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1. DOMINION DAY (Friday). Last day for establishing new High Schools by County Councils. [H. S. Act, sec. 8].
- Legislative grant payable by Provincial Treasurer. [P. S. Act, sec. 122 (2)].
5. Annual Meeting of the Dominion Teachers' Association at Montreal.
11. Departmental Primary, and High School Junior Leaving and University Pass Matriculation Examinations begin.
15. Public School Trustees Semi-Annual Reports to Inspector, due. [P. S. Act, sec. 40 (13)].
25. The High School Senior Leaving, and University Honor Matriculation Examinations, begin.
- Reports on the High School Entrance Examinations to Department, due.
- Reports on the Public School Leaving Examinations to Department, due.

EXAMINATIONS 1892.

July:

4. Kindergarten Examinations at Hamilton, Ottawa, and Toronto, begin.
6. Examination for Commercial Specialists' certificates at Education Department, begin.
11. Departmental Primary, and High School Leaving and University Matriculation Examinations, begin.

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TORONTO, JULY 1, 1892.

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* Editorial Notes. *

THIS number of the JOURNAL will reach our readers as they are about bidding farewell to the school-room for a time and entering upon the rest which has no doubt been well earned by the great majority. We shall for once generously forego our editorial privilege of tendering a heap of good advice. We forbear to tell each one just what he must and must not do during the holidays. We shall content ourselves with saying that if they individually enjoy and profit by the few weeks rest as much as we sincerely wish they may, they will have better and more profitable weeks than they have ever known before, and will return to their schools so rejuvenated in mind and body that the fresh impulses and inspirations received will carry them through the whole coming year on the crest of a wave of lofty and genuine enthusiasm. Meanwhile they shall have one more visit from the EDUCATIONAL JOURNAL before it takes its little August rest. Will you not, each and all, speak a good word for it, as you have opportunity?

"A Young Teacher" offers a suggestion which it may not be amiss for us to pass on to others. It is, in brief, that some competent person or persons might do well for themselves and confer a boon upon many teachers and students who cannot otherwise get the help they need, by establishing a summer school for giving instruction in "Drill." There can be no doubt that a system of physical drill, which so far as we can see might be kept quite free from the

objectionable military features to which we feel bound to take exception, may be made very useful to teachers as well as to pupils in the public schools. A few weeks of training under a competent instructor would enable teachers who may never have had any instruction of the kind, to conduct such exercises much more efficiently and with much more satisfaction and confidence in their schools. So far as we can see the suggestion is quite feasible, and it is not unlikely that some one may be disposed to try the experiment. Why should not provision be made for it in connection with some of the summer schools of elocution? Provision should, of course, be made for both sexes, either by so modifying the drill as to make it as suitable for girls as for boys, or, if this is thought impracticable, by combining with it an equally complete training in Calisthenics.

DISCIPLINE AND ENTHUSIASM.

THE student of Educational history during the last thirty or forty years discovers many remarkable changes in the prevalent opinions in regard to the aim as well as the subjects of preparatory and intermediate education. Dr. Dwight, writing a year or two since concerning the ideas and methods which prevailed in the days of his boyhood, said that in those days the thought of teachers and of parents was almost wholly of those studies by means of which the youth could be fitted for entrance upon the college course. Those studies were, in a word, the classics and the mathematics. From five to seven years were thought not too much to be given to these, and in pursuit of them what was called "mental discipline" was the thing especially insisted on. Everything which was thought not especially conducive to this end was lightly esteemed. "The wrestling with intricate problems, or the struggle with the construction of sentences in their minutest shades of difference, was looked upon as the one true work of the student."

The educators of that time, as many of us can verify from recollection of our own experiences, taught their pupils to realize the great truth that "intellectual strength is better than mere acquisitions." But this great truth was, after all, as we are now

coming to see, only a half-truth. The complementary half, that which is needed to make up the rounded, symmetrical whole, is enthusiasm. Enthusiasm as an end in education is no less indispensable to the highest success than discipline. The student in whose training enthusiasm has been sacrificed on the altar of discipline may be a manly and vigorous worker, but he can hardly be a joyous one. Duty is a grand incentive to effort, but love brings a still higher inspiration.

How is this enthusiasm to be begotten and developed? The answer is, in substance, by a proper choice and arrangement of studies. Dr. Dwight went back to the beginning of the secondary school life, which he fixed at the age of eleven or twelve. We should be inclined to go back much farther, but let that pass. He thinks that the study of language may be most hopefully and successfully begun in these earlier years. Everyone, at least every parent and teacher, knows how easily and joyously the child at that age lays hold of forms and words and constructions, which are by the man only gained by toil and weariness. Dr. Dwight means, of course, the genuine study of language itself, and for its own sake, not of and for its genitives and datives. He means that if rational and natural methods are followed, other modern languages may be learned in childhood and youth, just as the mother-tongue is learned. The children of our households to-day may gain the same thing that we gained at five and twenty, and far more than we gained, at ten or twelve; and the progress is like the joyful song of their childhood, when they are led along the rational method. They grow up into French or German, as it were, as they grow up into English, and talk, and read, and sing in these languages just as they do in their own."

Discipline and enthusiasm, these are the key words. The boy, and, let us add all through, the girl, should not only learn how to study but should gain enthusiasm from the beginning. Our fathers knew how to impart the discipline. It is for this generation to give the enthusiasm. Enthusiasm, guided and controlled by knowledge, is "the true life of a living man, alive with the spiritual forces. Everything else is in sleep, or is dead."

Contributors' Department.

SUPPLEMENTARY NOTES.

G. M. GRANT, M.A., D.D.

MR. SEATH'S explanatory notes simply show that we do not see eye to eye in all things. I regret that he has not only complicated the subject of Matriculation and its relation to the High School System with other matters, but that he has also raised a dust about details, which may prevent readers from seeing clearly the main issue that he and I have most at heart.

I. Let it be understood, then, that we are alike opposed to anything pretentious, whether it be in an undergraduate or a post-graduate course. My next point is that when you have the right kind of professors, good post-graduate work can be done to the advantage and not to the disadvantage of the undergraduate course. Each University must be the judge of whether it has attained to the desired position. The fact that since we established our post-graduate courses five years ago, we have given only one post-graduate degree, is proof that we have not encouraged the "epidemic" to which Mr. Seath refers. At present, Mr. Seath is, I think, unacquainted with our methods and ideals, and he seems to me to be looking at the subject from an external and *a priori* point of view. He is not above learning, however, and when he visits Kingston it will give me much pleasure to hear him discuss the question with professors and students who can speak about it from experience.

II. Our professors and lecturers do not find that the admission of non-matriculated or occasional students disorganizes their classes. If the members of the staff of any other college have a different experience, the college should surely have self-government enough to rectify the evil. The first regulation in our Calendar is enough to keep down the number of such students:—"The classes and pass examinations in the University are open to unmatriculated students, but candidates for a degree must pass the Matriculation Examination before being admitted to examination on any of the work of the University course." Mr. Houston informs us that the regulation in the Toronto course is different; that in it if an "occasional" student passes the first year examination in May he is recognized as an undergraduate. Our regulation is now more rigid. Whether it is wiser may of course be questioned.

III. Mr. Seath and I must agree to differ with regard to the propriety or necessity of Universities holding a Supplemental Examination. Our brief experience of the joint board that now manages the July Matriculation is not such as to make us eager to surrender our independence. It recently informed us, for instance, that all candidates for scholarships must write at one examination centre. This seemed to us unjust, even when the University seat is central, and doubly unjust when it is at one end of the Province. We had no opportunity, however, of arguing our case, and we therefore decided to award our scholarships this year on the Junior and Senior Leaving Examinations held at various High Schools and Collegiate Institutes. This necessitates that the papers of candidates shall be read by different examiners, and therefore tried by different standards, and though this is not an ideal way, it is not positively unjust to candidates who are at a distance and poor, the very men who should have at least a fair chance in the competition for scholarships. Perhaps the best way hereafter out of the choice of evils to which the joint board has reduced us, will be to make our September Supplemental our important Examination, and award our honors and scholarships on it, as we did, also by constraint, last year. At any rate, the time has evidently not come for abolishing our Supplemental.

I shall say no more on these three points. A word seems to be called for on methods of controversy.

"We must have plain speaking and free discussion." Certainly, but let it be in accordance with acknowledged rules of procedure. Mr. Seath confesses that he had forgotten the fact that last year Queen's had to hold her Examination for scholarships and honours in September, and that this accounts for the large proportion of her freshman class that entered in September. The facts

on which he based his argument have vanished, but none the less, it seems, the argument stands. He expresses no regret for his mistake, although his figures have been used since by Mr. Blake to "indicate a very decided superiority in the average status of the Matriculants of Toronto as compared with the other Universities!" One would have thought that the extraordinary fact that last year twice as many of our candidates passed in September as in July, would have led a careful writer to ask the reason why.

Again, he gives as a proof that our Supplemental Examination is no exception to the general rule that Supplementals mean a low standard, the fact that last September a certain pupil obtained at Queen's a Pass Matriculation Scholarship. I know nothing of the case to which he refers. But why assume without having seen the examination papers and answers that the pupil in question did not deserve the scholarship, or why not communicate privately with us and learn if there was a reasonable explanation? Besides, an individual case would prove nothing. Mr. Seath must know that examinations at the best are sometimes imperfect tests. We have admitted men, *pro tanto*, on high departmental certificates who ought to have been plucked for bad spelling or ignorance of the elementary rules of English composition.

Again, he says that at the meeting at which he read his paper, "The Principal of one of our Collegiate Institutes made public a case in which Queen's had objectionably admitted a pupil of his, who had not passed the full Matriculation Examination." Strange to say there is no word of condemnation for the conduct of the Principal aforesaid. He never communicated with us, so far as I know, or gave us the slightest notice that he intended to refer publicly to the case, so that we might have an opportunity of showing that we had acted properly. Without dreaming that the other side should be heard, we are authoritatively told that we acted "objectionably." This is bettering Jeddard justice. That was, "hang first and try afterwards." This is "hang first and do not try at all." Permit me to say that Queen's never admitted any student "objectionably." If any one thinks that we did, let him represent the case to us privately or state it fairly publicly.

My notes are ended. Mr. Seath and I are too busy for irrelevant discussions.

MR. HOUSTON ON SUPPLEMENTALS.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—Will you allow me space for a few remarks on the communication of Mr. Houston in your last issue? I need say very little on the general question of Supplemental Examinations; the matter has been fully dealt with by Mr. Seath, and I do not think Mr. Houston has brought any additional strength to the argument in their favor. No one will deny that there is a widespread belief that admission to the University has, for some years, been made altogether too easy; and that to this unwise leniency, both in the regular Matriculation Examinations and in Supplementals, but especially in the latter, must in no small degree be attributed the difficulties that at present exist in the organization and instruction of the first year's classes. I am convinced that the Senate will, ere long, be compelled to take steps to remedy the evil; and, notwithstanding Mr. Houston's very positive assertion, I have sufficient confidence in that body to believe that it will do what the general voice of those best able to judge demands, even should that be the abolition of Supplemental Examinations. It is no doubt true, that, as Mr. Houston remarks, there is no absolute necessity that the standard should be lower in September than in July. But universal experience shows that the supplemental path is easier to travel than the regular road, and that there seems to be an irresistible tendency on the part of examiners to exercise less strictness in the passing of supplemental candidates. Equality of standard, which is so easy in theory, appears to be utterly impossible in practice. The case, briefly stated, seems to me to be like this: when Supplementals are less severe than regular examinations they are injurious; when they are not less severe they are unnecessary.

But my chief object is to call attention to the latter part of Mr. Houston's letter, in which he declares that "if the Province paid the High Schools

nothing at all on the basis of attendance, there would be no need for making the Entrance Examination obligatory, and it would not be done." Mr. Houston, as a member of a Collegiate Institute Board, should know that the payment to High Schools of any amount of Government money worth mentioning, on the basis of attendance, belongs to ancient history. The grant, except the merest trifle, is now apportioned in an entirely different way—partly as a fixed grant, and partly on the basis of accommodation, equipment and salaries. It is true that an insignificant balance is still distributed on the basis of average attendance. The allowance for the last half of 1891 was 22¼ cents per pupil, an amount which will scarcely induce the most venal master to swamp his school with unprepared pupils. I can assure Mr. Houston that the Entrance Examination has quite a different reason for existence. Its true purpose is to ascertain what pupils are fitted to pursue a High School course, so that the classes of the High School may be properly organized, and the energies of the staff may be expended to the best advantage, and not wasted in work that should be done in the Public Schools.

With all deference to the opinion of Mr. Houston, there seems to me to be a very close analogy between entrance to a High School and entrance to a University; and I believe that, as the best results have followed the strict test that has now for several years existed in the former, similar results would be witnessed if the same strict test were applied in the latter. But notwithstanding Mr. Houston's statement, I think it is a not unfair inference from his remarks that he does recognize an analogy between the High School and the University. The difference between us is that he considers a strict and uniform test necessary for neither; I, on the contrary, consider such a test highly necessary for both.

Yours, etc.,
W. TYTLER.

GUELPH, June 22, 1892.

Book Notices, etc.

The Moral Crusader, William Lloyd Garrison. A Biographical Essay, founded on "The Story of Garrison's Life Told by His Children." By Goldwin Smith, D.C.L. Toronto: Williamson & Co. 1892.

Many elements combine to make this a book of rare interest and merit. Its author has a world-wide reputation as a scholar and historian, and is himself the peer of any living writer as a master of the force and the graces of the English language. His subject in this sketch is one of the world's greatest moral heroes. The crusade upon which this man entered in the freshness and vigor of early manhood; which he waged during long years of discouragement, almost single-handed; in the course of which he endured penury, scoffing, intimidation, and the foulest and cruelest abuse, was a crusade on behalf of the cause of human freedom against inhuman oppression—oppression entrenched in the Constitution of his country, sanctioned by the custom of centuries, embedded in the intensest selfishness of millions of his fellow-countrymen, and apologized for, defended, and even practised not only by the foremost patriots and statesmen, but even by Christian churches and ministers of all denominations. As Garrison himself said on one memorable occasion, when he was asked by a Catholic, who had taken offence at his arraignment of the Catholic Church for allowing her priests and members to hold slaves, whether there were no other churches besides the Catholic whose clergy and members held slaves: "Shall we look to the Episcopal Church for hope?" It was the boast of John C. Calhoun, shortly before his death, that that Church was impregnable to human slavery. That vaunt was not founded on truth, for the Episcopal clergy and laity are buyers and sellers of human flesh. We cannot therefore look to them. Shall we look to the Presbyterian Church? The whole weight of it is on the side of oppression. Ministers and people buy and sell slaves, apparently without any compunctious visitings of conscience. We cannot, therefore, look to them, nor to the Baptists; nor to the Methodists, for they, too, are against the slave, and all the sects are combined to prevent that jubilee which it is the will of God should come." Is

School-Room Methods.

INDUSTRIAL PRIMARY ARITHMETIC.

THINGS NEEDED.

