to re-write it.

The following may prove more difficult, but is a profitable and interesting lesson in critical composition. It has been taught to a class who at first wearied of it, then became freshly interested, and finally enjoyed it very much.

Second Reader, page 102, lesson XXXVI: "Two Sides to a Story." Books open. If lesson has not been taught as a reading lesson, the teacher must read it and explain anything obscure. After this she reads it, either alone or responsively with the class (or with one pupil) leaving out all explanatory words, the words spoken by the cat and the dog being used only. With help of the blackboard, the story may be arranged into dialogue form as below:

TITLE.

GROWLER—What's the matter?

TABBY CAT—Matter enough! Our cook is very fond of talking of hanging me. I wish heartily some one would hang her!

GROWLER—Why, what *is* the matter?

TABBY CAT—Etc., etc., etc.

Pupils write on practice books or paper, getting it into shape, perhaps not finishing it during Composition time, but having the idea, they can finish it in their spare time either in school or at home. The next day the class takes up same lesson, and writes it again as a dialogue, taking especial care to make a neat and correct copy. If they can, it is a good thing to put it in a book, and they might draw illustrations of the most striking situations. Request two pupils to prepare it for the Friday afternoon entertainment, or divide the class into two parts, one to represent Growler and the other the Tabby Cat, and cause them to read or recite in appropriate tones, and with suitable gestures, if desired. There is work for the week in this lesson. It is said that "one thing at a time, done well, is better than many things poorly done," and this lesson will pave the way for similar work on such lessons as "Tommy and the Crow," "Sugar," "Cotton," "The Whale," "No Crown for Me," "A Reindeer Drive," "The Lazy Frog," and "The Miller of the Dee," which are all suitable for dialogue form.

In asking for subject-matter of a lesson the chief things are to get a title and to have the principal points of the lesson set down in a compact form. We have all seen specimens of such work, done in a loose, prolix style, with phrases that have caught the child's attention imported bodily into the midst of his own matter, without punctuation, but filled with uncalled-for capital letters thrown in at random. There should be a talk about the matter of the work, the teacher guiding the pupils, not restricting their originality, but directing it. There are many things that children should find out for themselves, but there is much time and labor wasted by a child who tries to do what he has no power to do, and as a result he becomes discouraged and "just *hates* Composition."

Take the lesson on page 117. The story to illustrate "Presence of Mind" is an easy one for a child to tell in his own words. Point out where the story begins. Find out most important point, why the story is told at all. Show that paragraphs two, three and four are not needed (except first sentence in it) in re-telling the story. Ask for volunteers to tell it (orally.) Commend best, or parts of each. Give outline on blackboard:

TITLE.

First—Introduce Andy.

Second—Tell about Andy finding the broken rail, and what he decided to do.

Third—Tell what happened up to the point where the train was stopped.

Fourth—Tell what the people did and said, and how they rewarded Andy, and say why Andy deserved it.

Write and re-write. At some spare time ask a pupil to put a copy of some one's work on the board, cover it up until needed, when the class may be asked to correct it on slates or papers. Then correct it with their help on the board. It is helpful to have a measure fixed to get paragraphs begun as they should be. The width of the fore-finger is a convenient measurement, and it will help the children to remember to paragraph if there is something mechanical or mnemonical in the work. A good plan is to draw lines on the board to show shape of story, as:

————————

————————————————

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This plan is also very helpful in teaching the proper form of a letter or in addressing an envelope.

The subject of Composition for a Third class will be taken up further on, and a lesson given, with suitable topics for such a class.

—*M.A.W.*

For Friday Afternoon.

SEPTEMBER.

THE golden-rod is yellow,
The corn is turning brown;
The trees in apple orchards
With fruit are bending down;
The gentian's bluest fringes
Are curling in the sun;
In dusty pods the milkweed
Its hidden silk has spun.

The sedges flaunt their harvest,
In every meadow nook,
And asters by the roadside
Make asters in the brook.
From dewy lanes at morning
The grape's sweet odors rise;
At noon the roadsides flutter
With yellow butterflies.

By all these lovely tokens,
September days are here,
With summer's best of weather
And autumn's best of cheer.

—*Selected.*

THE BOY FOR ME.

His cap is old, but his hair is gold,
And his face is clear as the sky;
And whoever he meets, on lanes or streets,
He looks him straight in the eye,
With a fearless pride that has naught to hide,
Though he bows like a little knight,
Quite debonair, to a lady fair,
With a smile that is swift as light.

Does his mother call? Not kite or ball,
Or the prettiest game can stay
His eager feet, as he hastens to greet
Whatever she means to say;
And his teachers depend on the little friend,
At school in his place at nine,
With his lessons learned, and his good marks earned,
All ready to toe the line.

I wonder if you have seen him, too,
This boy who is not too big
For a morning kiss from his mother and Sis;
Who isn't a bit of a prig,
But gentle and strong, and the whole day long
As merry as a boy can be.
A gentleman, dears, in the coming years,
And at present the boy for me.

—*Harpers' Young People.*

Special Papers.

THE CHICAGO FADS.

BY THOMAS M. BALLIET, PH.D.

We have once or twice referred, we think, to an agitation that was carried on some months ago in Chicago, for the abolition of the so-called "fads" from the city schools. The following article was contributed by Dr. Balliet to the *Inter-Ocean*, during the progress of the fight:—

The Board of Education of Chicago is considering the question of abolishing from the course of study in the primary departments, drawing, physical culture, music, clay modeling, sloyd, paper folding and sewing, and I am asked to give my opinion of the value of these studies.

