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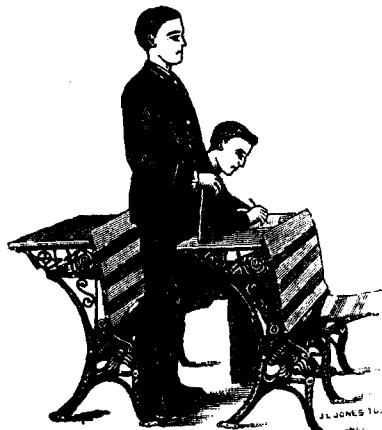
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Vol. VI.
No. 1.

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ONTARIO TEACHERS' ASSOCIATION.

WE have received a revised edition of the programme of the Thirty-first Annual Convention of the Ontario Teachers' Association, which is to be held in the Education Department Buildings, Toronto, on Tuesday, Wednesday and Thursday, 19th, 20th and 21st inst. The programme, as originally drawn up, will be found in the JOURNAL of March 15th. Our readers will please note the following changes:— A meeting of the Board of Directors is announced for 9 a.m. on Tuesday. At 8 p.m. on Wednesday, instead of the address by Hon. Edward Blake, the revised programme has the following:—

"Tact in Teaching: Its Conditions and its Effect,"—Rev. G. M. Milligan, Toronto.

"University Extension."—W. Houston, M.A., Toronto.

To be followed as before, by Reports of Committees.

The order of exercises for Thursday afternoon now reads as follows:—

Election of Officers.

"The Object of Early School Training."—Miss E. Bolton, Ottawa.

"Physical Culture."—Miss Laura E. Giddings, Boston.

"Home Preparation of School Lessons."—I. J. Birchard, Ph.D., Brantford.

The sections will meet each forenoon. There is no change in the arrangement for the Inspectors' and Public School Sections, and the Kindergarten Department.

It is expected that the High School Sections will meet on Wednesday evening, the 20th, at the Education Department.

For the convenience of all we repeat the following:—

TRAVELLING ARRANGEMENTS.

Reduced rates on the railways will be granted to those attending the Convention, and becoming members thereof, at one first-class fare and one-third fare for the round trip, if more than fifty attend; or at one first-class fare if 300 or more attend.

Those travelling to the meeting must purchase first-class, full-rate, one-way tickets, and obtain a receipt on the standard certificate for purchase of tickets from agent at starting point, within three days of date of meeting (Sundays not included). The Secretary of the Association will fill in the said certificate, and the ticket for the return trip will be issued at the above rate. A standard certificate will be supplied free by the agent from whom the ticket to Toronto is purchased, and no other form will be recognized by the Railway Companies.

The following is of special interest to delegates:—

The regulations of the Education Department provide that "Any teacher who has been elected a delegate, by the Association of his County or Inspectoral Division, to the Provincial Teachers' Association, shall be at liberty to attend the meeting of such Association for any time not exceeding one week each year, providing he always report to the trustees such attendance, certified by the Secretary of said Provincial Association."

As the usual time for holding the Provincial Convention prevented the attendance of many inspectors and teachers, who took their holidays at that season of the year, special provision has been made by the Minister of Education to allow teachers to attend the Convention without interfering with their summer vacation. It is therefore hoped that this will be appreciated by the profession, and that every effort will be made to secure a large attendance at this first spring meeting, and give permanence to the new arrangement.

ARBOR DAY.

WE hope that none of our readers need to be reminded of Arbor Day, which comes this year on May 6th. The teacher who neglects to make use of the opportunity this day affords for planting trees and flowers, and otherwise decorating the school premises, neglects, at the same time, a fine opportunity to plant seeds of refining and elevating influences in the minds of the children, and so fails to do a valuable educational work. It is quite probable that in a good many cases, the school grounds are already pretty well stocked with trees and

shrubs, but there will always be found plenty to do, in the way of replacing the dead or stunted with healthier specimens; clearing up the premises and putting them into the neatest possible shape, conducting such exercises as will tend to cultivate the love of the beautiful in nature in the minds of the children, etc. In every case in which there is room for trees and shrubs, the day should be utilized to the utmost in supplying the deficiency. Make the day one of interest and joy to the children. All their future lives may be affected by the impressions made on this one day.

* Editorial Notes. *

A CIRCULAR issued by the Deputy Minister of Education announces that "for the purpose of illustrating the school system of the Dominion it has been decided to hold an exhibition of specimens of school work, school appliances, text books, etc.," in connection with the forthcoming meeting of the Dominion Teachers' Association in Montreal. A competent Committee, of which W. Patterson, Esq., of Montreal, is Chairman, has been put in charge of this department. The circular says:—

"The advantages to be derived from an exhibition of the educational work and school appliances from the different provinces would be difficult to over estimate, as teachers will have an opportunity of comparing methods and results, and examining school apparatus, furniture, text books, etc., enabling them to judge whether improvements can be introduced into their own schools," and earnestly requests that those to whom it is addressed will assist in this great educational work by sending specimens to the exhibition, and thus promote the success of the first meeting of the Dominion Educational Association, and at the same time show the educational advantages possessed by this Province. Suggestions are made as to the various classes of exhibits desired. For any information required address the Chairman, as above.

WE are sorry that part of the copy for the English Department did not come to hand until too late for this number. "Answers to Correspondents," and other matter for this Department are, therefore, necessarily held over.

* Special Papers. *

*PUNISHMENT IN SCHOOLS.

BY MR. S. GROH, PRINCIPAL NEW DUNDEE PUBLIC SCHOOL.