1. A VARIETY of common objects to be used as counters, such as buttons, pebbles, nails, acorns, shoe-pegs, grains of corn.
2. Sticks (about the size of matches), one inch, two inches, three inches, and four inches long. A hundred of each length will not be too many.
3. Rulers one foot long, with no marks on them. Have as many of these as there are pupils in the class.
4. Pieces of pasteboard one-half inch wide and one inch long.
5. A yard-stick without any divisions, either of feet or of inches, marked on it.
6. Cord strings of different lengths. Strips of paper and narrow ribbons from one inch to four yards in length.
7. Squares of pasteboard, cut carefully, some one inch square and some two inches square.
8. Cubical blocks, one inch, one-half inch, and one-fourth inch on each edge; also rectangular pieces one inch long and one-half inch square.
9. Liquid measures—pint, quart, and gallon.
10. Every child should have a slate and pencil, and should be allowed the use of such articles as are needed for the illustration of any lesson.

LESSON.

Class work. I hold in my hand a stick one inch long. Each one of you may take a stick that is just as long. Make a mark on your slates one inch long. Measure the mark by laying the stick by the side of it. Is the mark too long or too short? Make two dots just one inch apart. From this box containing a number of sticks, pick out one that is just an inch long. Here are some strips of paper of different widths; pick out one that is just one inch wide.

Seat work. Draw lines one inch long on your slates. Draw lines on your slates that are just one inch apart. Copy: One inch; 1 inch.

Class work. Give a variety of exercises with the 1-inch sticks; also with the 2-inch sticks. Use also objects, as cards and strips of paper. Let the pupils find things about the school-room which are about an inch long, or about two inches long. Take two strips of pasteboard each an inch long. Place them end to end. How long are the two strips taken together?

Seat work. Cut a piece of paper one inch long, two inches long; write inch; inches. Make two lines of 2's, thus:

2 2
2 2 2, 2, 2,
2 2 2, 2, 2,
2 2

Draw two lines meeting each other in a sharp point; draw two lines crossing each other.

Class work. Take three sticks, each an inch long, and place them together, thus (teacher makes a triangle). We call a figure like this a triangle. How many sides has it? How many corners? Each of you may draw a triangle on the board. Point to its three sides; point to its three corners. Let the pupils cut triangles from pieces of paper. Let them make triangles with sticks, and with rulers. We call each of the three corners inside of a triangle an angle. How many angles in a triangle?

Seat work. Draw three lines each an inch long and make a triangle. Write this word, triangle. Make a triangle having sides of different lengths. Make a triangle on your slate and write the name under it.

Class work. Albert has 4 cents; he spends half his money; how much has he left? Tom has a 2-cent piece, and Harry has a piece which is worth just half as much. What is Harry's piece? James buys a pencil for 2 cents, and sells it for twice as much as he gives. How much does he get for it?

Seat work. Draw a line four inches long. Divide it into four equal parts. Draw a line two

inches long. Draw another two inches long through the middle of the first. Draw a line one inch long. Draw another line just one-half as long.

Class work. Here is a measure which holds one pint. Let each child see and handle the measure. Here is another measure which holds one quart. Let each see, etc. Which is the larger of the two measures? John may fill the pint measure with water. We have here a quart of water. We will empty the quart measure. Now see how many pints of water will be required to fill it. Continue and vary these experiments. We say "two pints, one quart." How many pints in one quart? One pint is what part of a quart? If a quart of milk cost 4 cents, what does a pint cost?

Seat work. Copy this and learn it by heart:

Two pints, one quart. Copy: pint, pints; quart, quarts; inch, inches; foot, feet.

Class work. Which is more, 1 quart or one pint? How much? Which is more, 1 quart or 2 pints? Which is more, 3 pints or 1 quart? How many pints in one quart? In 2 quarts? John sold 2 pints of milk to Mr. Smith and half as much to Mr. Jones. How much did he sell to Mr. Jones? In 4 pints how many quarts? With the pint measure, measure $\frac{1}{2}$ of 4 pints. How many quarts is this?

Seat work. Copy the following: qt. means quart; pt. means pint; ft. means foot; in. means inch; ct. means cent.

Copy and fill the blanks:

In 1 quart there are pints.
In 1 quart there are half-pints.
In 4 pints there are quarts.

Class work. If one quart of buttermilk cost 2 cents, what will $\frac{1}{2}$ a quart cost? If one quart of buttermilk cost 2 cents, what will 1 pint cost? If 1 pint of milk cost 2 cts., what will 2 pints cost? If one pint of milk cost 2 cts., what will 1 quart cost?

Seat work. Write and fill blanks:

2 pints are 1
1 pint = quart. $\frac{1}{2}$ quart = pint.
2 pints = quart. A quart is times as
3 pints = quarts. much as a pint.
4 pints = quarts. A pint is of a quart.

These exercises are from a new book entitled *Baldwin's Industrial Primary Arithmetic.*

THE TWO FACES.

I KNOW a little fellow
Whose face is fair to see,
But still there's nothing pleasant
About that face to me;
For he's rude and cross and selfish,
If he cannot have his way,
And he's always making trouble,
I've heard his mother say.

I know a little fellow
Whose face is plain to see,
But that we never think of,
So kind and brave is he.
He carries sunshine with him,
And everybody's glad
To hear the cheery whistle
Of the pleasant little lad.

You see, it's not the features
That others judge us by,
But what we do, I tell you,
And that you can't deny.
The plainest face has beauty,
If the owner's kind and true,
And that's the kind of beauty,
My girl and boy, for you.—Anon.

CULTIVATE habits of observation, inquiry, comparison, and steady perseverance; exercise the faculties not independently but in relation.—Landon.

If one would be a hero, let him be patient . . . Silence is a manly forbearance . . . Man's greatness does not depend on his learning but upon his disinterestedness in self . . . To be aimless is to be lifeless. A doubting mind never accomplishes anything.—Messina.

it any wonder that, in the presence of such a spectacle of religious time-serving and unfaithfulness, the confidence of Garrison in the heaven-born mission of the churches, and even his old faith in the genuineness and inspiration of the Bible which was constantly quoted in defence of so foul and cruel an iniquity, should have given way? Both the world and the Christian Church have reason for thankfulness that his faith in God as the God of love and righteousness never failed, and that, largely through his heroic courage and self-denying, single-minded philanthropy the cause of righteousness, which is always the cause of God, finally triumphed, even though blood flowed like water before the grand consummation was reached.

William Lloyd Garrison was a Christian hero, though he renounced the Christian Church and its ordinances, and ceased to regard its Bible as the inspired word of God. He held fast his faith in God and in the Jesus of the Gospels, and this faith was the source of his dauntless courage and undying zeal. Like many others, his life drew its inspiration, and his creed its truth from the book which he failed to recognize as his authoritative text book. Mr. Goldwin Smith's presentation of the main facts of Garrison's career, from the subjective as well as from the objective side, gives his work an educative value as well as a profound interest. We wish it could be read by every young Canadian.

The Principles of Agriculture for Common Schools.

By I. O. Winslow, A.M. New York: The American Book Company.

This is a remarkably well got up book, printing, paper, binding, etc., being all very good. The illustrations are numerous, but a number of them suppose a scientific knowledge far beyond that supplied by the text. This, however, is but an illustration of a cardinal defect in the book—namely, that in order to treat of his subject proper, in the manner suited to his ideal, the author has found it advisable to give introductory chapters in Chemistry, Geology, Meteorology, Physiology, Botany, etc., which are far from being simple, since they are much condensed and are therefore necessarily couched in technical language and rendered obscure by a large use of technical terms. Herein, without doubt, lies the great difficulty in the teaching of Agriculture in primary schools—that it necessitates a large and by no means elementary understanding of several branches of natural science; but we fancy that in skilful hands, the necessary introductory treatment could be more successfully managed than seems to be the case in the book before us. Nevertheless the book is a real attempt to give satisfactory scientific explanations of the various processes and operations necessary to the practice of agriculture; and to those of our readers who are in earnest in their efforts to promote agricultural study in their schools, we can cordially commend the book. It will be found in many places to illustrate, and in others to supplement, the text-book now authorized for use in our schools. The Ontario text-book is much more practical, but it is perhaps somewhat deficient on its scientific side. This American manual gives far less attention to the practical aspect of the question; but being, as we have said above, quite full on its scientific side, it can be most profitably read by all our teachers, and for such use we commend it to them highly.

The Elements of Physics. Fessenden. Price 3s. Macmillan & Co.

In a neat little volume of 250 pages Mr. Fessenden has had reprinted and amplified the first 175 pages of his "High School Physics." The latter has been so favorably received that anything coming from Mr. Fessenden's pen would almost receive in advance warm commendation. The additions are such as make it specially suitable for Junior Leaving and Matriculation students.

EDUCATION is certainly nothing but a formation of habits.—Rousseau.

UNFLINCHING labor conquers everything.—Rosenkrantz.

OUR success and progress in all matters depend far less on the number of advantages we possess than on the manner in which we employ them.—Canon F. W. Farrar.

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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As many people, either thoughtlessly or carelessly take papers from the Post Office regularly for some time, and then notify the publishers that they do not wish to take them, thus subjecting the publishers to considerable loss, inasmuch as the papers are sent regularly to the addresses in good faith on the supposition that those removing them from the Post Office wish to receive them regularly, it is right that we should state what is the LAW in the matter.

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* Editorials. *

TORONTO, JULY 1, 1892.

UNIVERSITY EXTENSION.

WE have heard nothing of late from our Canadian University Extension Committee. We presume, nevertheless, that they are carefully maturing plans, and preparing the way for active work next autumn. Meanwhile our American neighbors are evidently determined to push the work forward and make it a great power in national liberal education. The following particulars of a new departure which is being taken by the "American Society of University Extension," will be interesting to all who are following the progress of this great and hopeful educational movement. The announcement bears the signature of George F. James, the General Secretary of the Society:—

The rapid progress of the movement known as University Extension, and its adoption within the last two years in nearly every State of the Union, have made clearly manifest the need of better opportunities for training and preparation for those looking forward to the work of Extension lecturing. In answer to many demands, the

American Society for the Extension of University Teaching has accordingly resolved to open in Philadelphia, on October 1st, 1892, a Seminary for the study of American educational problems, and for the training of University Extension lecturers and organizers.

The work of the Seminary will include the whole range of University Extension teaching, so presented and discussed that the members will be prepared to judge wisely as to the methods best adapted to any given set of conditions under which they may be called to work. In addition to this technical instruction, there will be given a series of lectures on the educational system of the United States. The aim of this part of the work is to offer, for the first time in the history of American education, an opportunity for the man or woman who desires to be a real leader in educational thought and action, to put himself in touch with the latest and best thought.

The Seminary will be under the direction of Professor Edmund J. James, President of the American Society, assisted by leading educators of this country and Europe. Among those who will lecture before the Seminary are: Hon. William T. Harris, U. S. Commissioner of Education; Dr. James McAlister, President of the Drexel Institute; Dr. Charles DeGarmo, President of Swarthmore College; Dr. Isaac Sharpless, President of Haverford College; Professor Simon N. Patten, of the University of Pennsylvania; Principal George M. Philips, State Normal School, West Chester, Pa.; Mr. A. E. Winship, Editor of *The New England Journal of Education*; Mr. Ray Green Huling, Editor of *School and College*, and Rev. Hudson Shaw, of Oxford University, England.

More than a hundred leading American colleges and universities are co-operating in the work of the American Society, and are looking to it for such a solution as here presented of the various needs of Extension Teaching.

TEACHERS AND TRUSTEES.

EVERY teacher and every school trustee should make it one of his first duties to acquaint himself thoroughly with the School Act and the published Regulations of the Education Department. From the correspondence which we are continually receiving it is clear that many a misunderstanding between teachers and trustees could not have occurred if both parties had taken the trouble to acquaint themselves with the requirements of the law in the matter of agreements with and payment of teachers. We have, for instance, before us just now a communication from a teacher asking some questions for which the Act and Regulations seem to provide tolerably clear answers. An agreement is made for the employment of a teacher for the six months beginning January 1st, and ending June 30th, at a given rate of yearly salary. To what proportion of the yearly salary agreed on is the teacher entitled at the end of the six-

months' engagement? According to the term of the school law the answer is to be found by dividing the amount of the annual salary agreed on by the whole number of teaching days in the year and multiplying the quotient by the number of days actually taught. This is evidently the only fair method, under ordinary circumstances. But it is hinted and seems altogether likely that the trustees may not so have understood the agreement, and may consider themselves under obligation to pay only one-half the sum agreed on as the yearly rate. "Should the trustees take the latter view of their obligations, what should I do?" asks the teacher. Now the answer to this question—and it is but one of a number of similar ones which have been asked during the year—is not so easily given as might be supposed. At first thought one might say "Cite the attention of the trustees to the clear provisions of the Act, which seem to have been designed to meet just such cases of dispute, and insist upon your legal rights."

It is quite possible that the courts would take this strictly legal view of the case, though that is a question upon which we cannot pronounce, for we do not know to what extent the judgment of the court would be influenced by any evidence which might be forthcoming to show the original intentions of the contracting parties. We therefore, offer no opinion upon the legal point. But we take it for granted that our unknown correspondent wishes to be guided by the highest moral law in all business transactions. If he does not, he is unfit to be a teacher of youth. The answer from the moral point of view obviously depends upon the intentions of the parties at the time the agreement was made. Assume, as is highly probable, that the trustees intended to bind themselves to pay only the one-half of the sum agreed on as yearly salary. Two questions then arise. First, what was the teacher's understanding of the agreement, i.e., what did he expect to receive? Second, what did the teacher believe or suppose to be the trustees' understanding of the agreement? If the teacher understood the law and honestly expected to be paid in accordance with it, and if he believed the trustees to have the same understanding, his view, being the legal one, should no doubt prevail. But if, as is supposable, the teacher understood the engagement, at the time of making it, in the sense in which we have assumed that the trustees understood it, and has since obtained additional light; or if he knew the law but had reason to think or suspect that the trustees did not understand it, and failed to enlighten them, then the case is one in

which the common sense moral dictum applies, viz., that an agreement is morally binding in the sense in which the person making it believed the other party to understand it at the time it was made. In such a case what might be legally right would be morally wrong, and the honorable teacher would claim only what was morally his.

The third question asked us is a puzzle which might please the lawyers. "The agreement providing that the salary be paid monthly, what part of salary should be expected each month?" This question should have led to an understanding at the end of the first month. As the engagement was for six months it is clear that the monthly payment should have been one-sixth of the whole amount to be paid for the six months of teaching. The moral is for all teachers: Do not make doubtful, ambiguous, or illegal agreements. Study the school law, and follow the forms provided by the Department. Above all, have a clear understanding on both sides at the outset.

IMPORTANT TO TEACHERS.

SOME delay has occurred in arranging the details of the series of Prizes which the Publishers of the EDUCATIONAL JOURNAL propose to offer for Model Lessons in several of the principal subjects taught in the different forms in the Public Schools. We hope to be able to make definite announcements in next number with a view to having the prize papers ready for publication early in the next school year. The main object will be to aid teachers of the intermediate forms in the Public Schools, both the graded and ungraded, in their work.