To discuss with any fullness the educational value of these studies would require the writing of a book; I can, therefore say only very briefly what their value is.

Everything which can be seen has form. To observe intelligently, the child must therefore have clear conceptions of form. "We see with all we have seen," in fact, with all we know. Clear concepts in the mind, like capital in business, are the chief means of further accumulation. Now, the third dimension is perceived, primarily, chiefly through the so-called "sense of touch," "muscular sense," or whatever it may be popularly called. The essential point is that our first knowledge of objects of the third dimension is gained mainly through the hand. Hence the value of clay modeling. This "playing with mud" is one of the most effective means of giving the child those elementary conceptions of form which underlie all industrial trades, all industrial art, all solid geometry, etc. I should just as soon banish reading from our own schools as banish clay moulding. It does more for the child of the laborer, for the child who can go to school only a few years, than either the elements of reading or the elements of arithmetic which he cannot master in the same time.

Drawing is the universal language for the expression of form. The average workman has more use for drawing in his daily work than for writing, though he needs both. Drawing, educationally considered, is one of the most effective means of stimulating observation. Everybody knows that by drawing an object once he has a much clearer conception of it than by simply looking at it many times. If your school board wish to banish observation from your schools, then let them abolish drawing. If they believe in the teaching of science in schools then drawing will be found a necessity, whether they think so or not.

I fear I should insult the intelligence of your readers if I should argue the value of physical culture. The same may be said of sewing.

Paper-folding serves the purpose of teaching geometric forms, and later the elements of design. It is a necessary adjunct to drawing and clay modeling.

Sloyd is simply manual training, and the argument for manual training is too long a one for a newspaper communication. This subject has been so fully discussed in the newspapers that it is better understood by the general public than any other school study.

Calling these studies "fads" is resorting to epithets instead of arguments, and is a begging of the whole question of such a glaring sort that it cannot deceive the people of Chicago. The unanimous feeling here in the East among educators is that Chicago is in great danger of doing hastily a thing which is not only foolish in the extreme, but which is a crime against the children in its schools. If the above-named studies are thrown out they are just as sure to go back again as the sun is sure to rise. The introduction of these studies is the result of the best educational thought of the last twenty years in this country and in Europe, and Chicago can no more return permanently to the old order of things in education than in manufacture or business.

We have all the studies referred to in the schools of Springfield, and in addition also instruction in color and instruction in cooking—the former being directly connected with the drawing. There is no thought here of questioning their value in the school board. The community would not allow them to be banished from the schools if it were proposed by the board.

Have you ever heard of mechanical reading in schools—"word calling?" Has your school board ever thought of the connection between reading and clay modeling and drawing?

Reading becomes intelligent when words call up their ideas. There are no more effective means of developing clear ideas than clay modeling and drawing, coupled with the study of natural history. These two "fads" have improved the reading in a very marked degree in the schools of this city.

We find music, which has its educational significance in that it is the language of the emotions, one of the most effective means of moral training and of school discipline. Its effects are most marked in the children whose home life is unfortunate. It refines and softens their feeling, thought, and manners.

I sincerely hope that the members of your Board of Education will think at least once before they finally act in this matter. I am sure it will save them an unpleasant afterthought.

DOMINION HISTORY COMPETITION.

MEMORANDUM OF INSTRUCTIONS TO COMPETING AUTHORS.

1. Writers intending to compete for prizes in the Dominion History Competition shall do so with permission from the Dominion History Committee on manuscripts.

2. Any one may apply for permission to write up to 1st of January, 1894, and not later unless further extension is allowed by the Committee.

3. The names of applicants shall be held in confidence. Only those of competitors who win prizes will in due time be made public.

4. In applying for permission to compete, writers are recommended to submit proofs of their ability.

5. The secretary shall inform applicants, who are not considered qualified, that they will not be required to write.

6. The book shall be written from a Dominion, and not from any provincial standpoint. What is purely provincial shall be repressed, and what is of Dominion interest made prominent.

7. The book shall present the histories of all the provinces as nearly as possible concurrently and show, too, the points of historical contact and similarity between the provinces from their earliest period.

8. The book shall describe the rise and growth of interests converging towards Confederation, and shall detail the prominent events since Confederation.

9. The book shall be, as far as possible, specially adapted for the public schools of all the provinces and for advanced pupils.

10. It shall be adapted for all schools, irrespective of creed or nationality.

11. Authors are recommended to trace the influence of province upon province, whether in times of war or in the agitations of constitutional reform.

12. The waves of sympathy, that passed over the provinces from time to time, and the community of interest that arose and existed between them, especially during troublous periods, should be noticed and described.

13. Wherever the histories of different provinces are interwoven through community of interest, the events of such periods and their causes should be detailed.

14. The common external influences that operated upon the provinces shall be portrayed.

15. Competing authors shall indicate with what maps and portraits the book shall be illustrated.

16. It is expected that the book shall not exceed 400 octavo pages, long primer type.

17. At least four copies, typewritten, must be submitted by each author for the consideration of the Committee.

18. The Dominion History Committee on manuscripts shall receive manuscripts up to January 1st, 1895.

19. The successful competitor shall be allowed the usual royalty of 10 per cent. on the retail price of all books sold. Authors of the next four manuscripts of merit shall receive $200 each.

20. The Dominion History Committee on manuscripts shall have the right of appropriating suggestions found in submitted manuscripts and may use the same at its discretion to have the manuscript which obtains the royalty amended or otherwise changed.

21. The author of the manuscript considered most satisfactory shall, at the discretion of the Committee, amend, add to, or eliminate portions of his work.