THE more we ponder on the question of Discipline in its various phases the more apparent becomes the fact that principles which guide us in our treatment of children at school ought as stringently to control home government. Our mode of management at school must depend largely upon the mode of home government. The two are inseparable: hence my subject should be entitled "Punishment in the Home and the School."

The objects of all punishment are primarily, the correction of the offender; secondarily, the prevention of offences by others. Were these objects made the ruling incentive with the teacher or parent about to impose a penalty, the form assumed by the penalty would never, as too often at present, be merely the escape valve for the angry passions. It would then become adapted to circumstances; it would be so framed and so applied that the child's evil spirit would be checked instead of his temper being roused or his sense of injury quickened. How frequently we hear such remarks as: "He made me so angry that I punished him severely." Because he is angry he acts, not because he intends to do the child good. The only valid reason for inflicting punishment is, *because it was conscientiously believed to be necessary for the child's good; because not to punish would be an injury to him.*

Our first aim should be to minimize all necessity for punishment. In order to effect this it is necessary to cultivate a *knowledge* of right and wrong, not simply to tell but to *teach* that certain acts are wrong. Cicero says: "No man can be really *honest* unless he is really *wise* (i.e., no man can do what is right unless he *knows* what is right)." Children should also have inculcated in their natures a spirit of kindness, and a proper regard for the rights and happiness of others. This should always be insisted upon in their intercourse with one another. A watchful eye will foresee difficulties and by judicious management harm will be averted, and the necessity of a penalty avoided. We should at all times have a knowledge of what is going on in the playground as well as indoors. I believe a large proportion of those upon whom devolves the responsibility of caring for the rising generation never appeal to the children's better judgment in dealing with their conduct. Their discipline assumes wholly the nature of correctives instead of that of preventives and guides. Ordinarily they pay no attention whatever to the doings of those in their charge. So long as there is not absolute rebellion in the camp all moves on in harmonious confusion. But when the worst comes to the worst there is suddenly formed a resolution to bring about a complete reformation. Henceforth and forever they must be taught to "toe the mark." Sleeves are tucked up and a hurricane rages, probably for an entire day. Even then there is not

a passing thought given to the cause of the difficulties; no regard paid to the intentions of the little evil-doers. No, no. The first, the last and the only law is: "I am out of temper hence you suffer." In such cases punishments are not applied for the true object,—the correction of the offender," but merely to gratify anger.

Again, others are constantly treading on the heels of the little ones; constantly performing the duties pertaining to generalship, with stentorian voice shouting "halt," "march, right-about face." These are often compelled to exclaim in desperation, "Alas! poor me! I am blessed with such horrible youngsters; I do nothing but scold and punish all the long, long day, yet it doesn't seem to do a bit of good." Likely not. My advice would be to spend a portion of your time singing the "Doxology." You will enjoy it quite as well, and the children will enjoy it vastly better. A teacher or parent should not be the only head a child has. He should have one of his own, and should be trained to use it. It is quite possible to discipline a child to death. He is allowed to do absolutely nothing unless directed by the other head, and if he ventures upon anything unbidden it is "whack" followed by earache. He becomes a mental nobody and will grow up either a social nobody or a criminal. It is of the most vital importance that a child be able independently to decide between right and wrong, as well as be in possession of the necessary will power to enable him to act upon his decisions. Independence of spirit and self-reliance are largely the products of cultivation. God forbid that we should by our mistaken methods so deprive a child of the training necessary for the acquisition of these qualities, that when he arrives at the age of manhood he will be pitilessly torn from the dictator that has become a necessary part of his being, and thrust unprotected and helpless into the world's strifes and temptations. Give your boy liberty. Do not hamper his freedom with countless rules, only watch over him with a readiness to check him when he is seen to be about to turn down a wrong path, and before he has had time to enter upon it.

Before inflicting any punishment, it is necessary that the strictest precaution be exercised in determining the guilt of the child. The chain of circumstantial evidence frequently entangles the innocent, and an accomplice will sometimes sacrifice a bosom friend to increase the chances of his own escape. Undue haste in assuming the guilt of a child is often a fatal error. How can the teacher, at the termination of his day's toil, with light heart and beaming countenance cheerfully repair to his home, with a consciousness of having that day in some wise unjustly punished the innocent? How can the parent at night close his eyes to rest with undisturbed peace of mind, if conscious of having cruelly punished the innocent? Think of the humiliation inflicted upon the child; think of his injured self-respect. It is certain that a child is peculiarly quick to recognize and to resent injustice, and equally certain that he will be morally injured by it. It is a fact that there exists between the teaching profession and the outside world a

chasm, created no doubt in some measure by a former professional stiffness, but to a greater extent by the recollection of earlier forms of cruelty to innocents. Many cherish for the profession a hatred which is the outcome of a sense of insult or injury in youth. In the otherwise peaceful breast there glows a spark of resentment which a touch of memory's torch at contact with a live present-day teacher fans into a flame of dislike. This in its turn finds expression in such terms as "tyrant," "old fogey," "crank," etc., etc. In consequence of unjust penalties and undue severity, pupils come to regard their teachers as unavoidable enemies and necessary evils. With a decline of the "Reign of Terror" in the school room will come a decline in the spirit of antagonism towards the profession.