Meanwhile, with a view to the same end, we are prepared to pay a moderate remuneration for accepted papers of the kind indicated. Please note that our invitation is for *Model Lessons* only, or such plain, practical expositions of methods of teaching the subjects chosen as may be equivalent to them, on such subjects as English Grammar, Arithmetic, Reading, Geography, Drawing, etc., suitable for use in the Second, Third and Fourth years of the Public School course. Our aim is to supply, in the most practical and helpful manner, a want which has been felt by some of our subscribers along the lines indicated. We are anxious to enlist the aid of teachers of experience and proved efficiency on behalf of the younger and less experienced members of the profession.

PROF. JOHN S. NEWBERRY contributes to the *Popular Science Monthly*, for June, a sketch of "The Ancient Civilizations of America," embracing the mound-builders of North America and the "palace-builders" of Central and South America. In this paper Prof. Newberry presents evidence to show that the mound-builders mined lead-ore and sunk wells for petroleum.

* Literary Notes. *

THE complete novel in *Lippincott's Magazine* for July, "White Heron," is by M. G. McClelland, and is one of the quaintest and most cheerful mountain stories that writer has yet given her readers. In the Journalist Series, Max de Lipman recounts "The Newspaper Illustrator's Story," with the help of numerous illustrations. In the Athletic Series, W. P. Stephens contributes an illustrated article on "Canoe Life." "Peary's North Greenland Expedition and the Relief" is well and interestingly covered by those authorities on the Expedition,—W. E. Hughes and Benjamin Sharp. Gertrude Atherton contributes a short but clever essay on "Geographical Fiction." Agnes Repplier talks about the "Trials of a Publisher." Robert Burns Wilson gives an interesting review of Waitman Barbe's volume of poems, "Ashes and Incense." Joel Benton tells of "An Old Boston Magazine" established in 1842 and edited by Nathan Hale, Jr. The department "As It Seems" discusses several interesting subjects. The short story is by Molly Elliot Seawell. The poetry of the number is contributed by Edgar Saltus, Rose Hawthorne Lathrop, Flavel Scott Mines, and Harrison S. Morris.

THE following is the table of contents of the July number of *The Chautauquan*: "Overland by the Southern Pacific," by Fannie C. W. Barbour; "A Study of Cowper," by John Vance Cheney; "Hay Fever as an Idiosyncrasy," by J. M. Cooper, M.D.; "The National Game," by John H. Mandigo; "In the Snake River Valley, Part II.," by John R. Spears; "Sunday Readings," selected by Bishop Vincent; "Historic Quebec," by Edith Sessions Tupper; Edward-Burne Jones; "A Romanticist in Painting," by C. M. Fairbanks; "The Story of Kakuya Himé," by Mrs. Flora Best Harris; "Summer Vacations and Physical Culture," by J. M. Buckley, LL.D.; "The Beginnings and Endings of Centuries," by Count Charles de Mouy; "Some American Chemists," by Marcus Benjamin, Ph.D.; "The Great Exposition at Chicago," by Noble Canby; "Why American Children are Nervous," by Mrs. L. E. Chittenden; "Marriage in Nanking," by Harriet Linn Beebe; "The Pets of Some Literary People," by Miss E. S. Braine; "The Red-Winged Spreo of South Africa," by Mary L. Bowker; "The Early Home of Abraham Lincoln," by Mrs. A. J. B. Badger; "The Woman Lecturer," by Margaret N. Wishard; "Colored People's Wit and Wisdom," by Martha Young; "A Chapter of Accidents," by Ruth Morse; "Woman's World in London," by Elizabeth Robins Pennell. The poetry of the number is by Henrietta Christian Wright, Louise Houghton, and Emily Huntington Miller. The editorials treat of "Getting Ready for the Next C.L.S.C. Year," "A Novelty in National Politics," and "Two Great Religious Bodies in the West."

THE leading topic of political interest in *The North American Review* for July is "What Shall the Ratio Be?" discussed by Senator Stewart, of Nevada, Representative

Springer, of Illinois, Senator Hansbrough of North Dakota, Representative Bland, of Missouri, and Representative Dalzell, of Pennsylvania. Frederick Douglass, whose opinions in matters affecting his race have the weight of authority, discusses "Lynch Law in the South." The article in the May number of *The North American Review* by Lady Jeune on "London Society" is answered in the July number by W. H. Mallock, author of "Is Life Worth Living?" and other notable works. The Governor of Minnesota writes wisely of "The Needs of the New Northwest." In "Politics and the Pulpit" Bishop Doane of Albany, and Bishop Mallalieu, of New Orleans, assert the duty of the preacher to make timely discussion on politics whenever it touches the moral well-being of the people. Archibald Forbes, treats of "Abraham Lincoln as a Strategist." The second article by Sir J. William Dawson on "Prehistoric Times in Egypt and Palestine" is published. The Dean of St. Paul's, in "The Use of Cathedrals," points out their relations to the elevation of religious thought and the forms of worship. "Organized Labor in the Campaign," by Samuel Gompers, is a significant utterance from the President of the American Federation of Labor. Ex-Prime Minister Crispi in "The Situation in Italy" explains with patriotic fervor the encouraging outlook of Italy's financial and industrial condition. Shorter articles are: "A Tilt at a Black Monster," an essay on the utility of wearing mourning, by Mary Elizabeth Blake; "The English Reporter," by Edward Porritt; "Railway Safety Appliances," by S. H. Haines, President of the American Railway Association; "The Peaceful Conquest of New England,"—the growing power of the French Canadian Settler,—by Rev. J. H. Ward, and "Oriental Pilgrimages and the Cholera," by W. G. Eggleston, M.D.

"Anthropological Work in America," by Prof. Frederick Starr, is the subject of the opening article in *The Popular Science Monthly* for July. This number contains also the fifteenth article in the illustrated series on the "Development of American Industries since Columbus. It deals with "Leather-making." The writer is George A. Rich, of the Boston Journal. Mrs. H. M. Plunkett contributes a stimulating educational article on "Kindergartens—Manual Training—Industrial Schools." There is a chatty account of the "Ways of the Owl," by Frank Bolles, who gives pictures of several of his feathered friends. Another illustrated paper is on "Two Rare Monkeys," by Dr. L. Heck. Dr. J. M. Rice writes on "Physiology and the Prevention of Disease," and Dr. N. E. Yorke Davies on "Proper Diet for Hot Weather." Henry J. Philpott has a paper on "Almond Culture in California." J. Ellard Gore describes "New and Variable Stars," and some interesting considerations on "The Waste and Gain of the Dry Land," are presented. "Galvani," is the subject of the usual Sketch and Portrait. In the Editor's Table the importance of "Motherhood" and the need of intelligent preparation—physical, moral, and psychological—for its duties, are vigorously presented. New York: D. Appleton & Company. Fifty cents a number, \$5 a year.

* Special Papers. *

READING.*

MISS JENNIE JACK, KINGSTON.

I WONDER how many present take special delight in teaching? How many are fairly satisfied with their work in that direction? Am I right in my supposition that with the majority reading is the subject which gives least pleasure? Am I not right when I take it for granted that some here consider it the least important?

Of its importance I shall not now speak, but I wish to say something on our methods.

In the first place, let me ask, what are our reasons for teaching oral reading? Is not our chief one to give the pupils the power to express as forcibly as possible the thoughts contained in their lesson? Can this be gained by imitation? Can it be gained by *rules of expression*? I think not. Let me here say that by expression I mean the manifestation of all those powers which are brought into action when what is in the mind is revealed, except that of articulate speech; this in reading is of course artificial. Expression includes the form, quality, force, stress, pitch and movement of the voice, inflection, emphasis, and facial expression. I don't exactly know what all these terms mean, but I have been told that a teacher should note each when she calls on a pupil to read, so I include them.

Now you will admit, I know, that *true* expression is the most powerful. Were I to tell you something and imitate another in the manner of telling it, would what I communicated have the effect on your mind that the telling of it in my own fashion would, even though the manner of the one I imitated was much to be preferred to my own? "She is affected, unnatural," you would say, and so a shadow of falseness and consequent weakness would be thrown on what I had told.

The Creator has given each one the power to reveal what is in his mind in a manner which is peculiarly adapted to himself, and we do our pupils positive injury when we harm in any way this individuality of expression. All conscious imitation is wrong. It is wrong, I believe, to imitate another's good works till we have acquired the spirit which prompted them.

Expression, to be powerful, must be *true*, and it cannot be gained by imitation.

No phase of truth makes the same impression on my mind that it does on yours; because of our different mental habits. Because of differences produced by inheritance and circumstance, it is impossible for any thought to operate on my mind exactly as it does on yours. Now if this difference is appreciable in minds engaged in like work and of nearly the same age, how must the expression differ as made on the mind of a child with its limited experience, its active receptive powers and its ready sympathies.

For a child to express a thought as his teacher does is to give false expression. What is false is untrue. May I not lie with the tone of my voice as well as with articulate speech? Both are only false expression.

Can you not hear Ruskin saying, "Do not let us lie at all. Do not let us think of one falsity as harmless and another as slight and another as unintended. Cast them all aside, they may be slight and accidental, but they are the ugly soot from the smoke of the pit for all that; and it is better our hearts should be swept clean of them, without overcare as to which is largest or blackest."

Can true expression be gained by the giving of rules? Follow your worst reader into the playground and note there the graceful and powerful, because natural and free utterance, which might make our greatest orators envious.

Where did he get that power? Did it proceed from rules of expression? Did it even come because he paid special heed thereto? Came it not rather, first, because he was unconscious of his expression, and second, because the thoughts expressed were the result of his own mental activities?

Would I gain like expression for the thoughts of the book I must have like conditions. Therefore I am persuaded that to gain true expression we must leave expression severely alone.

I would not have the pupil conscious that I paid any attention to it; I would not even call on him to read, but after he has given the passage in his own words I ask him to tell me the same, as it is in his book.

The teacher should direct her every effort towards making the thought of the passage the thought of the pupil. By that I mean more than merely understanding the passage. That alone will not produce forcible expression. Not till every idea in the passage is as real as anything in the playground, will his expression be with power. To secure this vivid conception of thought, I directly aim at stimulating the imagination and so our odd moments are utilized in this way. Imaginary visitors come into the room, the Inspector, the Principal, anyone with whom the children are familiar. Or we take an imaginary trip through the neighbourhood; we stand now before the little brick church. "Tom, show us the lamp-posts." "Nellie, the large round window." "Annie, point to and describe the fence." Sometimes, one takes the trip, points out and describes the objects near, and we guess her position.

Many devices will suggest themselves if you think them worth considering. I find them very helpful.

Then I strive to make it impossible for the children to see a sentence without forming a definite picture.

I write on the board, perhaps in my grammar class, "The little girl fell!" "How big is she?" "How is she dressed?" "What color is her hair?" "What made her fall?"

Or I state this problem on the board, "A farmer sold eight bags of potatoes at 75 cents each; how much money did he get?" "What kind of a coat has the farmer? How many horses has he? What color are they? etc., any questions which will stimulate them to form a picture.

When we come to prepare our reading lessons, I find it necessary to add many descriptive points to bring the scenes right into the class. You must have noticed the power of description. Did you ever wonder at the delight with which "Tommy and the Crow" is always hailed? Now I believe it is largely due to the description at the beginning, "The green grass" "the May flowers," "the sweet spring air," and "bright sun." The children see that tree as plainly as they ever saw one, and it is a real live boy who throws his books and himself under it. Then in the lesson of "The Children in the Woods" you have often seen the lips quiver and the eyes grow moist as the little ones read how "The warm rosy lips pressed against the cold ones." The scene is very pathetic. How much emotion would the mere narration, that the parents died, produce?

See each scene distinctly, and show the children what you see. Bring the burning plain so vividly before the children when they read that lesson on "The Camel" that they unconsciously shade their eyes from the sun. This can be done, for their imaginations are very active when put in motion.

But after you have done all this, and brought each scene before them, have the pupil express the passage in his own words; there will be some who read with but little expression. It may be that they speak with but little expression, but even those with most power in that direction need something more.

The child comes into the world with latent mental powers and corresponding powers of expression; we have been stimulating and directing the former, but the powers of expression have been neglected, except that of articulate speech.

As something in this direction I have tried this: I select a lesson with which the class is familiar, read a clause in many different tones, having the pupils imitate me each time, and so finish the lesson. This exercise stimulates their power of expression, corrects bad habits and does not destroy individuality of expression, as the pupils have no means of determining which mode I consider correct.

Then there will be some in the class who naturally are unsympathetic, will they read a pathetic passage correctly? They may so far as they reveal the impression made on their minds, but they will not read with power. To get forcible expression, I must stimulate the powers of sympathy they already possess.

Do you wonder now that Reading is, in my opinion, the most important subject we try to teach;

because it directly aims at stimulating all that is best in the pupil. He expresses the good, the beautiful, the true sentiments of his book with power because the good, the beautiful, the true sentiments are his own.

Is not then this power of vivid conception of thought the foundation on which all the other subjects are built? Can we truly teach any subject without it?

You know it is possible for your children to recite their history notes correctly and still have very little knowledge of them. If they have been trained to look only for the thought, this linguistic knowledge will be impossible.

When you speak of a river in your geography class, a river will broaden out before their view instead of the black irregular line running down the map that they now see. Had we time we might consider each subject on our curriculum, and discover that vivid conception is the foundation of each. Again, what knowledge is most easily digested? That which we gain by experience or that which is obtained from others, either by hearing them speak, or reading what they have written? The experimental knowledge, of course. Much that we give our pupils is of necessity what I may call secondary knowledge, and just to the extent to which this secondary knowledge is like the experimental is it the knowledge which leads to power. Our direct aim in the Reading class is to convert secondary into experimental knowledge. We have not time to take up the work in this way, you say. A certain amount of work must be "gone over" in the term. The process is, I grant, at first slow. It is a growth, and all true growth is slow. I speak from experience when I confess that the next examination may not reveal your work; but coming examinations will, and you have been cultivating a power which will be of infinite value to your pupil when he leaves the school for the greater school of life.

Watch two workmen fashioning a chair. One saws, planes and hammers, and every stroke tells towards the completion of the chair. The other saws, planes, and hammers, works just as hard, and we see but little progress. Where lies the difference? It is just the difference in the power of conception. One saw the chair in completion so vividly that he worked directly towards it. The other lacked this power, so much of his work went for naught.

What is it, teachers, ministers, lawyers, doctors, merchants, mechanics, laborers need as a foundation for success, but vivid conception, the power to vividly conceive ideals. Having this power, they may fail because of other defects. They cannot succeed if they have it not.

Reading, then, I repeat, is the most important subject. Develop the power of vivid conception of the thought, leave expression alone, and the expression will be most satisfactory.