22. The said Committee shall be the sole judges of the manuscripts submitted and shall not be bound to accept any not possessing in its opinion sufficient merit.

23. The secretary shall circulate in printed form for the guidance of competing writers as soon as possible, a statement of the general principles by which the Committee shall be guided in judging as to the merits of submitted manuscripts.

24. During the time which will elapse before writers shall receive the said statement of principles referred to in article 23, they are recommended to be collecting material and otherwise preparing for their work.

W. Patterson, Secretary, *Royal Arthur School, Montreal.*

Geo. W. Ross, Chairman, *Dominion Committee on Canadian History.*

July 17th, 1893.

DEPARTMENTAL CLASSES FOR COMMERCIAL SPECIALISTS' CERTIFICATES.

Owing to the present dearth of qualified Commercial Specialists for the High Schools and Collegiate Institutes, the Minister of Education has decided to provide, in connection with the School of Pedagogy, instruction in all the subjects required for this grade of certificate. The course will include: Precis of correspondence, departmental papers, etc.; indexing of invoices, receipts, correspondence and legal documents. penmanship and the principles of penmanship; practical book-keeping in all its branches—particularly the book-keeping of joint stock companies, loan and savings' societies, manufacturing industries and municipalities, auditing of books and accounts. The banking system of the country and its relation to commerce; annuities and exchange. The "corresponding style" of Isaac Pitman's system of Phonography; writing from dictation. The course prescribed for the Art School examination in freehand; industrial; primary and advanced geometry; parallel, angular and oblique perspective; model, blackboard and memory drawing.

The classes will begin when the School of Pedagogy opens in October, and will continue until the Easter vacation, when an examination for this grade of certificate will be held in Toronto. The course of instruction will be open to teachers-in-training at the School of Pedagogy and to such teachers with First-class or High School Assistants' Certificates as may wish to attend. The Easter examination will take the place of that prescribed by the regulations for commercial specialists in July.

The test of the teacher is efficiency. Not the showing he is able to make in an examination, but the final result he can produce in the character of those who come from under his hand. This efficiency is not of the sort that can be counted upon always to work an increase of salary. But the ability to leave a lasting mark on the mind and character of the pupil, is the unmistakable sign of the real teacher. And the source of this power lies not in the teacher's acquirements, but deeper in the very fibre of his character. "Words have weight when there is a man behind them," said the prophet from Concord. It is the man or woman behind the instruction that makes the real teacher a great deal more than a mere instructor.—*Edward Eggleston.*

Literary Notes.

THE *Critic*, which *The Athenæum* calls "the only purely literary weekly in America," has lately changed its location. Its present home is No. 289 Fourth Avenue, New York City. The *Critic* is well nigh indispensable to those who wish to keep the run of new and current literature.

IN the September *Review of Reviews* the daily "Record of Current Events" for the preceding month is unusually full, and it follows with much particularity the events which will make the month so memorable in the financial and business history of the country. The other regular departments, such as the editorial summary entitled "The Progress of the World," "Current History in Caricature," "Leading Articles of the Month," "Reviews of Periodicals" and the "New Books," are all quite up to the high standard of this enterprising and vigorous periodical.

THE September *Atlantic Monthly* contains an article on "Edwin Booth," by Mr. Henry A. Clapp, the eminent Boston critic. A second article of special value just now is one on "Wildcat Banking in the Teens," in which the historian J. Bach McMaster gives much information with regard to the old state banks. Charles Egbert Craddock continues with even increased vigor the serial story "His Vanished Star." Charles Stewart Davison has an article of very great interest on Swiss travel, "A Slip on the Ortler." Agnes Repplier writes in her incisive and engaging way on "A Kitten. "A Russian Summer Resort" furnishes a theme of excellent variety for Miss Isabel F. Hapgood. Miss Preston and Miss Dodge continue their translations and notes on Petrarch's Correspondence. Sir Edward Strachey contributes a paper on "Love and Marriage." Mr. E. V. Smalley writes of the "Isolation of Life on Prairie Farms." Fanny D. Bergen contributes a very pleasant outdoor paper called "Nibblings and Browsings." President Walker, of the Massachusetts Institute of Technology, writes a very strong paper on "The Technical School and the University," taking decided exception to some views advanced by Professor Shaler in the August number. Aline Gorren treats of the "Moral Revival in France." Notices of New Books and the Contributors' Club complete a very good number.—*Houghton, Mifflin & Co., Boston.*

FOLLOWING are some samples of the Bill of Fare in the September *Scribner*:—The three hundredth anniversary of the birth of Izaak Walton is noticed by an entertaining article on his life in London and at Dovedale, with illustrations from recent sketches, by Alfred Parsons, who is so skilful in depicting English landscapes. Austin Dobson contributes a delightful article on "Richardson at Home," giving a more intimate view of the personality of the author of "Clarissa" and "Sir Charles Grandison" than is found elsewhere. Another of the literary features of the number is T. R. Sullivan's account of the original manuscript of Thackeray's "Roundabout Papers," which is now in Harvard College Library. Andrew Lang makes a new contribution to his "Letters to Dead Authors," writing a genial epistle to Samuel Pepys, Esq. One of the most entertaining contributions to the series on Men's Occupations "is Fred J. Miller's description of the every-day life of "The Machinist." Gustave Kobbe describes the high tides of the Bay of Fundy, with striking illustrations from photographs. The fiction of the number contains the conclusion of Robert Grant's "Opinions of a Philosopher," another instalment of Harold Frederic's war time serial, "The Copperhead," and short stories by Harrison Robertson, Elizabeth K. Tompkins and Margaret Sutton Briscoe (in dialogue form). Among the poems is an unusually impressive one by D. C. Scott, entitled, "The Harvest."