Since the primary object of punishment is the correction of the child, the correct form is the mildest that will effect the desired result. It would be a positive injustice and consequently an injury to inflict a severe punishment where a mild one would suffice. Hence it becomes imperative for us to study the various natures of the children under our care, that we may be able to decide upon the mode of treatment adapted to each. A child is the hardest thing to understand, but unless we do understand something of child nature, we can never govern it properly. For instance, one child is exceedingly sensitive, and is so fortunate as to receive kind and sympathetic home treatment; even the teacher's reproving glance, or warning shake of the head, pierces its tender heart like a dagger. It would be cruel as well as injudicious to be severe with such a child. But there is another of determined, rugged nature, accustomed to rough home treatment, to whom the milder mode of correction would appear comically amusing. Something more convincing is wanted there. In the Book of books we read:—"Reproof entereth more into a wise man than an hundred stripes into a fool." The severity of the penalty, then, should depend upon the spirit and temperament of the child as much as upon the seriousness of the offence.

Again, the motives which prompt a child to action, are not always what the acts themselves would indicate. He may have malice in his heart, and may plot revenge, but through imperfect plans or inability in executing them, they prove to be a benefit to the intended victim. On the other hand, he may intend to do another a kindness, but through lack of judgment or unforeseen interference, his well-meant act ends disastrously. If his motive be malice, he should be treated for malice; if kindness, he deserves credit for it, irrespective of results. This method, however, may furnish ground for a charge of partiality. The fond parent with a knowledge of the nature of the offence, and with the child's description of the punishment, becomes strikingly philosophical. He soon has arrived at the logical conclusion that neighbor Goodfellow's boy had been guilty of a serious offence, and had received mild treatment, whilst his own son Grit met with a more stern rebuke for a comparatively trifling breach of right, therefore it must be patent to every intelligent person, that the spirit of favoritism

*A Paper read at the Waterloo County Teachers' Convention. Published by request.

rules in the school. Mr. Hasty certainly has drawn the natural inference from the evidence in hand, and it now remains for him to use his influence, whether great or small, to destroy the usefulness of an ideal teacher—one whose wise application of the true principles of government are worthy of all imitation. I do not mean to imply, however, that partiality is unknown in the school-room. There are those who regulate their treatment of one child by their fears of what Mother Grundy may say, and coddle another to curry favor with a grown-up sister or brother, as the case may be.

Accepting the theory that punishments should be regulated according to the child's spirit and temperament rather than its offences, it becomes apparent how absurd was the former method of tabulating offences with stated penalties attached for the guidance of the children. Teachers, in former times, had an interesting method of teaching the values of punctuation marks in reading. A *comma* demanded silence for *one* second; a *semi-colon* for *two* seconds, and so on. To insure accuracy in the observance of these rules, pupils were taught to say "tick" to denote a second, thus causing a break in the reading as indicated by a comma. One day a boy was called to recite those famous lines on "Mary's Lamb." He responded in this manner:—

"Mary had a little lamb tick.
Its wool was white as snow tick, tick.
And everywhere that Mary went tick,
The lamb was sure to go tick, tick, tick, tick."

The direct counterpart of this is found in the law that says, for a certain offence the penalty will be three strokes of the "Cat-o'-nine-tails;" for another offence four strokes, and so on, *ad infinitum*. The idea of right and wrong in the perpetration of any deed is utterly lost in the cloud of legalized penalties constantly floating before the vision. I believe this method has not yet been entirely eradicated from the unwritten code of present-day customs. He who invariably meets certain offences with the same penalties, is in reality following the old form of tabulation.

When, in our judgment, punishment is necessary, it is advisable to apply it in private. Withdrawn from the approving or reproving glances of his fellows, a child is always more yielding in his mental attitude. The very presence of other children places the accused upon his mettle; besides, the more familiarized children become with the sight of punishment, the less will be its influence for good. It should never be applied with fear and trembling, but with unhesitating determination. Commands must be given with firmness. It is a serious error to give a command and then wait until the child has decided whether or not to obey, urging the decisions by repeating the command in various tones. Obedience should not depend upon the will of the child. The very fact that it is the desire of the superior should always insure immediate compliance. It is not for the pupil to question the justice of the demands, but to do the will of the master, and it is the master's duty to see that his will is done instantly. Any hesitancy displays either slothfulness or defiance. Neither should obedience be asked for as a *favor*. It is a

matter of *duty*. On the eve of a holiday, when a friend of his intended to race his old gray horse in the village, a teacher said to his scholars: "Boys, to-morrow will be a holiday. No doubt you have heard of the races to be held in the village. Now, boys, don't go to the village. But if you should go to the village, don't go to the races. Now mind, don't go to the races. But if you do go to the races, whatever you do, don't bet. I warn you be careful not to bet. But if you should bet, don't forget the old gray." Such is the spirit of many of our demands and counsels. We hardly expect at the time they are given that they will be followed. In fact the very manner of giving them betrays a looseness that would tempt an angel to pay little heed to them. Obedience is a habit, and any demands made by us should be such that we may reasonably expect their fulfilment; then no laxity should be allowed on the part of the child.

Nothing should be done or said that might injure the child's self-respect. The moment that he is convinced that he is really bad, all pride in himself must vanish. Yet many tell the children how bad they are and represent them as hopeless. It surely would be a sad state of affairs if the children were to believe them. More good may be done by searching for something in their natures worthy of praise. Increase their self-respect, and the reformation is already fairly begun. Bray says: "Many think they show their sense by being able to find fault, but it requires a much higher sense to find out and appreciate excellencies."