Expression is the blossoming of the plant whose roots are in the mind. With less labor, in much less time, we can manufacture something which closely resembles the real flower; but dear friends, this is not that for which we work. We strive for that which will produce fruit, yield seed, and at the ingathering we shall find we have not wrought in vain.

I thank you for your attention. I thank our President for this opportunity of speaking to you. For these principles, with which I am perfectly satisfied, I am indebted to the "National School of Oratory and Elocution," of Philadelphia, which held a session at the Thousand Island Park last summer.

These principles were new to me. I thought they might be so to you, and hoped that you who have been so eminently successful as teachers would take them up heartily so that at our next convention we might hear of better methods along these lines, as, of course, I realize that some of these methods are defective, but I believe they are steps in the right direction.

It is impossible to come back from this school without a great desire to do better, truer work. The best one may do still better, and so in closing I can have no better wish than that it may be your happy privilege to attend the school next vacation.

THE habitude of personal action, however, has a far greater effect than the good precepts of others. —*Rabestock.*

*A paper read before the Kingston and Frontenac Teachers' Associations.

Primary Department.

PRIMARY GEOGRAPHY.

RHODA LEE.

By the time this copy of the JOURNAL reaches its readers, examination perplexities, closing-day worries, and all the other innumerable distractions of the last days will belong to the things of the past.

June! the most delightful month of the year—the ideal month for teaching, provided the thermometer keeps within proper bounds. Alas, that so much of it should have to be given up to examinations. But vacation has come at last, and we close the doors upon school life for a time, and leave trouble and perplexity to “cast their anchor in the harbor of a dream.”

It is not with the thought of an immediate perusal that I offer some few suggestions for primary geography, but that they may be at hand for the commencement of work in September. I am not of the opinion that a considerable part of the vacation should be devoted to planning and arranging for the work of the coming sessions. One who does this incurs a cost greater than she thinks, but which she will probably realize before another summer invites rest. Rest is an imperative duty, an obligation that must not be disregarded.

Direction is often said to be the first idea to be developed in the study of geography, but there are two prior points that should by no means be neglected. I refer to POSITION and DISTANCE. The first of these may be included in language lessons, but the ideas and terms we wish to teach are these: Above, below, in front of, behind, beneath, under, over, between, around, near, far, from, to the left of, to the right of, and beside. Use objects in these lessons at first and allow the children to place them in different positions, when possible. If the class can read readily, place two long lists on the blackboard, one being names of objects, and the other the terms given above. Then point to the term “above,” then to “stove.” Ask the pupil to name the object in that position. He will probably give you as answer, “the stove-pipe is above the stove,” or “the ceiling is above the stove.” Question as to the relative position of pupils in class. Answers will be given in some such form as this: “John is two seats in front of Harry,” or “Mary sits to the right of Kate,” etc.

In developing the idea of *distance*, provide each child with a piece of pasteboard one inch square. If the word inch is not understood, we must explain before proceeding further. Next, with the pasteboard inch measure the length of slates, reading-books, pencils, desks, hands, and everything else obtainable. By means of a box develop the terms width and depth. By means of the ordinary twelve-inch ruler, with which almost every child is provided, he can bring out the idea of feet, and he might also go on to speak of yards and miles.

Then in a very simple way we must develop the idea of drawing and measuring according to scale. Sketch a house on the board, and at some distance to right or left a church, school, or other object. Explain

why the pictures are perforce so much smaller than the objects themselves. Take four inches to equal a mile, and let the children find out how many miles long the road is between the church and the house. For greater convenience, take one in. = one mile, and give slate exercises such as the following:—Draw a park three miles each way; a field one mile each way; a road six miles long.

At another time take one inch to equal a foot, and give the following problems:—Draw a board six feet long and one foot wide. Draw a fence three feet high and six feet long. This work may seem too difficult for little children, but is not, if they have been trained to think. They will understand and copy it thoroughly, and the teacher will realize its value when map study is begun.

CHARTS.

ARNOLD ALCOTT.

WELL, the holidays are fairly ours at last. And presuming that many of our readers have said “good-bye” to school-work for a few weeks, the writer will present a very short paper to the Primary Department.

The vacation is unquestionably an excellent time in which to formulate and prepare charts for the coming session. It is hardly necessary to repeat what has been said so often in this department, that new methods and new beginnings are absolutely necessary to preserve a “growing” teacher.

The majority of your pupils may be new, and, therefore, your old methods will probably be new to them, but, nevertheless, we still say that plans new to yourself are very helpful to you in getting and keeping a hold on your new class.

Perhaps one of the most useful charts a primary teacher can have, and one which includes in its uses Reading, Spelling, Language and Object work, is one which I will call “Our Language Chart.”

Let me describe a few of its pages to you, not for you to copy, for it is quite probable yours will excel mine, but by way of suggestions.

One page contains a number of names of persons, of places, and of common objects in the school-room. In another part we have the name of fruits, of toys, of articles of furniture, of animals, of birds, of flowers, etc.

These pages are useful for oral or written sentence-work; also, for spelling.

For sight-reading the following exercises are very good.

1. “Tell me the names of three persons.”
2. “Write the names of two hotels, of two railroads, and of four express companies.”
3. “Tell me the names of two things you would like to have.”

4. “What is your name?”

5. “Where do you live?”

6. “How is your sister?”

These sentences are to be read silently by each pupil, and only the *answer* is to be given. So you see that here is a valuable training in automatic word-recognition, and rapid thought-getting followed by precise

and definite answers of the requirements to each sentence.

Again, a capital review for the Object-lesson work may be very simply begun on the chart with reference first to the materials of which things are made, by saying:

Tell of what these things are made:—

A stove, shoes, the floor, brooches, a knife, a house, books, dresses.

Again, we may take a higher step, and ask the pupil to name some *round* objects, some inflammable objects; also objects that are brittle, flexible, porous, opaque, etc.

Another very interesting and profitable exercise is similar to the following:—

1. What is a bird's house called?
2. Give me the name of a pig's house.
3. Of a lion's home.
4. Of a rabbit's house, etc., etc.

We may teach Singular and Plural by a suggestion like this:—

1. Give the name of more than one:—Ox, goose, chimney, leaf, child, house, mouse.

Write, using in sentences.

EMOTION WORDS.

1. Give me a word, or several words, used to show joy, sorrow, surprise, fear, etc.
2. Speak the following so that I shall

FEEL the meaning:—

- (a) What a hot day it is!
- (b) Just look at him!
- (c) What a lovely rose!
- (d) How jolly it will be at the pic-nic!
- (e) Hush! baby's asleep.

The foregoing is one of the best, if not, the best page of the chart, for it appeals to the three sides of the pupil's nature, the physical, the emotional and the intellectual.

A LESSON ON ANIMALS.

THE CAT TRIBE.

1. THE cat has many relatives: lions, tigers, leopards.

2. What do we mean by a tribe of men?

3. What is meant by the cat tribe?

Characteristics.—Kind of food, teeth, feet, claws; surface of tongue, motion of jaws; whiskers and their use; structure of the eye; why? Treatment of prey.

4. *The Domestic Cat.*—A pet; habits; attachment to their owners; evidence of cleverness; ability to communicate their wishes; ability to express their feelings; stories of.

5. *The Wild Cat.*—Places of abode; comparison with domestic cat; tail; color; markings; character; savage; stories of.

6. *The Lion.*—Characteristics which mark them as cats; great strength; fierceness; size; length; color of fur; tail; mane. Home of the lion. Manner of seizing prey; brave but sometimes easily frightened; stories of.

7. *The Tiger.*—Characteristics which mark them as cats; color and markings; strength and fierceness; crafty and cunning; how they are hunted; easily tamed when young; food of pet tigers; home; stories.

8. *The Leopard.*—Size; timidity; courage when attacked; color; markings; ability to climb; crafty and cunning; food; haunts of; home of; stories of.

9. *The Jaguar.* Size; marking; home;

crafty; food; ability to fish; ability to swim; stories of.

10. *The Panther or American Lion.*—Color; size; home; prey; cowardice of; easily tamed.

NOTE. In many primary schools lessons are given on the cat and other domestic animals, first as a basis of reading lessons; afterward in connection with language lessons. Much more attention is now being paid to wild animals in connection with geography work, and as a basis of language work. Teachers should use every endeavor to obtain pictures and suitable stories to illustrate this work. Wood's Natural History Readers and a series of books on animals by Johonnot are very helpful. Mention may also be made of Wallace's Geographical Distribution of animals and Murray's Geographical Distribution of mammals.—*Wyoming School Journal.*

✻ Mathematics. ✻

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

THE QUADRANGLE OR QUADRILATERAL.

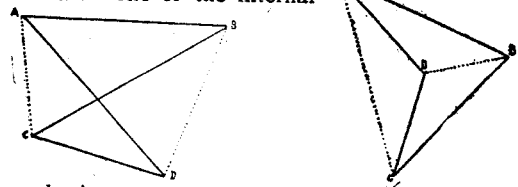
DEF.—A closed figure having four lines as sides is in general called a *quadrangle* or *quadrilateral*.

Thus ABCD is a quadrangle. The lines AC and BD, which join opposite vertices, are *diagonals* of the quadrangle.

This definition admits of three different figures, viz.:

1. The *normal quadrangle*, in which each of the internal angles is less than a straight line. This is what is usually meant when no qualification is inserted.

2. The *inverted quadrangle*, in which one of the internal

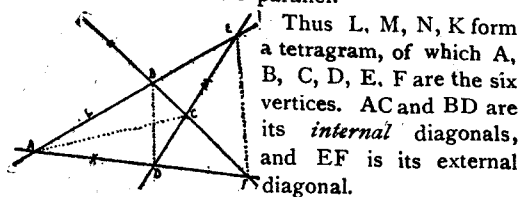


angles is re-entrant, as at D.

The *crossed quadrangle*, in which two of the sides cross each other.

In each figure AC and BD are the diagonals, so that both diagonals are within the figure in the normal quadrangle, one is within and one without in the inverted quadrangle, and both are without in the crossed quadrangle.

The general properties of the quadrangle are common to all three forms, these forms being only variations of a more general figure called a *tetragram* or general quadrangle, formed by four lines, no three of which pass through the same point, and no two of which are parallel.



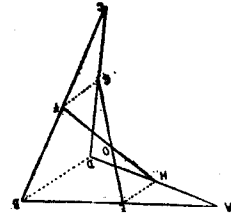
Thus L, M, N, K form a tetragram, of which A, B, C, D, E, F are the six vertices. AC and BD are its *internal* diagonals, and EF is its *external* diagonal.

PROPERTIES OF QUADRANGLES.

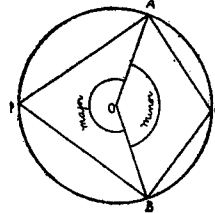
1. The sum of the internal angles of a quadrangle is four right angles.

For the angles of the two triangles ABD and CBD make up the internal angles of the quadrangle, and these make up four right angles. (See Fig. 1.) That this theorem applies to the inverted quadrangle is readily seen, from Fig. 3, and the crossed quadrangle also has six internal angles whose sum = 4 right angles.

2. The straight lines joining the middle points of the opposite sides bisect each other.



For by a well-known property of the triangle HE is parallel to DB and equal to $\frac{1}{2}$ DB; also GF is $\frac{1}{2}$ DB and parallel to it; \therefore HE is equal to GF and parallel to it; and hence the triangles OHE and OGF are congruent and EO=OG, also HO=OF. From Fig. 7 we see that this is true in the case of the inverted quadrangle, and, Fig. 8, in the case of the crossed quadrangle also.



3. A concyclic quadrangle has its opposite internal angles supplementary.

Since the angle at the centre is double of the angle at the circumference.

$$\frac{1}{2} \text{AOB minor} = \text{APB}$$

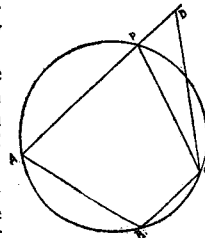
$$\text{and } \frac{1}{2} \text{AOB major} = \text{AQB}$$

The sum of APB and AQB = $\frac{1}{2}$ of four right angles.

4. Conversely, if the opposite angles are supplementary the quadrangle is concyclic.

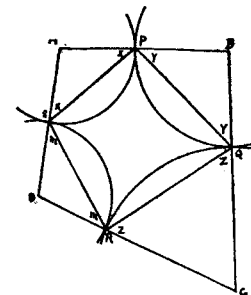
If possible let the circle through A, B, C, cut AD in some point P; join PC. Then APC+ABC=ADC+ABC=2 rt. angles by 3.

\therefore APC=ADC, which cannot be true; hence the circle cannot cut AD at any other point than D.



5. If four circles touch two and two externally, and the points of contact be joined, these lines form a concyclic quadrangle.

Let A, B, C, D be the centres, and P, Q, R, S, the points of contact. AB passes through P, BC through Q, etc.



The sum of the angles A, B, C, D = 4 right angles by 1.

$$\therefore 2(x+y+z+m) = 4 \text{ rt. angles.}$$

$$\text{or } (x+y) + (z+m) = 2 \text{ rt. angles.}$$

But all the angles at P and r = 4 rt. angles.

\therefore SPQ + SRQ = 2 rt. angles and SPQR is a concyclic quadrangle by 4.

6. In a quadrangle circumscribed to a circle the sums of the opposite sides are equal in pairs; and if the vertices be joined to the centre the sums of the opposite angles at the centre are equal in pairs.

For in the figure the segments of AB, BC, etc., marked X, Y, Z, M are respectively equal to such other, for they are pairs of tangents from the same points.

$$\therefore (x+y) + (z+m) = (y+z) + (x+m)$$

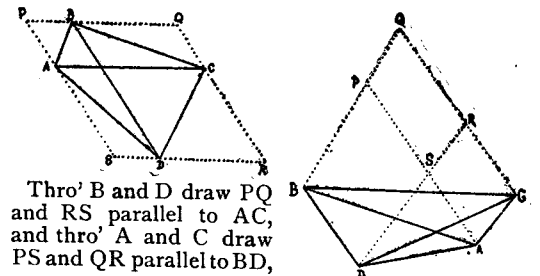
$$\text{or } AB + CD = BC + AD.$$

Also by joining the centre with the vertices and with the points of contact we see that n=n, r=r, etc.

$$\therefore (n+p) + (q+r) = (n+r) + (p+q)$$

$$\text{or } AOD + BOC = AOB + COD.$$

7. A quadrangle is equal to one-half the parallelogram on its diagonals.



Thro' B and D draw PQ and RS parallel to AC, and thro' A and C draw PS and QR parallel to BD,

Then Qd, ABCD = ABC + ADC, or ABC - ADC (Fig. 14).

$$= \frac{1}{2} PC + \frac{1}{2} AR, \text{ or } \frac{1}{2} PC - \frac{1}{2} AR \text{ (Fig. 14).}$$

= $\frac{1}{2}$ parallelogram PR in both figures.

8. In a concyclic quadrangle the rectangle on the diagonals is equal to the sum of the rectangles on the sides taken in opposite pairs. *Ptolemy's Theorem* See Euclid Book VI., Prop. D.