THE opening article in the September number of the *North American Review* is by ex-Speaker Reed, who deals with "The Political Situation." The political relations of "England and France in Siam" are discussed from an English point of view by the Hon. George N. Curzon, M.P., formerly British Under Secretary for India, and from the French point of view by Madame Juliette Adam. "The Silver Problem" forms the subject of two able and important articles, the first by Andrew Carnegie, who writes "A Word to Wage-Earners," and the second by the Right Hon. Sir John Lubbock, M.P., who deals with "The Present Crisis." The Mayor of New York, Hon. Thomas F. Gilroy, contributes the first of a series of articles on "The Wealth of New York." Under the caption of "Polar Probabilities of 1894," Gen. A. W. Greely, the distinguished Arctic explorer, sets forth his views on the three expeditions which have recently started for the North Pole. The Earl of Dunoughmore forecasts the action of the House of Lords on the Home Rule Bill in a vigorous paper; the Rev. J. A. Zahm contributes an article on "Christian Faith and Scientific Freedom," and W. H. Crane, the well-known comedian, discusses "Play-writing from an Actor's Point of View." "Counting-room and Cradle" is the title of an article by Marion Harland, and "The Lesson of Heredity" is dealt with in an interesting and instructive paper by Dr. Henry Smith Williams, Medical Superintendent of the Randall's Island Hospitals. The Notes and Comments include three very readable papers: "The South Carolina Liquor Law," by the Mayor of Aiken, S.C.; "The Briggs Controversy from a Catholic Standpoint," by the Rev. L. A. Nolin, LL.D., and "Needed Prison Reforms," by F. C. Eldred.

Correspondence.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—For several years the examination of the candidates' written papers at the various High School Examinations has been conducted by the teachers of these pupils, viz., the High School Teachers.

Of the various plans tried this has proven to be the most satisfactory.

Now Sir, for similar reasons to those that govern the selection of High School teachers to examine the work done in High Schools, I think the work done in Public Schools should be examined by Public School teachers. These examinations are the High School Entrance and Public School Leaving.

It may be said that provision is already made for Public School teachers doing part of the work, but even this provision, which allows only one-fourth of the examining board to be of Public School teachers, is generally rendered useless by the appointment of High School teachers.

Even were Public School teachers *always* appointed by Public School Boards, the proportion, one-third to one-fourth is ridiculously unfair. I venture to say that High School teachers number at least nine-tenths of the examiners at the Departmental examinations at Toronto during mid-summer.

Surely seven thousand Public School teachers are entitled to, at least, equal consideration with five hundred High School teachers, in the matter of examining their own pupils.

I am confident that the proposal made by me will meet with no opposition from the fair-minded High School teacher. On the contrary those High School teachers with whom I have conversed on the subject give it their cordial approval.

No doubt there would be some effort needed to arrange everything satisfactorily, but there are no difficulties that cannot be overcome.

I trust the Public School teachers of Ontario will give this matter their careful consideration.

I may, if permitted, in a future letter, outline a scheme whereby such a change as I have indicated might be successfully carried out.

C. B. EDWARDS,
London, 7th Sept., '93. 460 Piccadilly St.

ON WHISPERING.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—My JOURNALS did not reach me at the time you were inviting discussion on "Whispering," but I have since been reading the communications thereon. I do not propose to attempt to re-open the discussion, but simply to ask a question or two of Mr. Fred. Brownscombe, Petrolia, who says in his remarks on whispering, "A very grievous result of allowing communication arises from the fact that children may *help one another*," etc., implying that, in his opinion, this "grievous result" is quite desirable.

I wish to ask him whether he really believes it to be so. Is not the *help* thus given by one pupil to another oftener a hindrance than a help?

Does it not usually consist in *telling* him the answer to some puzzling problem, *telling* him how to perform some piece of work, in fact, in telling or showing him something which he would be much better off if he found out for himself; or in enabling him to deceive his teacher and himself by appearing to know or understand what, in fact, he has not mastered?

B. STRATTON,
Rockwood School, Man.

[Probably Mr. Brownscombe will reply in our columns.—ED.]

WORDS.

WORDS are lighter than the cloud-foam
Of the restless ocean spray;
Vainer than the trembling shadow
That the next hour steals away.
By the fall of summer rain-drops
Is the air as deeply stirred;
And the rose-leaf that we tread on
Will outlive a word.

Yet, on the dull silence breaking
With a lightning flash, a Word,
Bearing endless desolation
On its blighting wings, I heard;
Earth can forge no keener weapon,
Dealing surer death and pain,
And the cruel echo answered
Through long years again.

I have known one word hang starlike
O'er a dreary waste of years,
And it only shone the brighter
Looked at through a mist of tears;
While a weary wanderer gathered
Hope and heart on Life's dark way,
By its faithful promise, shining
Clearer day by day.

I have known a spirit, calmer
Than the calmest lake, and clear
As the heavens that gazed upon it,
With no wave of hope or fear;
But a storm had swept across it,
And its deepest depths were stirred,
(Never, never more to slumber),
Only by a word.

I have known a word more gentle
Than the breath of summer air;
In a listening heart it nestled,
And it lived forever there.
Not the beating of its prison
Stirred it ever, night or day;
Only with the heart's last throbbing
Could it fade away.