Lessons should be regarded as means to true happiness. Children should never be at variance with their work; on the contrary, it is necessary that the most intimate relations should exist between them. By giving as an imposition one hundred lines or five pages to be written out, we are transforming what should be cherished, into something to be hated. Besides, what has the child profited thereby? Is he in any respect, mentally or morally better in consequence? The most marked advantage I have yet been able to observe is that, through excessive haste in the execution of the task, penmanship gives place to mere scribbling, as many can testify. Assigning lessons as punishment may be considered justifiable for neglected work; that is, if a pupil neglects to do the work assigned him, he may be given work to prepare as a punishment, preferably the neglected lesson itself. Keeping in after *four* o'clock may be resorted to as a means of having lost time made up. Those kept in should always be supplied with work. It is useless to detain them without giving them anything to do, and in all probability they will amuse themselves by feeding their discontent.

A question on which there is a diversity of opinion is whether it is right to interrupt a class to chastise an offender. It is said: "Try to catch the offender's eye, and leave further chastisement until it will be no interruption to the class." I consider that a question to be decided wholly by the teacher's judgment, a commodity always in demand in the school-room. The class should not be interrupted when the correction can

as well be made without. But there are instances when immediate attention is necessary. I have a vivid recollection of an instance in my own experience. While a boy was reading, another turned in his seat and caught the ear of the boy behind him. I immediately brought relief to the unfortunate. Who knows but my instant attention may have been the salvation of that boy's ear; and may have saved the dear little fellow the awful necessity of passing the remainder of his life lop-sided. Yet my philanthropic act was looked upon by those in authority, as a gross breach of professional propriety, and I was taxed one mark for my pains. Of course, at these schools of training our object is to get all the marks possible, consequently I carefully avoided repeating that offence while there. Notwithstanding, I was not wholly convinced; and in my humility I yet maintain that there is force in seizing an offender while he is in the act.

Opinions also differ on the question of "Corporal Punishment" in school. Some strongly advocate the expediency of entirely abolishing it. Others say it should not be put away altogether, but should be kept in reserve until other means have been tried. The abolition of corporal punishment from schools may furnish an excellent theme for sermons on moral ethics, but it resolves itself into a question of *Theory versus Practice*. Mr. Walton, an American educationist says: "When I am in school I am in favor of Corporal Punishment. When out of school I am opposed to it." There may be some excuse for "pop-gun" politicians and parents of large families shouting "blue-ruin" because leather is going up; but it is leather coming down that strikes terror into the soul of the small boy. And so long as there are children receiving the home training many receive at present, so long will the rod be necessary in school. When once the home and the school join hands and strive earnestly and scientifically to bring about its banishment, then we may be pardoned for looking hopefully for the inauguration of the millenium. There may be a tendency among the advocates of corporal punishment towards making it their invariable resort. The impulsive and passionate often look for no other. It should be regarded as the climax in point of severity, and should never be used where any other will suffice. It should not be applied for ill-executed or neglected work, but for vices such as defiance, obstinacy, etc. It should never be applied to the head or hands, and when possible should be used in private. The instrument of grief should not be allowed to become a familiar sight to the children.

We are frequently guilty of very improper treatment of children after they have been punished. It is not at all an uncommon occurrence for a parent or a teacher to punish a child and then for hours after to scowl and frown upon him, greeting him with an ungraceful push whenever they come in contact with him, making frequent reference to the late necessity of correcting him, etc. This is a time above all others, when the deepest, kindly interest should be exhibited in his behalf. Firm, gentlemanly kindness at all times will dispel much of the necessity

BOOK NOTICES.

"St. Agnes Eve" and "Sir Galahad."

The following questions make up a paper set recently by W. Houston, M.A., for a literature class in one of the ladies' colleges in Toronto. The candidates were supposed to have the texts of the poems before them, but no notes or other sources of information. The time for the paper was one hour, and candidates were forbidden to answer more than four questions. Each question was valued at 25 marks—maximum of 100:—

1. Describe as clearly as you can, from information supplied by the poems themselves, the person who speaks each monologue.
2. Quote all the expressions in each poem which go to show the speaker's occupation and manner of life, and define each expression quoted.
3. State, with reasons for your answer, what motive, or motives, in your opinion, prompted the poet to write two such monologues.
4. The two poems are always closely associated; account for the association by showing how far they are similar to each other in subject and treatment. Point out the contrasts as well as the resemblances.
5. Compare the rhythmical or metrical structures of the two poems, showing clearly to what extent they resemble each other, and in what respect they differ from each other.
6. Quote five passages which furnish examples, other than rhyme, of the recurrence of similar sounds in proximity to each other. Is this recurrence the result of accident or design?
7. Explain clearly the meaning of each of the following expressions in relation to the context: (a) "yonder argent round"; (b) "in crypt and shrine"; (c) "the stormy crescent"; (d) "mountain-meres"; (e) "crackles on the leads."
8. Quote five passages in each of which the sound may be called an "echo," or suggestion of the sense.

✱ Question Drawer. ✱

T.R.M.—The questions given to Third Class candidates last July (i.e., the Primary Examination) have been published in the JOURNAL, at different dates. We could not afford the space for repeating them.

M.C.—No particular copy-book is specified for Entrance candidates.

W.H.F.—We presume that the High School Book-Keeping covers all the ground required for Commercial Specialist's Certificate.

J.N.H.—(1) Yes. The Canada Southern is a continuation of the Michigan Central. (2) The western terminus of the Grand Trunk is now Chicago. (3) We think that the Brantford, Norfolk and Port Burwell merges in the Canada Southern at Tilsonburg. The shorter roads have now become pretty well absorbed by the great trunk lines.

J.N.H. says: I would like to hear through the JOURNAL, from teachers who have joined the Home Knowledge Association, if they would recommend others to do the same.