9. The area of any quadrangle is one-half the product of the diagonals multiplied by the size of the angle between them.

$$\text{For } AOB = \frac{1}{2} OA \cdot OB \sin \theta$$

$$BOC = \frac{1}{2} OB \cdot CO \sin \theta,$$

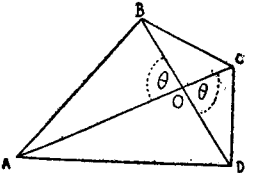
since $\angle OBC = \text{sup of } \theta.$

$$COD = \frac{1}{2} CO \cdot DO \sin \theta$$

$$DOA = \frac{1}{2} DO \cdot OA \sin \theta$$

Adding we have

$$\text{Quad.} = \frac{1}{2} AC \cdot BD \sin \theta.$$



10. In a concyclic quadrangle whose sides are a, b, c, d, and $s = \frac{1}{2}(a+b+c+d)$, the area is expressed by the formula $\text{area} = \sqrt{(s-a)(s-b)(s-c)(s-d)}$

See any text-book on Trigonometry.

11. For any quadrangle the expression for the area is $(\text{area})^2 = (s-a)(s-b)(s-c)(s-d) - abcd \cos^2 \frac{1}{2}(A+C).$

Where A and C are opposite angles, see *Casey's Plain Trigonometry*, art. 152.

12. For the Harmonic Properties of the tetragram or complete quadrangle, see Prof. Dupuis' *Synthetic Geometry* (Macmillan & Co.) Part V., p. 259 et seq. For further discussion of quadrilaterals and many interesting propositions of a more difficult nature, see *McClelland's Geometry of the Circle*. (Macmillan & Co., 1891).

W. WILLIAMS, B.A., of Collingwood, in his address on "Grammar," before the South Simcoe Teachers' Convention, maintained that too much attention is given now to the teaching of syntax, or the way in which words are put together, and too little to analysis and parsing, the most difficult and by far the most important features of grammar. No part of grammar is more difficult than the classification of words, and in this a more complete mental operation is required of the pupil than teachers are generally aware of. Analysis gives a better understanding of the sentence. Further we see the relation of the parts. It is the best means of developing the judgment, and is one of the highest means of mental training. In remarks that followed this address, the various speakers concurred with Mr. Williams, and urged that greater attention be paid to analysis and parsing.

THE South Simcoe Teachers' Institute met in Convention, at Alliston, on Thursday morning, June 9th. In his opening address, President McKee described his mode of conducting the two public examinations which are now compulsory, viz., with a pleasant intermingling of class recitations, singing, etc. Teachers received important information concerning Public School Leaving and Entrance Examinations. Papers were presented on "The Essay," by A. C. Batten; "Composition," by J. F. Power; "Grammar," by J. F. Cunningham. Lessons and addresses, on the teaching of Geography, by J. A. Corbett; "Decimals," by J. A. Brown; Teaching History, by H. O. Thompson, and "Grammar," by W. Williams, B.A., were also presented. The officers for this year are: President, Rev. Thomas McKee; Vice-President, J. F. Power; Sec.-Treasurer, G. M. Robinson; Executive Committee, Messrs. Batten, Moore, Finn, Brown, Holt, and Misses Steckley and Downs. Promotion Examiners, Messrs. Wilson, Power, Moore, McPherson, Batten, Cummings and Wanless.

English

Edited by Fred. H. Sykes, M.A., EDUCATIONAL JOURNAL, Toronto, to whom communications respecting this department should be addressed.

A CANADIAN VOLUME.

Hints for Language Lessons and Plans for Grammar Lessons. By J. A. MacCabe, M.A., Principal Ottawa Normal School. Pp. 58. Boston: Ginn & Co.

The publication of this little volume by so excellent a teacher as Dr. MacCabe merits more than a passing notice. What the teaching of Grammar has long lacked, especially in elementary classes where the need is greatest, is some series of practical lessons which, while covering the essential points of English Grammar, should not exceed the limits of the child's understanding. Every teacher knows that English Grammar has been the most barren of studies, and that for one pupil who has clear and definite ideas on the subject, ten wander in the mazes of hopelessly confused definitions. In the primer before us the author has definitely fixed for himself a limit to his model lessons; he treats the parts of speech; proper and common nouns; transitive and intransitive verbs; qualitative, quantitative and demonstrative adjectives; personal, relative, interrogative and demonstrative pronouns; number, gender, case; voice, mood, tense; the gerund and the participle. In short, he gives these fundamental facts of grammar which the junior pupil, when properly taught, can intelligently deal with; and wisely abstains from the abstruse problems of the subjunctive and from any but the simplest terminology. It is true we cannot always agree with Dr. MacCabe's statements of fact. In the chapter on the interjection (p. 21) for example, it is in our opinion a mistake to class *help! fire!* as interjections, in the same breath with which we speak of *ah!* and *psaw!* as such. Nor do we think the definition of the Conjunction (p. 19) very lucid,—“Some words are used to join other words, or to join statements. A word of this class is called a conjunction.” These, however, are minor faults in a volume which from first to last is based on sound principles of instruction, and which presents for the teacher's use models and outlines of practical lessons, which if followed with intelligence and zeal will bring order and light to many who at present find English Grammar a most difficult subject of instruction. The method with which the author presents his lessons may be judged from the following lessons, which we reproduce from pp. 9-13.

SUBJECT AND PREDICATE.

Topic. Every statement may be divided into two parts—one part standing for or naming that about which the statement is made, the other part making the statement about the thing named in the first part. The part standing for that about which the statement is made is called the *subject* of the statement or sentence; the other part, which makes the statement, is called the *predicate*.

Introduction. Ask the class to name some person or thing, such as *John, the dog, the cat, birds*. Ask them to say something about these things, bringing out such statements as *John reads, the dog barks, the cat runs, birds fly*. Tell the class that these are called *statements*, because in them we *state* or *tell* something about a person or thing.

Development. 1. Write on B.B. a sentence consisting of a noun and a verb; as, *Birds fly*.
2. Ask the class to read the part which names or stands for that about which we state something. Answer: *Birds*.
3. Underline the word and draw a vertical line after it.
4. Ask the class to read the part which states something about the thing named. Answer: *Fly*. Doubly underline this word.
5. Drill. What does the first part of this group of words do? It names the thing about which we make the statement. What does the second part do? It makes

a statement about that which is named by the first part.

6. Write on the B.B. several other examples, a few of this kind, but gradually increasing the number of words by adding adjuncts of the subject and of the predicate, avoiding for the present, statements too long or too complicated, and leading the pupils to make *two* parts in all cases, and only two,—one naming something, the other making a statement about the thing named.

What one thing have we done with all these statements or sentences? What one thing did all these statements permit us to do for them? To break them up or divide them into two parts. What are these parts? [Given in words of development.] How are these parts always known? [This with a view to the division of *inverted* sentences, on the division of which a good drill should be given later on.]

The class is now *told* by the teacher that the part which names that about which we make the statement is called the *subject* of the statement or sentence, and that the part which makes the statement is called the *predicate*. The words are written on the B.B., pronounced and spelled by the class.

A definition is now drawn from the class,—a simple one, embodying the characteristics brought out in the development. This definition may be written on B.B. and pupils drilled upon it.

1. A number of statements are given orally by the teacher; the pupils divide into subject and predicate. [The technical terms will now be used.]

2. Statements are placed on B.B.; pupils copy, and as desk work divide them into two parts.

3. Pupils compose statements, showing the same division.

THE NOUN.

Words which are *names* of things (or names of persons, places, or things) are put in one class. A word of this class is called a *noun*.

Lead the pupils to see that if we wish to call any person, or to speak of any person or thing, we first *name* the person or thing, or give it a *name*.

1. A number of objects are held up individually before the class.

2. As each object is shown, the class give its name, and this name is written on the B.B. by the teacher.

3. As each name is obtained, the class is led to call it a *name* or *name-word*. Good drill in each case.

4. Names of other objects in the school-room obtained from pupils without presenting the object. B.B. and drill on each word, as before.

5. Names of objects outside school-room obtained from pupils. B.B. and drill, as before.

1. Names are read by pupils.
2. Pupils, by questioning, are led to see that all these words on the B.B. are alike in one particular,—all are *names* or *name-words*.

1. The class is now *told* that instead of *name* or *name-word* we use the word *noun*. Review and drill. What is this word called? [Pointing to the first.] A *noun*. What is this word called? [Pointing to the second.] A *noun*. And so on to the end.

2. Technical term written on B.B., pronounced and spelled by pupils.

The pupils are asked to give a simple definition of technical term. If necessary, the definition may be written on B.B. and pupils thoroughly drilled upon it.

1. Pupils are asked to give nouns orally.

2. From sentences written on B.B., pupils are asked to pick out nouns and write them in note-books as desk work.

From a page of their “Reader” pupils

are asked to pick out and write nouns, as in the last case.

THE VERB.

NOTE.—Before laying down a plan for the verb, it is well to consider the aspect in which this part of speech may be best presented to the class. Shall we teach the verb as the chief word in making a statement? the word which of itself can make a statement? or shall we teach the verb as a word which tells about the doing of something? The first aspect is the more scientific one, as it will include *all* verbs; the second is the simpler one, although it will not include *all* verbs. Still, on account of its simplicity and the fact that the great majority of verbs come under it, it is the aspect presented here.

Topic. Words which tell about the doing of something, or which tell what some person or thing does, are put in one class. A word of this class is called a *verb*.

Introduction. Pupils questioned as to which of them are ready to help the teacher. How many will do a little work for the teacher? One pupil selected; his name obtained; placed on B.B. What class? Why? What is a noun? Clearly distinguish between *thing* and *name*.

Development. 1. The pupil is called on to walk; class tell what he does. The expression “John walks” thus obtained, placed on B.B.

2. The class is questioned as to the use of the new word. It tells what John does (the *person* John, not the word). Good drill; all the class exercised.

3. The pupil is called on to perform other actions, as talk, sing, bow, jump, run, etc.; the word expressing the action, obtained in each case and placed on B.B. Good drill on each example as to the use of the new word.

4. Other nouns selected and placed on B.B. The class is called on to add a word to each, telling something that each *thing* does. Drill on the use of each new word.

Generalization. Rapid review, as in the case of the noun. (See Generalization, under “Noun.”)

All these words are alike in one particular,—each tells what a person or thing does.

Technical Term. Teacher *tells* class that each of these new words is called a *verb*. Review and drill, as in the case of the noun. (See Technical Term, under “Noun.”)

Technical term written on B.B., pronounced and spelled. Meaning of “part of speech” brought out.

Definition. The class is called on to give a simple definition. Definition placed on B.B. Thorough drill.

Practical Exercises 1. Short sentences given orally by teacher; pupils pick out verbs.

2. Sentences written on B.B.; pupils copy and pick out verbs.

3. Pupils pick out verbs from page of “Reader.”

4. Nouns given orally by teacher; pupils supply verbs.

5. Nouns written on B.B.; pupils copy and supply verbs.

6. Pupils supply both noun and verb.

THE BEST SCHOOL EDITION OF “THE MERCHANT OF VENICE.”

THE following letter from Mr. Wilson calls attention to an edition of Shakespeare's plays not, we believe, generally known, certainly not in general use. Mr. Wilson has done a favor in calling attention to it.

In your number of March 1st, an article on “Aids to the Study of ‘The Merchant of Venice,’” gave a list of “the best editions for ordinary school use,” but the list did not include either Hudson's or Sprague's. The latter is, I think, the best school edition of Shakespeare published, and, as my own class-work proves, bears the test of the school-room. It combines the excellences of all the other editions,

Continued on page 94.

Hints and helps.

A MANUAL OF PUNCTUATION AND SOME MATTERS OF TYPOGRAPHY (Continued).

DESIGNED FOR PUPILS, TEACHERS, AND WRITERS.

BY JAMES P. TAYLOR, LINDSAY.

CHAPTER IV.—COPY, PROOF-READING, ETC.

Before the printer proceeds to set up the "job," he must set his composing stick. This is a small iron frame into which he sets the lines of type, and is so constructed that it can be gauged for a line of any desired length. Being told that the length of the lines, or the width of the page, is so many ems, he sets up the given number, makes his stick hold them easily but firmly, and then securely fastens it. Now, if he has any pride in his professional skill, he will take unusual care to do a "good job." He will space evenly between the words, never making a difference of more than a 5-em space, and carefully justify the whole. In dividing words at the end of a line, unless he has more than the first letter of a word for the end of a line, or more than the two last letters of a word for the beginning of a line, he will not divide; he will not have more than two consecutive lines disfigured with a hyphen at their ends; nor will he break a word between two pages, at the end of the first line of a paragraph, or at the end of the last full line of a paragraph. And, between a semicolon, a colon, a note of interrogation, or a note of exclamation, and the word to which either of these marks is annexed, he will put in at least a 5-em space.

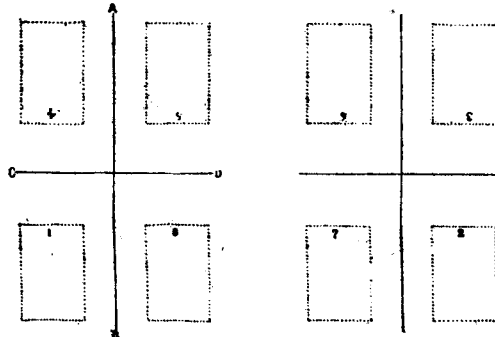
As soon as he has set up enough for a form, and has arranged it securely for an impression, he takes the first proof. This is at once put into the hands of the proof-reader. He is the argus-eyed old man that picks out the errors. But, whoever he is, however capable he may be, and however particular he may be, he is not sure of detecting every mistake. His experience has taught him to see that n is not used for u, nor u for n; that l is not in for I, nor I for l; that d is not in for b, nor b for d; that fi is not in for fi; that fl is not in for fl; that (.) is not in for (.), nor (.) for (.), etc. After carefully comparing the proof with the copy, and marking all the errors on the margin of the proof-sheet, he may turn over to the compositor for correction something like this:

- Distinctive as a descriptive poet by s caps his fine Lays of Ancient Rome and Italics yet more distinguished as a master of English prose by his Essays and his noble History of England. Macaulay stands prominent among highest the literary names of the seventeenth century. When amid the Christmas Festivities of 1890, a mournful whisper crept into almost every parlour home in the land, telling of his death, there were few hearts so thoroughly engrossed by the pleasures of the passing hour as not to send a thought of affectionate sorrow into that quiet room at Kensington, etc. denotes the indentation of an em for a paragraph. over ae, oe, fi, or fl, indicates that they are to be printed æ, œ, fi, and fl. means delete, or strike out indicates an inverted letter. X means a broken letter. insert a space at the put down the space that shows. are put under words or letters that have been erased in mistake to signify that they are to be restored. See, let it remain, is written in the margin means that the spacing is at fault. move the word or line towards the face of the bracket. l.c. put in a lower case letter, i.e., a letter not a capital. w.f. the letter being of a different font must be exchanged. tr transpose letters or words. Dy. query, or what does it mean?