Words are mighty, words are living;
Serpents with their venomous stings,
Or bright angels crowding round us,
With heaven's light upon their wings;
Every word has its own spirit,
True or false, that never dies;
Every word man's lips have uttered
Echoes in God's skies.

—*Adelaide Proctor.*

School-Room Methods.

FIRST LESSON ON THE PREPOSITION.

FIRST PRIZE PAPER.

BY MRS. M. J. GRATTAN, LONDON.

In this lesson, which is carried on as far as possible in conversational style, T. stands for teacher and P. for various pupils. The teacher will, of course, take care to distribute the questions as widely as possible, and to use them as a means of keeping up the interest of the class, and of recalling the attention when it is inclined to wander.

The teacher takes in his hand two objects, as book and a pencil.

T.—What have I in this hand?

P.—You have a book.

T.—And in this one?

P.—You have a pencil.

T.—Now, watch closely, and tell me what I do with these two things.

P.—You put the pencil on the book.

T.—Yes. I will write that sentence on the board. (Writes it.) Now, what word in the sentence tells the position of one of these things in relation to the other?

P.—The word *on* tells the position.

T.—Right. (Underlines *on.*) Now, I will change their positions. How would you express it now?

P.—The pencil is under the book.

T.—Right. (Writes the sentence.) What word in that sentence tells the position?

P.—The word *under* tells the position.

T.—Yes. (Marks it.) Where is the pencil now?

P.—The pencil is beside the book.

T.—I need not write the whole sentence this time. Name the one word that tells the position.

P.—*Beside* is the word.

So the teacher continues changing the positions of the two articles and getting the pupils to give the words which express these changes, until a list is written on the board something like this: On, under, beside, in, above, by, beneath, across.

T.—We have taken these words out of the sentences which were all much alike. Let us put them again into different sentences.

[The teacher may get the pupils to form new sentences, or he may write them himself. Perhaps the latter method is to be preferred, as it saves time and procures a greater variety of sentences.]

Teacher writes: The book on my desk is a grammar. The pencil fell under the chair. Tiny sits beside her sister. I rode to school in a cutter. The picture above the blackboard is very pretty. The horse is standing beneath a tree. A nice lady lives in that cottage across the road.

T.—What words in those sentences are used in the same way as in the other sentences?

[Pupils may name the words and the teacher may underline them, or the pupils may come up and point out the words, marking them themselves.]

T.—Now, look at those words I have marked and ask yourselves do they belong to any class of words we have already learned about. Are they nouns? How many of you think they are nouns? (No hands are raised.) How many of you think they are not nouns? Why do you think they are not nouns, Johnny?

P.—Because they are not the names of anything.

T.—Right. How many think they are verbs? How many that they are not verbs? Mary, I did not notice your hand up for either answer. What do you think?

P.—I think they are not verbs.

T.—Why?

P.—Because they do not make an assertion.

T.—How many agree with Mary's answer? Right. Well, are they adjectives? Does anyone think they are? (One or two hands are doubtingly raised.) Why do you think them adjectives, Tom?

P.—Because they are joined to nouns.

T.—Let us see. What noun is *on* joined to?

A.—*On* is joined to the noun *desk.*

T.—And *beside*?

P.—To the noun *sister.*

T.—And *in*?

P.—*In* is joined to the noun *cutter*?

T.—How many think Tom is right? (A number of hands go up.) Well, he is right in saying that they are joined to nouns. But does that make them adjectives? What is an adjective?

P.—An adjective is a word used to modify a noun.

T.—Yes—to *modify* a noun. What does modify mean?

P.—Modify means to change the meaning in some way.

T.—See if those words modify the nouns. Does the word *on* tell which desk is meant or describe it in any way? How many think it does? How many think it does not? Right. Well, is it a *beside* sister? No. Does *in* tell the kind of cutter, or *above* describe the blackboard? How many see that they are not adjectives? Now, are they adverbs? Raise your hands when you have thought about it. Well, Susie, what do you say?

P.—I think *beside* must be an adverb because it tells where Tiny sits.

T.—Does it? If I say "Tiny sits beside," will you know where to find her seat?

P.—No. You must say who she sits beside.

T.—Yes, I must tell you beside *whom* she sits (not who, Susie.) The words *beside her sister* tell where Tiny sits, and taken together they would make an adverb, but the word beside alone is not an adverb. How many understand the difference? Well, as they do not belong to any of the classes of words we have learned about, they must form a part of speech by themselves. I will tell you what they are called. The name given to them is preposition. (Writes it.) What are they called, class? (Class repeats it together.) Spell it. (Class spells it.) Now, how many things can you tell me about prepositions? See, here is the figure 1 for the first thing. Who will be the first boy to find it out? Well, John?

P.—They tell us the position of things.

T.—So they do, and perhaps that is one reason why they are called "prepositions," at any rate it will help you to remember the name. But in grammar, you know, we are not talking about things you can handle, like the book and the pencil, but about words. You can scarcely say they show the position of words. The word *on* does not tell that one word is *on* another. Can any of you think of a better word to tell what it is doing in the sentence. The book on my desk is a grammar. *Book on desk.*

P.—It shows the connection between words

T.—Right. It shows the connection, relation we say in grammar. (Writes: A preposition shows the relation between words.) Now, who will tell me another thing about these words? Here is figure 2 ready.

P.—They come before nouns.

T.—Right. The first three letters in the name tell us that. *Pre* means before, and they are called prepositions because they are placed before nouns. That is, their own position is before a noun or —. Is there any other word that can take the place of a noun?

P.—Yes. A pronoun.