A YOUNG TEACHER.—The Dominion Government is at present constituted as follows:—

- Premier—Hon. J. J. C. Abbott.
- Minister of Justice and Leader of Commons—Hon. Sir John S. D. Thompson, K.C.M.G., Q.C.
- Minister of Finance—Hon. George E. Foster, D.C.L.
- Minister of Customs—Hon. J. A. Chapleau, Q.C., LL.D.
- Postmaster-General—Hon. Sir Adolphe P. Caron, K.C.M.G.
- Minister of Railways and Canals—Hon. John G. Haggart.
- Minister of Public Works—Hon. Joseph A. Ouimet.
- Minister of Inland Revenue—Hon. John Costigan.
- Minister of Militia and Defence—Hon. Mackenzie Bowell.

Minister of the Interior—Hon. Edgar Dewdney.
Secretary of State—Hon. W. A. Patterson.
Minister of Agriculture—Hon. John Carling.
Minister of Marine and Fisheries—Hon. C. H. Tupper.

President of Council—Hon. Frank Smith.
A long article, or a series of them, would be required to answer your other questions. Any good Canadian history should explain those matters. Read the British "North America Act," which you will find in the Statutes of Canada, or those of Ontario, or in good history.

D. M.—(1) A municipality, or municipal corporation, may be defined as the inhabitants of a city, town, village, county, etc., organized and authorized to act, through their representatives, called "Councils" in Ontario, as a single person. They are thus capable of holding property, suing or being sued, etc. To answer your specific questions would require a treatise; there are so many varieties of municipalities, so many kinds and degrees of powers conferred, etc.

(2) We cannot recall the name of a firm at the moment, but you can no doubt procure such stencils through the educational booksellers. See our advertising columns.

N.E.H.—Your questions are sent to English Editor, to whom they should have been addressed.

A.M.B.—Your mistake in finding L.C.M. by second method is that you use as one of the divisors 10, which is not a prime number, but a multiple of 5 and 2.

A.B.C.—Our last information, gained on inquiry at Education Department, was to the effect that the question of making the Normal School term one year was undecided. No doubt an announcement will be made as soon as a decision is reached.

T.J.B.—The School Law provides that all agreements between teachers and trustees shall be in writing. The teacher should not, therefore, we think, have commenced work until agreement was signed. If verbal agreement is not disputed, or can be proved, we should suppose salary could be collected, but this and the other questions you ask are strictly legal questions, not provided for in school law or regulations. You need, therefore, legal advice.

J.R.F.—(a) Some delay has occurred in the publication of Drawing Book No. VI. Of course examiners will make due allowance for any disadvantage the pupil may suffer in consequence. The Regulations provide that drawing in any blank exercise book will be accepted, so long as the work covers the prescribed course, and no discrimination will be made in favor of work contained in the authorized drawing books.

- (b) Temperance is an optional subject.
- (c) The price of the "Lessons in Entrance Literature" is 25 cents.

T.E.F.—The Arithmetical questions have been sent to Mathematical Editor.

(a) A sun-dog is a luminous spot sometimes seen a few degrees distant from the sun. It is caused, probably, by some peculiar condition of the clouds and atmosphere.

(b) The noon-mark, like those of the sun-dial, generally gives a time slightly different from that given by a clock or watch. When the sun is in perigee, e.g., its shortest distance from the earth, the sun-mark will be before the clock, and vice versa. For the rest of your question we must refer you to some article on the equation of time.

G. F.—We are not aware that Inspector Hughes has published a "topical" history of England.

LIFE is a leaf of paper white
Whereon each one of us may write
His word or two, and then comes night;
Though thou have time
But for a line, be that sublime:
Not failure but low aim is crime.—Lowell.
NEVER stand in doubt; nothing so hard but search will find it out.—Robert Herrick.

A REPRESENTATIVE OPINION OF "THE JOURNAL."

Inspection Department
Toronto March 29th 1892

The Grip Printing and Publishing Company
Toronto.

Gentlemen,
I congratulate you on the success you have attained in making the Educational Journal such an admirable aid to teachers. The views advocated in the Educational Department are thoughtful and progressive. The Professional Department both in original and selected matter is practical and suggestive. I heartily recommend it to our teachers in Toronto and to all other teachers who wish to keep pace with modern Educational advancement.
Yours truly,
James H. Hughes

Miscellaneous.

WHAT MAKES THE TRADE WINDS.

THE effect of the sun's rays is at a maximum in the equatorial regions, where they fall nearly vertically upon the earth throughout the year. Here the air is constantly heated to a higher degree than elsewhere, and here it constantly ascends, drawing in the adjoining air from the colder regions north and south in two great surface currents. The impulse of this draft is felt two thousand miles away; and across all the intervening distance, the Trade Winds sweep toward the Belt of Calms. If the draught created by the upward flow near the equator were the only force involved, the winds would blow from north and south instead of from north-east and southeast. But the whole atmosphere is in revolution with the earth from west to east; and at any given point, with the velocity of the earth at that point. This velocity, any latitude north or south, is less than at the equator, since the circumference of the earth is less, and therefore the distance through which a point on its surface passes in a given time. Thus, while a point at the equator moves through twenty-four thousand miles in a day, a point on the parallel of 60° moves through only half that distance. The Trade Winds begin at about the thirtieth parallel of latitudes. At the instant where a particle of air in this latitude yields to the impulse that draws it toward the equator, it is already in motion to the eastward, but with a velocity less than that of any part of the earth's surface over which it has to pass in its journey to the Belt of Calms. Hence, as it moves south or north toward this belt, it is constantly lagging behind. The earth whirls past beneath it to the eastward, giving to the air an apparent motion to the west. The effect of this feature is less marked as the equator is approached, because here the parallels are more nearly of the same length. Thus, at the end of their course the Trades blow nearly due north and south; and where they meet, neutralize each other, producing the Belt of Calms that has been referred to. This belt has an average breadth of six degrees of latitude, but it is so variable that at times it seems to be wiped out entirely. It is not unusual for a ship that has lain there becalmed for days to see another coming up to her with every sail filled by the Trade Wind, which now suddenly sweeps across until it actually mingles with the opposite Trade, the shift from one to the other coming almost instantaneously in a violent but short-lived squall. Nor is the Calm Belt constant in position. It changes with the changing seasons, sweeping north and south with the sun, and carrying the whole Trade Wind System with it.—Goldthwaite's Geographical Weekly.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—
ANNUAL EXAMINATIONS, 1891.