After the compositor has corrected the errors indicated in the first proof, a revised proof is taken, and this should receive exceptional care in its revision. Indeed, after the closest scrutiny of the revised proof, by the most experienced and accomplished proof-readers, there will sometimes appear in the publication a glaring error that an eight-year-old boy would laugh at. It may be traceable to the proof-reader or to the compositor. Sometimes the latter overlooks a correction in the proof, and sometimes he makes an error while correcting one,—perhaps, if he has to take out a word, he may put that word back upside down. It has been done. A book without a typographical blemish is a rare one.

All known errors being corrected, the matter—the set-up type—is set off into pages. Two-thirds of the matter needed for a page is all that usually appears on the first page. Then the pages must be imposed, i.e., so arranged that, after one-half of them have been impressed on one side of a sheet, and the other half impressed on the other side of the sheet, the sheet, after being folded, will have every page in numerical order. Imposing a form often calls for cool-headed work. But the imposer, who has the pages on the "stone," a stone table, soon arranges them properly. If the form be an octavo, he disposes the pages in the following order:—

FOR AN OCTAVO.

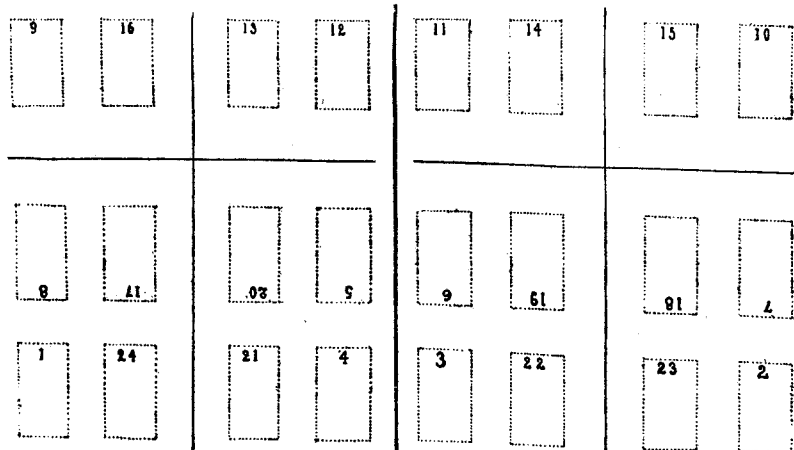


AB is called the gutter; CD, the head-stick.

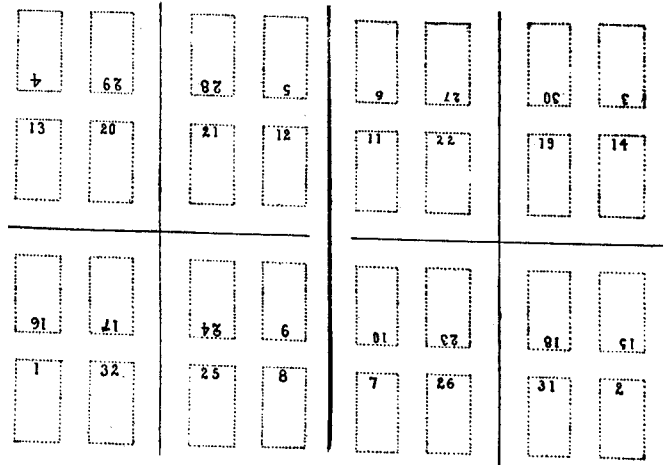
A form of "twenty-fours" is variously imposed, but the "lay" given is the best for general use. Sometimes a form of "twelves" is required; it is laid on the same principle.

In these, although some of the head-lines are outside, yet the sheet will not need cutting.

When the form is correctly imposed, it is surrounded with a chase. This is a solid iron frame, inside of which the types can be very tightly wedged together. And "tightly wedged together" they must be; otherwise types and spaces would be constantly slipping up and causing not only annoyance and trouble to the pressman, but often doing irreparable damage. After the form has been locked, or wedged tightly, and planed, i.e., the type having been levelled by beating down all the letters that may have been elevated above the rest, another proof is invariably taken.

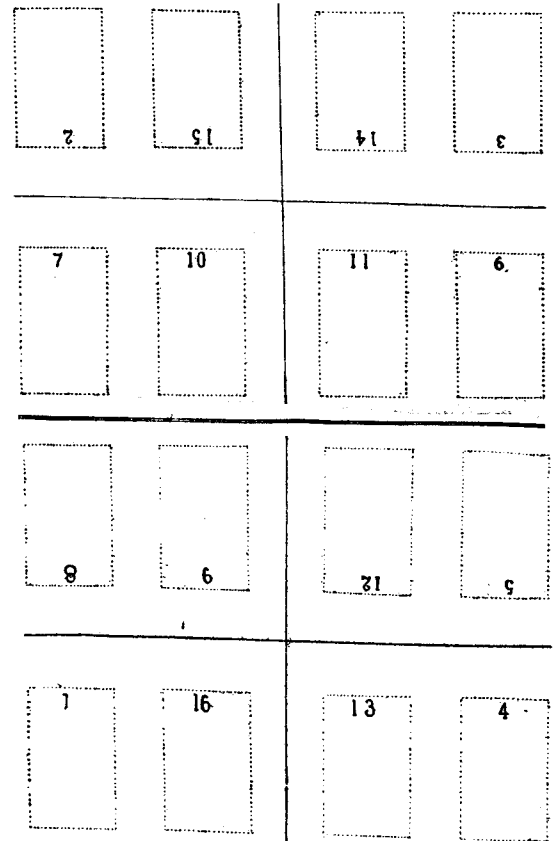


A FORM OF TWENTY-FOURS.



THIRTY-TWOS.

Letters may have been broken in planing the form; or they may have fallen out in "lifting" the form. If this last proof be satisfactory, the responsibility of what follows falls upon the press-



A FORM OF SIXTEENS.

man. However well the compositor may have done his work, unless the pressman can meet him equally, the publication will be but a scraggy production. Tastes vary as to the strength of color on a page; some prefer a black page, others prefer a pale page; but all agree that the same shade of color must be preserved throughout, and that no indentation of the type must be anywhere perceptible.

When the opposite pages of a leaf exactly correspond in position, i.e., when the head-lines and side-lines of one page are exactly opposite those of the other page, they are said to be well registered.

A test of the correct-

ness of the form of sixteens may be had by summing together 1, 16, 13, 4; 8, 9, 12, 5; 6, 11, 10, 7; and 3, 14, 15, 2. If the four results are equal, it is presumed to be imposed correctly.

CHAPTEK V.—LIST OF ABBREVIATIONS IN COMMON USE.

A.A.S.—*Academia Americana Socius*, Fellow of the American Academy.
 A.B.—Bachelor of Arts.
 Abp.—Archbishop.
 A.C.—*Ante Christum*, before Christ
 Acct.—Account.
 A.D.—*Anno Domini*, in the year of our Lord.
 Ad. lib.—*Ad libitum*, at pleasure.
 Adjut.—Adjutant.
 Adjut.-Gen.—Adjutant-General.
 Ad. v.—*Ad valorem*, at the value.
 Et.—*Etatis*, aged.
 A.F.A.M.—Ancient, Free and Accepted Masons.
 Agric.—Agriculture.
 A.H.—In the year of the Hegira.
 Ala.—Alabama.
 Alex.—Alexander.
 Alg.—Algebra.
 Alta.—Alberta.
 And.—Andrew.
 Ans.—Answer.
 A.M.—Master of Arts; before noon; in the year of the world.
 Amb.—Ambassador.
 Amt.—Amount.
 Ang.-Sax.—Anglo-Saxon.
 Anon.—Anonymous.
 Ans.—Answer.
 Anth.—Anthony.
 Antia.—Antiquities.
 Ap.—*Apud*, in the writings of.
 Apoc.—Apocalypse.
 Arch.—Architecture.
 Arith.—Arithmetic.
 Ariz.—Arizona.
 Ark.—Arkansas.
 Assa.—Assiniboia.
 Astron.—Astronomy.
 Atty.—Attorney.
 Atty.-Gen.—Attorney-General.
 A.U.C.—In the year of the building of Rome.
 Aug.—August; Augustus.
 Aus.—Austria.
 Avoir.—Avoirdupois.
 B.A.—Bachelor of Arts.
 Bal.—Balance.
 Bart.—Baronet.
 Bbl.—Barrel or barrels.
 B.C.—Before Christ; British Columbia.
 B.C.L.—Bachelor of Civil Law.
 Benj.—Benjamin.
 B.L.L.—Bachelor of Laws.
 B.M.—Bachelor of Medicine.
 Bot.—Botany.
 Bp.—Bishop.
 Brig.—Brigadier; brigade.
 Brig.-Gen.—Brigadier-General.
 Bro.—Brother.
 Bros.—Brothers.
 Bu.—Bushel or bushels.
 B.V.—*Beato Virgo*, Blessed Virgin; *Bene Vale*, farewell.
 Cæter. par.—*Cæteris paribus*, other things being equal.
 Cal.—California; Calendar.
 Cam.—Cambridge.
 Cant.—Canticles, or Song of Solomon.
 Cap.—*Caput*, chapter.
 Capt.—Captain.
 Capt.-Gen.—Captain-General.
 Cath.—Catherine; Catholic.
 C.B.—Companion of the Bath; Cape Breton.
 C.C.P.—Court of Common Pleas.
 C.E.—Civil Engineer.
 C.f.—*Confer*, compare.
 C. or Cent.—Centigrade.
 C.H.—Court-House.
 Ch.—Chapter.
 Chal.—Chaldaic.
 Chas.—Charles.
 Chem.—Chemistry.
 Chron.—Chronology; Chronicles.
 Cit.—Citizen.
 C.J.—Chief Justice.
 Cl.—Clerk.
 Co.—Company; county.
 C.O.D.—Collect on Delivery.
 Col.—Colonel; Colossians.
 Coll.—College; collector.
 Conch.—Conchology.
 Conn. or Ct.—Connecticut.
 Const.—Constitution.
 Cop.—Coptic.
 Cor.—Corinthians.
 C.P.—Common Pleas; Court of Probate.
 C.R.—*Custos Rotulorum*, Keeper of the Rolls.
 Cr.—Creditor; credit.
 Crim. Con.—Criminal conversation.
 C.S.B.—Congregation of St. Basil.
 C.S.S.R.—Congregation of the Most Holy Redeemer, Redemptorists.
 Ct.—Count; cent or cents.
 Cwt.—Hundred-weight.
 D.—Day or days; pence.
 Dak.—Dakota.
 Dan.—Daniel; Danish.
 D.C.—District of Columbia.
 D.C.L.—Doctor of Civil Law.
 D.D.—Doctor of Divinity.
 Dea.—Deacon.
 Dec.—December; declination.
 Deg.—Degree or degrees.
 Del.—Delaware; delegate; *De lineavit*, he drew it.
 Den.—Denmark.
 Dep.—Deputy.
 Deut.—Deuteronomy.
 D.F.—Defender of the Faith.
 Dft.—Defendant.
 D.G.—*Dei Gratia*, by the grace of God; *Deo Gratiis*, thanks to God.
 Dict.—Dictionary; dictator.
 Dist.—District.
 Dist.-Atty.—District-Attorney.
 D.M.—Doctor of Music.
 Dpt.—Deponent.
 Dr.—Debtor; Doctor.
 D.Sc.—Doctor of Science.
 D.T.—Doctor of Theology.
 Dub.—Dublin.
 Dut.—Dutch.
 D.V.—*Deo volente*, God willing.
 Dwt.—Pennyweight.
 Eccl.—Ecclesiastes.
 Eccles.—Ecclesiastical; Ecclesiastical.
 Ed.—Editor; edition.
 Edin.—Edinburgh.
 Edm.—Edmund.
 Edw.—Edward.
 E.E.—Errors excepted.
 E.G.—*Exempli gratia*, for example.
 E.I.C.—East India Company.
 Eliz.—Elizabeth.
 Emp.—Emperor; empress.
 Ency.—Encyclopedia.
 Eng.—England.
 Ent.—Entomology.
 Ep.—Epistle.
 Eph.—Ephraim; Ephesians.
 Esd.—Esdra.
 Esq.—Esquire.
 Esth.—Esther.
 Et. al.—*Et alibi*, and elsewhere; *Et alii*, and others.
 Et. seq.—*Et sequentia*, and what follows.
 Etc.—*Et cætera*, and so forth.
 Ex.—Example.
 Exch.—Exchequer.
 Exod.—Exodus.
 Exr.—Executor.
 Ez.—Ezra.
 Ezek.—Ezekiel.
 F. or Fahr.—Fahrenheit.
 Fath.—Fathom or fathoms.
 F.D.—Defender of the Faith.
 Feb.—February.
 fi, fa.—*Fieri facias*, cause it to be done.
 Fig.—Figure.
 ff.—The Pandects.
 F.G.S.—Fellow of the Geological Society.
 Flor. or Fla.—Florida.
 Fort.—Fortification.
 Fr.—France.
 F.R.A.S.—Fellow of the Royal Astronomical Society.
 Fred.—Frederic.
 Fri.—Friday.
 F.R.S.—Fellow of the Royal Society.
 Ft.—Foot or feet.
 Fur.—Furlong or furlongs.
 F.Z.S.—Fellow of the Zoological Society.
 Gael.—Gaelic.
 Gal.—Gallon or gallons; Galatians.
 G.C.B.—Grand Cross of the Bath.
 Gen.—General; Genesis.
 Gent.—Gentleman.
 Geo.—George; Georgia.
 Geog.—Geography.
 Geol.—Geology.
 Geom.—Geometry.
 Ger.—Germany.
 Goth.—Gothic.
 Gov.—Governor.
 Gov.-Gen.—Governor-General.
 Gr.—Grain or grains.
 Gram.—Grammar.
 Gtt.—*Gutta*, a drop.
 Hab.—Habakkuk.
 Hag.—Haggai.
 H.B.E.—Hudson's Bay Company.
 Heb.—Hebrews.
 Hf. bd.—Half-bound.
 Hhd.—Hoghead.
 Hin.—Hindoo.
 Hist.—History.