T.—Right. A pronoun can generally be used in place of a noun. (Writes: A preposition stands before a noun or pronoun.) Now, look and see if they have anything to do with any other word except the noun they come before.

P.—Yes. *Beside* tells partly where Tiny sits, and *above* tells partly where the picture is.

T.—Yes. You were right to say "partly." *Beside* belongs partly to "sister" and partly to "sits;" *above* belongs partly to "picture" and partly to "blackboard." What position do they hold with regard to those other words?

P.—*Above* comes after "picture" and before "blackboard."

T.—Right. Can anyone express that position in one word. Think. Here are three boys. Tom is before Harry and after Dick? Where is he?

P.—He is between Harry and Dick.

T.—Yes. So the preposition is always between other words. Here is a link of this chain. It is between two other links. What does it do with the other links?

P.—It joins them together.

T.—So a preposition joins other words together, or as you said before it shows the connection or relation between them. (A preposition joins words together.) What kind of words does it join? You have already found out one?

P.—A noun or pronoun.

T.—Yes, that always comes after it. What kind of a word comes before it in the first sentence on the board?

P.—The noun, book.

T.—Yes. Is the word before the preposition in the second sentence a noun?

P.—No, it is a verb.

T.—Yes. And in the third sentence?

P.—It is a verb.

T.—Right. What is it in the fourth sentence?

P.—It is a noun.

T.—What is the word?

P.—School.

T.—Is it *school in cutter*?

P.—No, *rode in cutter.*

T.—Yes, the preposition connects *rode* and *cutter.* What is *rode ?*

P.—It is a verb.

T.—Yes, and in the fifth sentence you see the word before the preposition is a noun; in the sixth, a verb; in the seventh, a noun, and so on. Now, what kind of a word comes before the preposition?

P.—Either a noun or a verb.

T.—Yes, generally; but we sometimes find them coming after an adjective or an adverb, so we had better say "some other word," and that will take them all in. Now, I think we know enough about a preposition to make a definition of it. Who will try? See, I will begin it for you. (Writes: A preposition is a word—)

P.—A preposition is a word that shows the relation between other words and joins them together.

T.—Yes, that is very good so far as it goes, but did Lizzie tell us all those three things we wrote down about the preposition? Read them: (Class reads together as the teacher points.) Which of those things did Lizzie forget to tell us in her definition?

P.—She did not say that they came before nouns.

T.—Yes, she left out a very important thing. Who will try again and add that?

P.—A preposition is a word that shows the relation between a noun or pronoun and some other word, and joins them together.

T.—Very good. But a little girl could scarcely be expected to word a definition as nicely as men who have studied grammar for many years, so we will take the exact words of the grammar. (Writes: A preposition is a word that joins a noun or pronoun to some preceding word in the sentence, and shows the relation between them.) Is there any word there you do not understand?

P.—What does "preceding" mean?

T.—Can any one explain that word?

P.—It means "going before."

T.—Yes. You see the noun or pronoun comes after the preposition; the other word goes before it. Now, repeat the definition. (Class repeats the definition, the teacher pointing.) Did I hear some one say "a noun *and* pronoun?" It is either a noun *or* pronoun, not both. Say it again, more carefully. Now, just one more question. Pick out the prepositions in these sentences: The ball came through the window. My coat hangs against the wall. That old man walks with a stick. Very good.

Learn the definition well before our next lesson, and remember those three things about prepositions and you will not make many mistakes.

BLACKBOARD AT THE CLOSE OF THE LESSON.

You put the pencil *on* the book.
The pencil is *under* the book.

beside
in
above
beneath
across

1. The book *on* my desk is a grammar.
2. The pencil fell *under* the chair.
3. Tiny sits *beside* her sister.
4. I rode to school *in* a cutter.
5. The picture *above* the blackboard is very pretty.
6. The horse is standing *beneath* a tree.
7. A nice lady lives *in* that cottage across the road.

PREPOSITIONS.

1. A preposition shows the relation between words.
2. A preposition stands before a noun or pronoun.
3. A preposition joins words together.

DEFINITION.

A preposition is a word that joins a noun or pronoun to some preceding word in the sentence, and shows the relation between them.

EDITOR'S NOTE.—Teachers adopting the foregoing as a type lesson will do well to note the following outline. (1) Sentences containing prepositional phrases are developed by means of objects placed in different positions relatively to each other. (2) Similar sentences are developed without the aid of objects. (3) The parts of speech already learned are indirectly reviewed, and a general idea formed of the function of the preposition. (4) The name is then given. (5) The definition is developed in the form of three separate statements. (6) These are condensed into one, and compared with the definition in the text-book. (7) Practice lessons are then given.

AN EXERCISE IN THINKING.