KINDERGARTEN.

GENERAL PRINCIPLES.

Examiners:—
C. M. HART.
E. BOLTON.
A. M. HUGHES.
L. T. NEWCOMB.
Directors.

NOTE.—Candidates are allowed a choice between questions 4 and 5.

1. Give a full explanation of the *synthetic* movement of thought, showing how different activities of the mind enter and develop into higher forms, with the ascending degrees of this movement.

2. Illustrate the process referred to in the foregoing question by showing the same movement in any group of Mutter- und Kose-Lieder Songs.

3. "For all development there is a necessary struggle which sooner or later must find its equilibrium."—*Froebel*.

Find the evidences of opposing tendencies and their reconciliation, in historic development, beginning with China and ending with the system of national life that sprung from the Christian idea.

4. Apply the principle of *organic unity* to the history of Greece.

5. Cite any standard work of literary art, and, in broad outline, show it as embodying universal principles.

THEORY AND PRACTICE OF THE GIFTS AND
OCCUPATIONS.

1. Show the interdependence of the building and laying gifts, and state wherein the laying gifts exercise a higher form of mental activity.

2. Explain clearly the intellectual relationship between Gifts and Occupations.

3. Trace the development of the principle of organic unity through the first five gifts.

4. How does the principle of continuity work in the methods of both Gifts and Occupations?

5. Illustrate the progressive conception of an idea in the Gifts, using the idea of one-half as an illustration.

MUTTER-UND KOSE-LIEDER.

NOTE.—Not more than three questions are to be attempted, of which number five must be one.

1. "The ultimate end of appealing to the senses is the development of the SELF-ACTIVITY of the pupil in putting into motion those processes of the pupil's mind which will apprehend the sensations, and in strengthening the processes so that they will grow naturally into memory, imagination and thought."

(a) State explicitly the psychological principles involved in the above quotation.

(b) Their special application in the "Taste Song."

(c) Their general application in the training of the child.

2. Growth of *will* begins with the acquisition of power.

Explain this truth in connection with "The Kicking Song." Give instances of further development in subsequent songs, showing how this develops into the play impulse and how play becomes a means of education (songs and games).

3. Froebel lays much *stress* on the proper training of the hands.

(a) Show the connection between manual dexterity and intellectual power.

(b) Explain the special points in each of the Finger Songs.

(c) Show the effect on *whole* nature as illustrated in "The Finger Piano."

4. "The two-fold thought never absent from the mind of Froebel is that man is destined to acquire absolute dominion over *nature* and to enter into perfect communion with man and with God."

State and illustrate the means Froebel used in developing this principle.

5. Write a short essay on the function of *Music*

in the Kindergarten. Its effects, mentally, morally, and physically.

MISCELLANEOUS PAPER.

1. (a) Discuss the educational value of the collections of objects brought to the Kindergarten by the children.

(b) Show how you would systematize their observations and explain the general principle involved.

(c) Point out the importance of the collections as forming a necessary step in the general process of developing ideas.

2. (a) In developing attention what can you say about *stimulus* as an external power and internal force?

(b) How does Froebel meet this demand in the "General Talks" of the Kindergarten?

3. State the object of Story telling in the Kindergarten. Show how it is realized, and, naming different divisions, give illustrations of each class.

4. Classify the Games, illustrate, and make the distinctions between "Games" and "Songs."

5. Name any flower brought to the Kindergarten by the children in spring, write out a conversation, and state how you would connect in an occupation.

THEORY AND PRACTICE OF THE GIFTS.—FIRST
PAPER.

Assistants.

1. How does the progression of thought embodied in the Gifts as a whole correspond to the development of the child?

2. Outline the mental process of activity which is set in motion by the difference in color which is presented in the first Gift. Illustrate by practical exercises.

3. How will the desire for self-expression be satisfied in the first Gift, and on what characteristic of the Gift does it depend?

4. Give exercises illustrative of the chief characteristic of second Gift.

5. How does the second Gift extend the thought embodied in the first?

SECOND PAPER.

1. Explain the Building Gifts, give rules for building, and exercises in general qualities.

2. What is the salient characteristic of the fifth Gift? Define fully a square prism, and draw the square sequence Forms of Beauty.

3. Write the ten points in the practical application of the seventh Gift, illustrate eighth point (development of mathematical figures) with right scalene triangles, and draw four Life Forms on the best mathematical basis, using not less than sixteen right isosceles triangles in each form.

4. The Stick Exercises appeal to certain faculties in the child. Name them, and draw a symmetrical figure from any mathematical centre with no less than sixty-four sticks. Show methods of analysis.

THEORY AND PRACTICE OF THE OCCUPATIONS.

NOTE.—Candidates are allowed a choice between questions 3 and 4.

1. Show the connections between the Gifts and Occupations, explaining carefully the chief points in the confection and how the one strengthens and completes the other.