H.J.S.—*Hic jacet sepultus*, here lies buried.
 H.M.S.—Her Majesty's Ship, or Service.
 Hon.—Honourable.
 Hort.—Horticulture.
 Hos.—Hosanna.
 H.R.H.—His Royal Highness.
 h. t.—*Hoc titulo*, in or under this title.
 Hun.—Hungary.
 h v.—*Hoc verbum*, this word; or *His verbis*, in these words.
 Hyd.—Hydrostatics.
 Ib. or ibid.—*Ibidem*, in the same place.
 Icel.—Iceland.
 Ich.—Ichthyology.
 Id.—*Idem*, the same.
 I. e.—*Id est*, that is.
 I.H.S.—*Iesus Hominum Salvator*, Jesus, the Saviour of men.
 Ill.—Illinois.
 Illus.—Illustration.
 Imp.—Imperial.
 Incog.—*Incognito*, unknown.
 Ind.—Indiana.
 Ind-Ter.—Indian-Territory.
 In lim.—*In limine*, at the outset.
 In loc.—*In loco*, in the place.
 I.N.R.J.—*Iesus Nazarenus Rex Judæorum*, Jesus of Nazareth King of the Jews.
 Inst.—Instant, the present month.
 In trans.—*In transitu*, on the passage.
 Io.—Iowa.
 I.O.O.F.—Independent Order of Odd Fellows.
 Ion.—Ionic.
 i. p. i.—*In partibus infidelium*, in infidel countries.
 Ire.—Ireland.
 Isa.—Isaiah.
 It.—Italy.
 Jac.—Jacob.
 Jan.—January.
 Jas.—James.
 J.C.D.—*Juris Civilis Doctor*, Doctor of Civil Law.
 Jer.—Jeremiah.
 Jona.—Jonah.
 Jos.—Joseph.
 Josh.—Joshua.
 J.P.—Justice of the Peace.
 Jr. or jun.—Junior.
 J.U.D.—*Juris Utriusque Doctor*, Doctor of both Laws (Civil and Canon.)
 Judg.—Judges.
 Jul. Per.—Julian Period.
 Kan.—Kansas.
 K.B.—King's Bench; Knight of the Bath.
 K.C.B.—Knight Commander of the Bath.
 K.G.—Knight of the Garter.
 Ky.—Knight.
 Ky.—Kentucky.
 La.—Louisiana.
 Ladp.—Ladyship.
 Lam.—Lamentations.
 Lat.—Latin; Latitude.
 L.C.—Lord Chancellor.
 l. c.—*Loco citato*, in the place cited; lower case.
 L.C.J.—Lord Chief Justice.
 L.D.—Lady-Day.
 Ld.—Lord.
 Lev.—Leviticus.
 L.I.—Linguis.
 Lib.—Librarian; *Liber*, a book.
 Lieut.—Lieutenant.
 Lieut-Col.—Lieutenant-Colonel.
 Lieut.-Gen.—Lieutenant-General.
 Lieut.-Gov.—Lieutenant-Governor.
 Lit.—Literary.
 l. l.—*Loco laudato*, in the place quoted.
 LL.B.—Bachelor of Laws.
 LL.D.—Doctor of Laws.
 Lon.—Longitude.
 Lond.—London.
 L.S.—*Locus sigilli*, place of the seal; left side.
 LXX.—The Septuagint.
 M.A.—Master of Arts.
 Macc.—Maccabees.
 Mad.—Madam.
 Mag.—Magazine.
 Maj.—Major.
 Maj.-Gen.—Major-General.
 Mal.—Malachi.
 Man.—Manitoba.
 Mass.—Massachusetts.
 Math.—Mathematics.
 Matt.—Matthew.
 M.B.—Bachelor of Medicine; Bachelor of Music.
 M.C.—Member of Congress.
 M.D.—Doctor of Medicine.
 Md.—Maryland.
 Me.—Maine.
 Mech.—Mechanics.
 Med.—Medicine.
 Mem.—*Memento*, remember.
 Messrs.—Gentlemen.
 Met.—Metaphysics.
 Mic.—Micah.
 Mich.—Michigan; Michael; Michaelmas.
 Mil.—Military.
 Min.—Mineralogy.
 Minn.—Minnesota.

Miss.—Mississippi.
 M.M.—Messieurs, Gentlemen.
 Mme.—Madame.
 Mo.—Missouri; month.
 Mon.—Monday.
 Mont.—Montana.
 M.P.—Member of Parliament; Member of Police.
 Mr.—Mister.
 M.R.C.S.—Member of the Royal College of Surgeons.
 Mrs.—Mistress.
 MS.—Manuscript.
 MSS.—Manuscripts.
 Mt.—Mountain.
 Myth.—Mythology.
 N.A.—North America.
 Nah.—Nahum.
 Nath.—Nathaniel.
 Naut.—Nautical.
 N.B.—*Nota bene*, mark well; New Brunswick.
 Neb.—Nebraska.
 Neh.—Nehemiah.
 n. e. i.—*Non est inventus*, he is not found.
 Nem. con. or Nem. diss.—*Nemine contradicente*, or *nemine dissidente*, no one opposing.
 Neth.—Netherlands.
 Nev.—Nevada.
 N.F. or Nfld.—Newfoundland.
 N.H.—New Hampshire.
 n. l.—*Non liquet*, it does not appear.
 N.M.—New Mexico.
 Norw.—Norway.
 Nos.—Numbers.
 Nov.—November.
 N.P.—Notary Public.
 N.S.—Nova Scotia; New Style.
 N.T.—New Testament.
 n. u.—Name unknown.
 Num.—Numbers.
 N.V.M.—Nativity of the Virgin Mary.
 N.Y.—New York.
 O.—Ohio.
 Ob.—*Obiit*, he died.
 Obad.—Obadiah.
 Obj.—Objection.
 Obs.—Observation.
 Obt.—Obedient.
 O.O.C.—Order of Carmelites.
 Oct.—October.
 Olym.—Olympiad.
 Ont.—Ontario.
 O.P.—Order of Preachers, Dominicans.
 Or.—Oregon.
 O.S.—Old Style.
 O.S.A.—Order of St. Augustine.
 O.S.B.—Order of St. Benedict.
 O.S.F.—Order of St. Francis.
 O.T.—Old Testament.
 Oxon.—Oxononia, Oxford.
 Oz.—Ounce or ounces.
 P.—Page; pp.—pages.
 Pa. or Penn.—Pennsylvania.
 P.E.—*Partes æquales*, equal parts.
 P.E.I.—Prince Edward Island.
 Pent.—Pentecost.
 Per.—Persia.
 Per ct.—By the hundred.
 Pet.—Peter.
 Phar.—Pharmacy.
 Ph.D.—Doctor of Philosophy.
 Phil.—Philip; Philosophy; Philippians.
 Philem.—Philemon.
 Plif.—Plaintiff.
 P.M.—Post Master; *Post Meridie*, afternoon.
 P.M.G.—Postmaster-General.
 P.O.—Post-Office.
 Pop.—Population.
 Port.—Portugal.
 Pref.—Preface.
 Pres.—President.
 Prob.—Problem.
 Prof.—Professsor.
 Protem.—*Protempore*, for the present.
 Prov.—Proverbs; Provost.
 Prox.—*Proximo*, the next month.
 Prus.—Prussia.
 P.S.—Postscript; Privy Seal.
 Ps.—Psalm or Psalms.
 Pt.—Pint or pints.
 Pub.—Publisher; Publication.
 Pwt.—Pennyweight.
 Q. or Quest.—Question.
 q.—*Quasi*, as if were.
 Q.B.—Queen's Bench.
 Q.C.—Queen's Counsel.
 Q.E.—*Quod est*, which is.
 Q.E.D.—*Quod erat demonstrandum*, which was to be proved.
 Q.E.F.—*Quod erat faciendum*, which was to be done.
 q. l.—*Quantum libet*, as much as you please.
 Qm.—*Quomodo*, how.
 q. p.—*Quantum placet*, as much as you please.
 q. s.—*Quantum sufficit*, a sufficient quantity.
 Qt.—Quart or quarts.
 Que.—Quebec.
 Que.—Question.
 q. v.—*Quod vide*, which see.
 Qy.—Query.
 R.A.—Royal Artillery.
 R. or Reaum.—Reaumur.

Rec.—Rector; Receipt.
 Regt.—Regiment.
 Rem.—Remark.
 Rep.—Representative.
 Rev.—Reverend; Review; Revelation.
 Rhet.—Rhetoric.
 R.I.—Rhode Island.
 Richd.—Richard.
 R.I.P.—*Requiescat in pace*, may he rest in peace.
 R.N.—Royal Navy.
 Ro.—*Recto*, right-hand page.
 Robt.—Robert.
 Rom.—Romans.
 R.R.—Railroad.
 R.S.S.—Fellow of the Royal Society.
 Rt.—Hon.—Right-Honourable.
 Rt.—Rev.—Right-Reverend.
 Russ.—Russia.
 S. a.—*Secundum artem*, according to art.
 Sam.—Samuel.
 Sask.—Saskatchewan.
 Sat.—Saturday.
 Sc. or scil.—*Scilicet*, namely.
 Scot.—Scotland.
 Sen.—Senior.
 Sept.—September; Septuagint.
 Seq.—*Sequente*, in what follows.
 Seq.—*Sequentibus*, in the following places.
 S.J.—Society of Jesus, Jesuits.
 Sol.—Solomon.
 Sp.—Spain.
 S.P.Q.R.—*Senatus, Populusque Romanus*, Senate and people of Rome.
 S.P.—*Sine prole*, without issue.
 S.R.S.—Fellow of the Royal Society.
 SS.—Sections; Saints.
 St.—Saint; street; strat.
 Stat.—Statute.
 S.T.D.—*Sanctæ Theologiae Doctor*, Doctor of Sacred Theology.
 S.T.P.—Professor of Sacred Theology.
 Sun.—Sunday.
 Sup.—Supplement.
 Supt.—Superintendent.
 Surg.—Surgeon; Surgery.
 Surg.-Gen.—Surgeon-General.
 Surv.—Surveyor.
 Surv.-Gen.—Surveyor-General.
 Sus.—Susannah.
 Sw.—Sweden.
 Switz.—Switzerland.
 Tenn.—Tennessee.
 Tex.—Texas.
 Theo.—Theodore.

Theol.—Theology.
 Thess.—Thessalonians.
 Thos.—Thomas.
 Thurs.—Thursday.
 Tim.—Timothy.
 Tit.—Titus; title.
 T.O.—Turn over.
 Tom.—Tome or tomes.
 Tr.—Transpose; Trustee.
 Trans.—Translation; Translator.
 Treas.—Treasurer.
 Trin.—Trinity.
 Tues.—Tuesday.
 Tur.—Turkey.
 Typ.—Typographer.
 U.J.C.—*Utriusque Juris Doctor*, Doctor of both Laws.
 Ult.—*Ultimo*, last month.
 Univ.—University.
 u. s.—*Ut supra*, as above.
 U.S.A.—United States of America; United States Army.
 U.S.N.—United States Navy.
 V.—*Vide*, see.
 Va.—Virginia.
 Vat.—Vatican.
 V.C.—Vice-Chancellor.
 V.D.M.—*Verbi Dei Minister*, Minister of God's Word.
 Ven.—Venerable.
 v. g.—*Verbi gratia*, for example.
 viz.—*Videlicet*, namely.
 Vo.—*Verso*, left-hand page.
 Vol.—Volume.
 V.R.—*Victoria Regina*, Queen Victoria.
 Vs.—*Versus*, against.
 Vt.—Vermont.
 v v.—*Vice versa*, the terms being exchanged.
 Wash.—Washington.
 Wed.—Wednesday.
 w. f.—Wrong font.
 Wis.—Wisconsin.
 Wm.—William.
 Wp.—Worship.
 Wt.—Weight.
 Xmas.—Christmas.
 Xn.—Christian.
 Xnty.—Christianity.
 Xper.—Christopher.
 Xt.—Christ.
 Yr.—Year.
 Zech.—Zechariah.
 Zeph.—Zephaniah.
 Zool.—Zoology.
 &.—And.
 &c.—*Et cætera*, and so forth.

CONCLUSION.

SCHOOL DECORATION.

BARDA.

HAVE you tried it? If you have, you have found it too fascinating to be neglected. If you have not, you have missed much of the pleasure which is your right, and you should lose no time in reaching for it.

Do you say, "But my school is so dingy and awkwardly built, just four of the barest of walls, and the plainest of window and door frames, painted in the dullest of grays. I can not afford to decorate, and there is no use attempting it.

Isn't there? Your windows have sills, haven't they? And these would hold a half-dozen flower-jars? And surely there are plants kept in the homes of some of your pupils. Get as many of them as can, to bring plants or slips which you can plant in empty fruit cans. Cover these if you like, but the bright tin cans do not look amiss.

Then go yourself to a florist's, and spend one or two dollars carefully, and if they do not yield you a hundred per cent of interest (there is a pun there) before the end of October,—why, don't try again. A few ivies climbing over your windows, with some flowering plants below, will change their appearance considerably.

Your plants will make themselves useful too, in other ways. In Object and Language lessons, and in Composition, to say nothing of Botany, they will help you, they will make more interests in common between you and your pupils, and will keep your and their faces brighter, and your hearts too.

As you talk and write of them, you will mention other plants and flowers with which your pupils are not acquainted, and will find it necessary to bring pictures of them.

These you may tack up on the walls, for all to examine. If very pretty, you may frame them.

Then you will get some pretty calendars, and you or your pupils will find suggested to you other cheerful pictures which you may frame with evergreen boughs, or gay leaves, which you will all go out together to gather. At the same time you may collect pretty grasses, make bouquets or sheaves of

them and tie them with bright-colored ribbons, and hang them in the corners.

If you are so fortunate as to live within a few miles of (and not too near to) a butcher's slaughter-house, get some finely shaped horns, scald, scrape, and polish them, and you will have as pretty and graceful wall-vases as you could wish for, with this very desirable quality—they can not be broken.

I need say no more. If you try even so little as this, other ideas will suggest themselves to you, and when you observe how much more regular the attendance is, and how much more easily managed the children are, you will feel amply repaid for any trouble you may have taken.

English.

Continued from page 91.

and has very few of their defects. The following points, it seems to me, make it superior to all others.

(1) The notes are of the right character. They suggest thought, do not supersede it; they ask questions, do not answer them.

(2) The notes are in the right place. As their main purpose is to make the *pupil think*, they are put where they ought to be, at the bottom of the page.

(3) No other edition is so likely to lead the pupil to thoroughly work out Shakespeare's meaning, and to appreciate the subtler shades of thought.

(4) The æsthetic element receives full treatment. The appendix gives a method for the study of character development and character analysis.

(5) The actor's view, as given in Booth's notes, is a valuable feature. The realization of many of the finer points is wonderfully aided by knowing and picturing to ourselves the actor's look, posture and intonation.

The book has defects; but it *makes the pupil think*, and, from the pedagogic point of view, no edition of "The Merchant of Venice" is so good as Sprague's.

G. D. WILSON.

GLENCOE, ONT.

CORRESPONDENCE.

CORRECTION.

IN the answer to J. F. in last issue several errors occur. Read "Greek *sun*, together," and "predicate adjective modifying 'he'"; "relative (or conjunctive) adverb"; "holding therefore," for corresponding passages in the text of the JOURNAL.