THE following is a plan for stimulating thought and observation, that has been found suitable for pupils of all ages and available at home as well as at school. It is a form of "object lesson," though the object is present to the imagination only, and the discussion is limited to two questions. But five minutes a day are devoted to the exercise. Each day the name of some common object is placed before the children and they are asked simply, "What must it have?" and "What may it have?" The first day it was decided by the children that a chair must have a single seat, legs and a back. It may have rungs, cushions, springs, arms, varnish, casters, rockers, head rest, etc. The simple exercisé, requiring so small an expenditure of time, is more far-reaching in its mental effects than one is apt to suppose at a glance. First, it cultivates the imagination or picture power, so much neglected in the wholesale education the public gives its children. A great many kinds of chairs presented themselves to the minds of the children that first day, and memory and imagination were exercised together in a rapid review of all former observations in that line. Second, it teaches to classify. The chair family was set apart and its necessities defined. Third, it teaches caution in making absolute statements. The child who confidently asserts that a tree must have "root, trunk, branches, bark, leaves—" is suddenly cut short with the question, "Must a tree have leaves?" An effort of the recollection reminds him that there are times when trees do not have leaves. A tendency to the formation of hasty generalizations thus receives correction There is culture in this, even for the adult mind. Fourth, if continued, it imparts a ready insight into the necessities of an object, case, or problem. People are too little prone to look for completeness or to know what constitutes it. It would take too long an argument to show how this exercise may cultivate the sense of utility, the taste, the constructive powers, and even the moral nature. To distinguish between the musts and the mays is a power that lies at the bottom of artistic construction, from brevity and ornament in literary composition to the trimming of a hat. No one need fear through ignorance to engage in these little discussions. If a doubt arises it need cause no alarm. Leave the question open when it is not easy to answer it. The best teacher is not the one that imparts the most facts, but the one that stirs the most faculties to action. The greatest teachers have been those who studied with their pupils and were not ashamed to learn from them.—*N. Y. School Journal.*

PRIMARY LESSONS IN FRACTIONS.

ONLY what things can be added? If we wish to add 3 pens and 3 pencils, what must we call them? 3 things and 3 things are how many things?

If we wish to add $\frac{2}{3}$ and 2 sixths what must we call them? $\frac{2}{3}$ are how many sixths? Then 4 sixths and 2 sixths are how many sixths?

If we wish to add $\frac{1}{2}$ and 3 sixths what must we call them? $\frac{1}{2}$ is how many sixths? Then 3 sixths and 3 sixths are how many sixths?

John had $\frac{1}{2}$ of a pie, Willie had $\frac{1}{3}$ of a pie, and Henry had 1 sixth of a pie: how much had they all together?

To what must we change these fractions? $\frac{1}{2}$ equals how many sixths? $\frac{1}{3}$ equals how many sixths? Then 2 sixths and 3 sixths and 1 sixth are how many sixths?

Only what things can be subtracted? Then if we wish to take $\frac{1}{3}$ of a pie from $\frac{1}{2}$ of a pie, to what must we change both fractions? $\frac{1}{3}$ of a pie = how many sixths? $\frac{1}{2}$ of a pie = how many sixths? Then 3-sixths less 2-sixths = how many sixths?

Mary had $\frac{1}{3}$ of an apple, John had 4 sixths of an apple, how much did they both have?

Henry had $\frac{2}{3}$ of an orange, and gave Mary 1 sixth of it; how much had he left?

John found \$$\frac{1}{2}$. he earned \$$\frac{2}{3}$, his father gave him \$$\frac{1}{3}$, and his mamma gave him \$$\frac{1}{2}$; how many dollars did he have in all?

Willie's father gave him \$1, and he spent $\frac{2}{3}$ of it; how much had he then?

John had \$$\frac{2}{3}$ and Willie had 6 times a much; how much had Willie?

Willie wished to give 2-sixths of a dollar to each of his friends. To how many friends could he do this?

A boy bought a pie for 10c. and sold it for 18c; how much did he get for each sixth; for each third; for each half?—*Southwestern Journal of Education.*

LANGUAGE WORK.

1.—COPY that poem from your reader which you like best.

2—Write one or two reasons why you like it.

3—Copy a paragraph of prose, from the same book, which you think most interesting.

4.—Write your reason for enjoying it.

5.—Of what season did Tennyson sing when he wrote the following?

"Calm is the morn, without a sound,
Calm as to suit a calmer grief,
And only through the faded leaf
The chestnuts pattering to the ground."

6.—Write about something you saw or learned about *out of doors* last summer.

7.—Write a sentence, or more if you can, about the season you like best.

8.—Of what season did Bryant sing in the following lines?

"The melancholy days are gone
The saddest of the year."

9.—Do you think that season sad or merry?

10.—Of what time did Tennyson sing in the following?

"The time draws near the birth of Christ;
The moon is hid, the night is still;
A single church below the hill
Is pealing, folded in the mist."

—*Popular Educator.*

DOUBT is honesty; unbelief is obstinacy.—*Henry Drummond.*

THE work of pupils from the infant class on through college should be conducted in such a manner as to cause them to acquire a systematic method of doing everything they undertake.—*Malcolm McVicar.*

LET me say that I never knew a young student to smoke cigarets who did not disappoint expectations, or to use our expressive vernacular, "kinder peter out." I have watched this for thirty years, and cannot now recall an exception to the rule.—*Ex-Pres. Andrew J. White.*

Question Drawer.

FOLLOWING is the list of the selections from the Fourth Reader, on which the examination in Literature for entrance to High Schools in 1894, will be based. We give them at the request of several correspondents:—

Lesson III. Loss of the Birkenhead.
Lesson XI. The Evening Cloud.
Lesson XII. The Truant.
Lesson XVI. The Humble Bee.
Lesson XXIV. The Face against the Pane.
Lesson XXVII. The Battle of Bannockburn.
Lesson XXXIII. The Skylark.
Lesson XXXIV. Death of Little Nell.
Lesson XXXIX. A Psalm of Life.
Lesson LI. The Heroes of the Long Sault.
Lesson LVI. The Honest Man.
Lesson LIX. Yarrow Unvisited.
Lesson LXIII. The Exile of Erin.
Lesson LXIV. Ye Mariners of England.
Lesson LXIX. The Changeling.
Lesson LXXIX. The Capture of Quebec.
Lesson LXXXVII. The Song of the Shirt.
Lesson XCV. A Forced Recruit at Solferino.