2. What is the chief object in view in the "Sewing?" How connected with other exercises? Show how you would direct the mind of the child in this work.

3. What preparation would you make for an exercise in Clay Modelling. Give outline of exercise; also name and define spherical forms used in modelling.

4. Name and define "The Triangles and Quadrilaterals" used in Peas-work. Mention two life-forms from each.

5. From your own observation of the children at work in the Kindergarten, what effect would you say "The Occupation" work has on the character of the child? Write in the form of a short essay.

MISCELLANEOUS PAPER.

1. Distinguish between Instruction and Development.

2. Explain the general objects of the games.

3. What special objects should be aimed at in the bird games?

4. Write out three short conversations upon the following subjects:

(a) Rain.

(b) A Daisy.

(c) A Butterfly.

5. What considerations would determine your selection of stories for the Kindergarten?

* Hints and Helps. *

CORRECT PRONUNCIATION.

Interstice—in-ter-stis or in-ter'stis.

Intestine—in-tes'tin, not in-tes'tine.

Intrigue (noun and verb)—in-treeg', not in-treeg.

Intrusive—in-troo'siv, not in-troo'ziv.

Inure—in-yoor' not in-oor'.

Invalid—(noun)—in'va-lid, or in-va-lead'.

Inveigle—in-ve'gl, not in-va'gl.

Inventory—in'ven-to-ry, not in-ven'to-ry.

Iodide—i'o-did or i'o-dide.

Irate—i-rate', not i'rate.

Iron—i'urn, not i'run.

Irrational—ir-rash'un-al, not ir-ray'shuu-al.

Irrefragable—ir-ref'ra-ga-bl, not ir-re-fra'ga-bl.

Revolution—revol-you-shun, not revoloo-shun.
—Exchange.

STUDY OF SYNONYMS.

1. RATIONAL, REASONABLE.

BOTH come from the Latin, the former from *rationalis*, the other from *rationabilis*.

Rational has reference to reason as a faculty of the mind, and is opposed to irrational; as, a *rational* being, *rational* views.

Reasonable has reference to the exercise of this faculty for practical purposes; as, *reasonable* plans.

2. GRATIFY, INDULGE, HUMOR.

Gratify is from Latin *gratus*, pleasing, and *facere*, to make; hence, to make pleasing.

Indulge, from Latin *indulgere*, to be kind or tender to one.

Humor, from Latin *humor*, moisture, fluid. Afterward it meant state of mind, mood, (as formerly supposed to depend on the character or combination of the fluids of the body). As a verb, to comply with the mood or *humor* of a person.

Gratify has reference only to pleasure communicated.

To *indulge* a person implies that we concede something which he could not claim, and which may or may not be for his benefit.

To *humor* is to adapt ourselves to varying moods of others.

We *gratify* a child by showing him beautiful sights; we *indulge* him in some petty licences; we *humor* him when he is tired and exacting.

3. INFERENCE, CONCLUSION.

Inference, from *in* and *fero*, to bring forward, to occasion.

Conclusion, from *con* and *claudere*, to close—to close together.

An *inference* is that which is brought in; hence a deduction from premises. A *conclusion* is stronger; it shuts us up to the result.

We *infer* what is particular or probable; we *conclude* what is certain. We may have many *inferences* which lead to the ultimate *conclusion*.

4. HUMILITY, MODESTY, DIFFIDENCE.

Humility, Latin *humilitas*, from *humilis*, on the ground, from *humus*, the ground.

Modesty, Latin *modestus*, from *modus*, measure; hence, within proper measure or bound.

Diffidence, from *dis*, not, and *fidere*, to trust.

Humility consists in being willing to waive our right and take a lower place than might be our due. It does not require of us to underrate ourselves.

Modesty implies an unwillingness to put ourselves forward and an absence of over-confidence in ourselves.

Diffidence as a distrust in our own powers, combined with a fear of being censured on our failure.
—Pennsylvania School.

FACTS.

I WAS troubled some time since by the want of punctuality in my pupils. I had just undertaken the management of a school which had "run down," under the control of a man who had governed, at times with severity, at times with laxity of discipline, and I was at loss what course to pursue to create a reformation in this particular.

Acting, however, on the principle of attracting rather than coercing, I determined on the following plan:—I was not sure of its success, and I did not make known my motive, intending to try other means if this failed. * * * After opening school with the usual devotional exercises, I told the few who were at their seats that I intended to spend a quarter of an hour every morning in telling them something interesting, something which they would be pleased and profited to hear. * * * The process was repeated every morning.

I took pains to have something really interesting, and I soon began to observe the effects. They who had heard the "facts," as I called them, told their tardy companions what pleasant information the teacher had given them, and advised them to come in time if they wanted to hear something nice.

I was walking behind two of my boys one morning, on my way to school,—two of the quondam tardies,—and overheard one of them say, "Hurry up, or we shan't be in time for facts."—*School Amusements.*

GEOGRAPHICAL HINTS.

DON'T call the Chinese "Mongolians." It is better to reserve the latter name for the people who live north of China proper.

DON'T speak of a native of China as a Chinaman. You would not say that you had an Irelandman digging in your garden. It is better to call John a Chinese.

DON'T, please don't, say that New York City is located on Manhattan Island. Such a misuse of the verb "to locate" is trying to the nerves of the best lexicographers. Say New York City is situated on Manhattan Island.

DON'T speak of China as our Antipodes. Our Antipodes is the point on the other side of the world reached by a straight line passing through the place on which we stand and the centre of the earth. Our Antipodes is in the ocean south-west of Australia.