SUBSCRIBER.—(1) Christianity came into England from several quarters. Before the heathen English from Germany had conquered England, Italy, Spain, France and Ireland had become Christian countries. In the Roman empire Christianity became the established religion of the state under the Emperor Constantine (ruled A.D. 306-337), though all the Romans were by no means Christians. Since the Romans did not leave Britain until A.D. 410, it will be evident that the Christian Church existed in Britain during the latter years of their occupancy; but this Christianity was not permanent. The Romans left Britain, the British relapsed into warfare and barbarism, and the conquest of the pagan English obliterated every trace of Christianity. Then Irish Christians attempted the conversion of the Picts in the north, while Columba from Iona, through Aidan, spread Christianity through the north of England. Yet before this last event Augustine had come from Rome (597) and established the new religion in Kent, which soon established itself over all England. The supremacy of one or other of these two branches of the Church was settled in the council at Whitby (664), when all bowed to the authority of St Peter (Roman Church). (2) By reference to Taswell-Langmead's "Constitutional History of England" it will be seen that the Magna Charta literally protected the Church of England, not the Church of Rome in England; the exact words are "quod Anglicana ecclesia libera sit." (3) There is no committee at work revising the P.S. History, of which we have any knowledge.

B. S.—Two points must be kept in mind in dealing with interjections—(1) that they are expressions of feeling by means of the voice; (2) that the thing

uttered has no meaning in itself as a word, but depends upon the tone of the speaker for its meaning. Hence we say in "Goodness, how he ran!" that "goodness" is an interjection because (1) it expresses admiration or astonishment, and (2) it has not meaning in itself as a word, for no one in using it as above associates any idea of the quality of goodness with his word. Hence in "Well, or come, John, let's be going"; "Now, John, do be quiet"; etc., we have "well," "come," "now," etc., read as interjections. Now in dealing with "The very thing!" "Out with the horses!" "Not at all!" we are not dealing with interjections, since these expressions have real force as intelligent words,—(That is) the very thing! (Go) out with the horses! (He was) not at all (right)! Similarly it would be absurd to speak of proper nouns being interjections in such sentences as "Come, John, be quick"; they are nouns with full noun force.

W. H. D.—(1) The italicised words in

"The lion is of a *tawny yellow* color."

"Roll on, thou deep and *dark blue* ocean, roll,"

are to be treated as follows:—The color of the lion is "tawny-yellow," that of the ocean is "dark-blue"; hence we see that the full expressions are compound adjectives of color. (Cf. the French *bleu forcé*, *châtain clair*.) The relation of the simple words to each other is one of two things, either they are all adjectives qualifying the nouns they precede, or "yellow" and "blue" are nouns modified by the adjectives "tawny" and "dark," but used adjectively as to "color" and "ocean." It will be evident from such expressions as "an iron grey horse," "the steel blue surface of the lake," that the latter of the two ways is preferable. (2) The presentation of the "lily-white" doe to Lady Clare has no special significance. It suggests the spotless character of the lady, and gives occasion for the poet to show her gentle disposition by alluding to the tender feeling the deer had to her mistress.

M. W. W.—The lines you send—

"He who bends him o'er the dead
E're the first day of death has sped,
Before Decay's effacing fingers
Have swept the lines where beauty lingers,
And marked the mild angelic air,
The rapture of repose that's there,
Such is the scene upon this shore,
'Tis Greece, but living Greece no more,"—

are a mangled selection from Byron's *Giaour*, ll. 68-91. The correct version is too long to be reproduced.

INQUIRER.—The following helps in teaching P. S. Grammar may be procured through any bookseller advertising in THE JOURNAL, or through THE JOURNAL itself:—For junior classes Garbell's "Language Lessons" (Books I. and II.), published by Ginn & Co.; for senior classes Maxwell's "Introductory Lessons in English Grammar," published by the American Book Co. Ginn & Co. have recently published a little volume of Grammar lessons of great practical value, written by the Principal of the Ottawa Normal School, which will be reviewed in the present or the next number of the JOURNAL. For Canadian history Bryce's "Short History of the Canadian People" is to be commended. For a work on Department you had better consult the booksellers.

J. D.—We overlooked one question in answering a former communication. "Dreamed" is often and correctly written "dreamt," and pronounced "dremt." Cf.

"And dreamt the future fight."—*Dryden*.

"Leaned" is not, I believe, except in vulgar English, ever written "leant," or pronounced "lent."

THE Haliburton Teachers' Association held its annual meeting at the town of Haliburton, on June 2nd and 3rd. It was largely attended, and the papers and exercises proved to be both interesting and instructive. The officers elected for the current year were as follows:—President, J. A. McIntosh; Vice-President, H. W. Brooks; Secretary, Treasurer, Charles S. Eggleton; Committee of Management, Miss V. A. Davidson, Dr. Curry, I.P.S., and Wm. Leith. The next meeting will be held at Minden, in the Model school.

Educational Notes.

SOME time since the *School News* proposed the following problem. It is not a bad exercise for the development of the analytic faculty:—Two women took each thirty chickens to market. One of them sold hers, three for \$1, making \$10; the other sold hers two for \$1, making \$15, or \$25 in all. The grocer said, "I have bought your sixty chickens half at the rate of two for \$1 and half at three for \$1, equalling five for \$2. Five goes in sixty 12 times, and twice 12 is \$24," which he paid the women. On this basis of settlement the women lost \$1. What became of it?

THE annual meeting of the West Leeds Teachers' Association was held in Delta, on Thursday and Friday, May 19th and 20th. The meeting was pronounced a decided success, and in many respects one of the best that has been held in the county. Some of the subjects discussed were, "Faults in Reading," by Miss Kelsey; "Elementary Arithmetic," by Mr. Eaton; "School Decoration," by Miss Bradbury; "Composition," by Mr. Linklater. A Question Drawer was opened, and some questions of practical importance to teachers answered by Messrs. Johnston, Linklater, Witheril and Eaton. The following officers were elected for the ensuing year:—President, Mr. H. Eaton; Vice-President, Miss Bradbury; Committee of Management, Messrs. Linklater, Condell, Sexton, and Misses Moxley and Legge. It was decided that the next meeting of the Association should be held in Newboro, May 25th and 26th, 1893.

THE annual meeting of the Knox and Addington Association was held in Napanee, on Thursday and Friday, June 9 and 10, 1892. Among other interesting exercises, was a lecture by Professor Goodwin, of Queen's, on the nature and combinations of the elements, and the nature of light and the causes of the changes of color in the solar spectra. A Committee, appointed by the Association to consider the question whether there should be more than one promotion examination in the year, reported as follows:—That there be a regular promotion examination in June, and a special examination at the Easter holidays, and at the latter only those in the country schools who purpose quitting school for summer work on the farm be allowed to try, and that the inspector be requested to provide a set of papers for that examination, and that teachers interested notify him in due time of the number of candidates, as for the regular examination to be held at the end of June. The officers appointed for the ensuing year were as follows:—President, F. Burrows, I.P.S.; Vice-President, Mrs. M. A. Pomeroy; Secretary, W. J. Black; Treasurer, T. M. Henry; Executive Committee, the Principals of Newburgh, Tamworth, Odessa, Napanee Mills and Yarker Public schools.

OUR success and progress in all matters depend far less on the number of advantages we possess than on the manner in which we employ them.—*Canon F. W. Farrar*.

THE report of the Ontario Mutual Life which appears in another column makes a splendid showing and is worthy the careful perusal of every reader of THE EDUCATIONAL JOURNAL.

ONE of the most popular and well patronized Commercial Colleges in America to-day is undoubtedly the Toronto Business College, of which Mr. J. M. Crowley (member Toronto Collegiate Institute Board) is the Principal and Manager. This Institution has among its membership ladies and gentlemen from England, Ireland and Scotland, New York, Philadelphia, Chicago, Detroit, and other leading cities and towns in the United States. Barbados, West Indies, Bermuda, Kingston, Jamaica, New Brunswick, British Columbia, Quebec, Prince Edward Island, and from every county and nearly every town in Ontario.

The diplomas of the College are recognized passports of efficiency to the business community wherever the name of Toronto Business College is known. You could not attend a more efficient and thorough institution in Canada.

There will be a special Summer Session during July and August for school-teachers and students of High and Public Schools.

THE Graduating Exercises of "Warner's College of Commerce" were held on Friday evening, June 24th, in Jackson Hall, near Bloor and Yonge Sts. The hall was very tastefully decorated with an abundance of flowers and college colors, and crowded with friends of the institution, and the public. Every selection given was marked by exceptional excellence. The piano duet by Misses Gillespie and Rigney and the vocal solo by Miss Brodie were particularly good. A most interesting and exciting feature of the programme was the gold medal contest in original essays by the lady students, all of the essays submitted possessing rare merit. The judges decided in favor of Miss Kilpatrick, of New Orleans, U.S.A., remarking that her essay would have been given high rank on a more ambitious platform. Professor J. H. Farmer, of McMaster University, delivered a scholarly and instructive address on "Life Thoughts," to the members of the graduating class. The year just closed was remarkable for its success. One hundred and fifty students entered during the year and twenty seven were awarded diplomas. No vacation will occur until Christmas. The special summer session opens Monday, July 4th.

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The Ontario Mutual Life.

ANNUAL MEETING.

THE 22nd Annual Meeting of the Ontario Mutual Life Assurance Company was held in the Town Hall, Waterloo, Ont., on Thursday, May 26, 1892, at one o'clock p.m. In addition to the leading business and professional men of the town, a large number of prominent and representative policy holders were present from various parts of the Dominion, among whom were the following: Messrs. John Marshall, London; Stuart Henderson, B.C.L., Ottawa; Alfred Hoskin, Q.C., Toronto; E. P. Clement, Berlin; F. C. Bruce, Hamilton; Robert Baird, Kincardine; B. M. Britton, Q.C., Kingston; Robt. Melvin, Guelph; John L. Wideman, St. Jacobs; D. Ewing, Cobourg; Reuben Sparks, Waterdown; Robert Duncan, Hamilton; Geo. P. Payne, J. L. Troy, R. H. Jarvis, Toronto; D. Stewart, Thos. Miller, Chas. Packert, Stratford; E. Linton, C. B. Linton, Galt; N. W. Ford, St. Thomas; C. E. German, Strathroy; E. W. P. Jones, Brantford; T. A. Middleton, Lindsay; R. S. Hodgins, J. Fox, Lucan; Henry Mooney, Ottawa; R. B. Mastin, Picton; J. W. Bundy, A. Boomer, Linwood; Thos. Poelman, Hanover; W. Ross, Guelph; J. H. Johnston, Simcoe; J. A. McKay, Woodstock; T. S. Pratt, Tilsonburg; Melvin Moyer, St. Catharines; S. Burrows, Belleville; R. C. Tye, Haysville; J. G. Weber, P. F. Schummer, St. Clemens; E. M. Sipprell, St. John, N.B.; Alex. Millar, Q.C., W. S. Hodgins, Geo. Deppisch, I. D. Bowman, Berlin.

The President, Mr. I. E. Bowman, M.P., having taken the chair, supported by the Manager, Mr. Wm. Hendry, on motion of Mr. W. H. Riddell, the Secretary of the Company, acted as secretary of the meeting. Having read the notice calling the Annual Meeting, on motion, the minutes of last annual meeting were taken as read and adopted, whereupon the President read

The Directors' Report:

GENTLEMEN,—Your Directors have much pleasure in submitting the following Statement to you as their report on the financial position of the Company as at the 31st December, 1891:

During the past year 2,019 policies were issued for assurance amounting to \$2,694,950, being an increase of \$346,800 over the previous year.

The total number of policies in force at the close of 1891 is 11,621, covering assurance for \$14,934,807.38 on 10,504 lives.

The premium income for the year is \$456,706.65, and we received for interest on investments the sum of \$90,913.46, making our total income \$547,620.

The total assets of the Company have now practically reached two million dollars, and our surplus to the credit of the policy holders is \$155,559.43.

The Executive Committee has again carefully examined the investments and found the securities all in good order.

You will be called on to elect four Directors in the place of B. M. Britton, Q.C., of Kingston; F. C. Bruce, Esq., of Hamilton; John Marshall, Esq., of London; and J. Kerr Fiske, Esq., of Toronto, all of whom are eligible for re-election.

I. E. BOWMAN, President.

Copies of the Financial Statement for the year 1891, containing a detailed account of Receipts and Expenditures, of Assets and Liabilities, certified by the Auditors, having being distributed, the President moved the adoption of the Reports. He pointed out that the increase of new business over 1890 was \$346,800, while the expense ratio was less than the previous year; that the total amount of assurances on the Company's books Jan. 1st, 1892, was nearly \$15,000,000, a net gain for the year of \$1,224,000; that substantial gains were made, not only in the items above referred to, but in Cash Income, in amount paid to policy holders, in Reserve for the security of policy holders, in total assets and in surplus over all liabilities, while the death losses were much less than the expectation, and the lapse ratio was only about two thirds of that of the previous year. He congratulated the members on the steady and healthy growth of the Company and on its high financial standing, second to none in Canada. He was pleased to see so many policy holders and agents present, showing the deep interest taken by them in the prosperity of the Company. Concerted the harmonious action between the Head Office and its agents, which happily existed, and a faithful conservation by all of the Company's interests in all matters affecting its welfare, would ensure a continuance of the gratifying success that has marked its career during the past twenty-two years.

Mr. R. Melvin, and Vice-President, supported the motion. He cordially endorsed what the President had said concerning the undoubted prosperity of the Company, and the large share the agents had in bringing it about. The decline in the lapse rate was a noticeable feature of the year's operations; and, taken in connection with the low death ratio, afforded convincing proof of the wise and prudent selection of risks. The falling off in the interest rate on recent investments as compared with former years, though common to all companies, would, he hoped, be counterbalanced by savings from mortality and rigid economy in every department of the business, thus enabling the Company to continue its liberal distribution of surplus as in past years. Others having spoken, the various Reports were unanimously adopted.

On motion, Mr. Geo. Wegenast, Waterloo, and Mr. Charles Leyden, Hamilton, were appointed scrutineers. The balloting resulted in the re-election of Messrs. B. M. Britton, John Marshall, Frances C. Bruce, and J. Kerr Fiske for the ensuing term of three years.

Messrs. Henry F. J. Jackson and J. M. Scully having been re-elected Auditors, and the customary vote of thanks to the Board, the Officers and Agents having been tendered and responded to, the meeting was brought to a close. The Directors met subsequently and re-elected I. E. Bowman, President; C. M. Taylor, 1st Vice-President; and Robert Melvin, and Vice-President of the Company for the ensuing year.

AMBITIOUS TEACHERS

Vacation is at hand and many ambitious teachers will desire to supplement their too small salaries by occupying their period of rest from the duties of their schools by engaging in some active out-door employment. There is no more pleasant or profitable means of accomplishing this object than by spending the vacation securing business for The Temperance and General Life Assurance Company.

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The Next Winter Session will Commence October 3rd.

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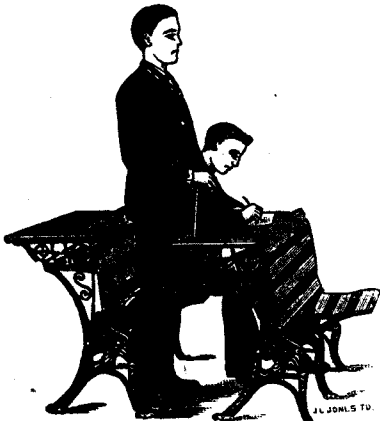
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