Notes on these lessons will appear in forthcoming numbers of the EDUCATIONAL JOURNAL, beginning probably with next number.

THE following are prescribed for memorization:—1. The Bells of Shandon, pp. 51-52; 2, To Mary in Heaven, pp. 97-98; 3. Ring out. Wild Bells, pp. 121-122; 4. Lady Clare, pp. 128-130; 5. Lead Kindly Light, p. 145; 6. Before Sedan, p. 199; 7. The Three Fishers, p. 220; 8. The Forsaken Merman, pp. 298-302; 9. To a Skylark, pp. 317-320; 10. Elegy Written in a Country Churchyard, pp. 331-335.

KARL.—Having passed the High School Primary, you are entitled, "on proof of good character, and of efficiency as a teacher," to obtain from the Board of Examiners of the county in which you last taught, or are now teaching, a renewal of your third-class certificate, "for a period not exceeding three years, at the discretion of the Board.

T. F. C.—Your request has been overlooked until too late for this number. Will see what we can do in the next.

S. M. C.—Have no reliable information on the point at present, but will try to obtain it for a future number.

J. K. J.—Will try to publish a form such as you wish in next number.

J. P. B.—The Public School Leaving Examination questions will be published shortly.

G. E.—For information *re* New Canadian History see article in last number. You had better send to the Education Department for Circular No. 10, which will give you the required information, touching the subjects for Public School Leaving Examination. To reprint in full in JOURNAL would occupy too much space.

I was not rocked and swaddled and dandled into a legislator. *Nitor in adversum* is the motto for a man like me.—*Edmund Burke.*

TREAT children as children. Don't expect a thing should be done, as if the children set to do it were years older than they are, or, having set them upon it demand a great part of it from them, when little portions are all they can really give us. We are apt to think they need more work than they do; that they had better pursue this study, or that, because we like it or estimate its advantage very highly, and yet, though our estimate may not be exaggerated, or our liking unreasonable, it may be unwise to prescribe the study to our children. The best model to imitate is not

Blind Authority beating with his staff.
The child that might have led him.

Our schools are for our pupils, not our pupils for our schools. Pupils' wants are the ends, the pupils' capacities the means, of all wholesome education.—*Exchange.*

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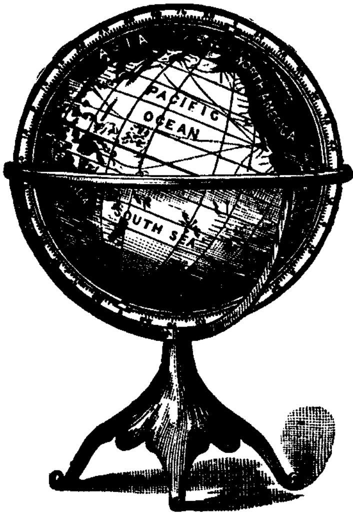

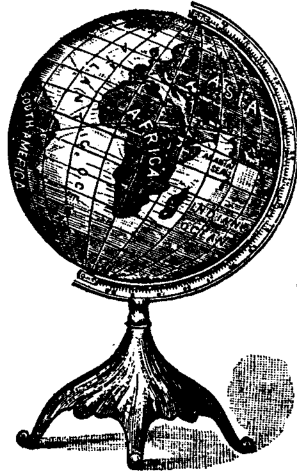

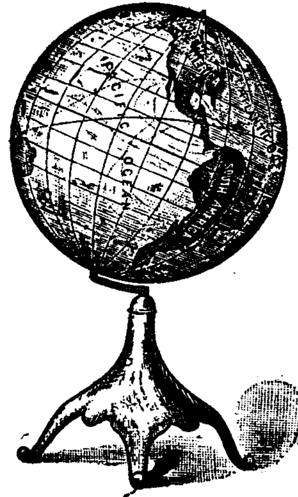

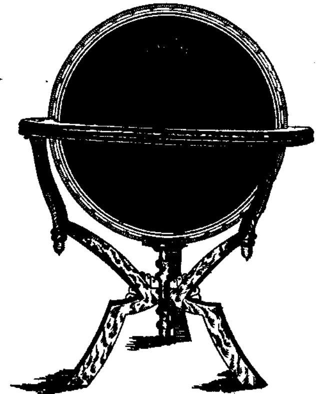

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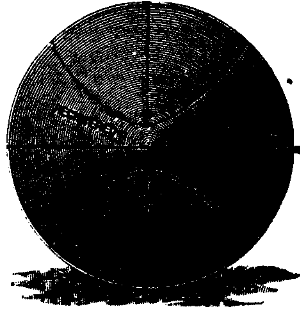

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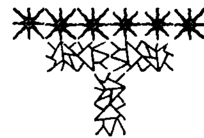

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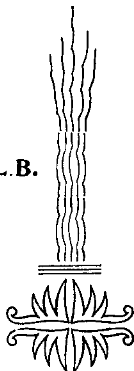

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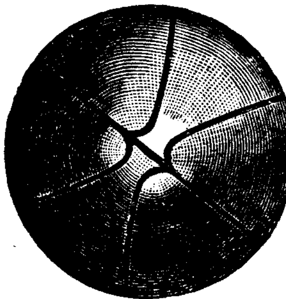

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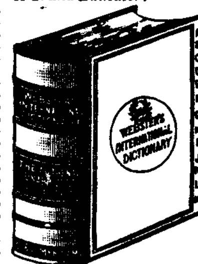

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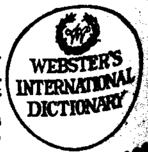

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