DON'T be mystified if on one map in your atlas Hudson Bay seems to be larger than the Gulf of Mexico, while on another sheet of the same atlas the Gulf of Mexico appears larger than Hudson Bay. The apparent discrepancy is doubtless due to the different map projections employed. You know, for instance, that areas far removed from the equator are very much exaggerated as they appear on maps of the Mercator projection.

The study of geography does not begin where some other study is finished; it is a part of the entire education of the young; it enters in some form into every grade of school life, and it is never finished even when graduation breaks the connection between the school and the student. It is the study that is never finished. Facts are learned of it every day, and its importance is unquestioned. It well becomes teachers to give such instruction in geography that the after life of the pupil, the life when books are rarely dipped into and technical works are wholly eschewed, may be full and ready to grasp all the facts that daily arrive in new form to arrest the attention.

Students of history are always impressed by the powerful influence which the physical features of nature exert in shaping the current of events. The existence of a lake or a mountain chain has at times produced most important historical results. When the Chinese, in the first century of our era, overran all Turkestan, it is said that their General Panchow, with his army, reached the Caspian sea, and that he was so impressed by the supposed difficulty of crossing it that he abandoned his design of extending his master's dominion into Europe. It has often been asserted that the great mountain barrier which encloses Italy on the north was absolutely essential to the growth and maintenance of the early Roman empire.

All that covers Egypt with fertile fields, hemmed in everywhere by sterile wastes, is the sediment which the Atbara river, the Nile's great tributary, brings from rich Kassala and the mountains of Abyssinia and spreads over the Nile valley. It

has been maintained by Sir Samuel Baker that if the Soudanese only knew their power it would not be difficult to divert the Atbara from its channel and dry up its waters in the Nubian desert, turning Egypt into a barren wilderness like the surrounding waste.—*Goldthwaite's Geographical Magazine.*

A MANUAL OF PUNCTUATION AND SOME MATTERS OF TYPOGRAPHY

DESIGNED FOR PUPILS, TEACHERS, AND WRITERS.

BY JAMES P. TAYLOR, LINDSAY.
(Continued).

MISCELLANEOUS EXAMPLES.

1. THE reader who would follow a close reasoner to the summit and absolute principle of any one important subject has chosen a chamois hunter for his guide.—*Wilson's Punctuation.*
2. The only harness a reindeer has, is a collar of reindeer skin and a rope.—*Second Reader.*
3. I led the way, grasping a stout bamboo.—*Fourth Reader.*
4. He never could have stood upon his legs, that bird.—*Fourth Reader.*
5. The bottom was visible, covered with large pebbles.—*Fourth Reader.*
6. Both gentlemen smiled as they looked up at her, so rosy, so eager, so glad, so frank.—*Peep O' Day.*
7. I have been that chap's classical, commercial, mathematical, philosophical, and trigonometrical friend.—*Mr. Squeers.*
8. No one knew whither, why, or wherefore.—*Dickens.*
9. One, two, three, four, five, six—go!—*Little Dorrit.*
10. The truth is, the clergy are afraid of us.—*Alton Locke.*
11. The difference between our ages, tastes, and habits, forbids it.—*Nicholas Nickleby.*
12. Arithmetic, geometry, astronomy, and music were his favourite studies.—*Collier's Literature.*
13. What was your motive? Tell me, that I may understand.—*Novel.*
14. He wrought, unseen and unsuspected, a wondrous work.—*Chas. Lamb.*
15. Scrooge sat with his door wide open, that he might see him come in.—*Fourth Reader.*
16. The White Ship had struck upon a rock,—was filling,—going down!—*Third Reader.*
17. Let one of the horses loose, that we may gain a little time.—*Third Reader.*
18. Aristotle may be cited as a constructor of the art, Kant of the science, of logic.—*Laws of Thought.*
19. "Ha!" muttered the old man, "Yes, yes, yes, yes, yes?"—*Little Dorrit.*
20. Sublimity elevates, beauty charms, wit diverts.—*Campbell's Rhetoric.*
21. But, as I said, that is just what I wished to speak to you about.—*Woodstock.*
22. They issued in a throng, each carrying a captive in its mandible.—*Third Reader.*
23. He fell in Andalusia, in battle.—*Third Reader.*
24. The recurrence, at a short interval, of the same word, in two different senses, is to be avoided.—*Bain's Rhetoric.*
25. Smoke there is none, spark there is none, flame there is none.—*Dr. Wilson.*
26. The truth is, we have no particular taste.—*Leigh Hunt.*
27. This is Camestres, which, of course, is easily reduced to Celarent.—*Whateley's Logic.*
28. The first thing they do, is to make a dam, right across the stream.—*Third Reader.*
29. We've only taken them at their word, we Chartists.—*Alton Locke.*
30. The Duke will remain here for an hour longer, to prevent suspicion.—*Chas. O'Malley.*
31. The earth, the air, the water, teem with delighted existence.—*High School Reader.*
32. There are two great infinities,—the infinite in space and the infinite in time.—*Hugh Miller.*
33. He was also known to, and visited by, Sheridan.—*Chas. Lamb.*
34. Devoting himself early to literature, he produced a poem on slavery, called the *Wrongs of Africa.*—*Collier's Literature.*
35. First, commencing in 1750, came the "Rambler," written almost entirely by Johnson.—*Spalding's Literature.*

36. Gorgeous vests, gardens, palaces, princesses, passed before me.—*Chas. Lamb.*

37. We afterwards obtained a charter, the company being increased to one hundred.—*Franklin.*

38. Music, though now a very complex and difficult art, is, in truth, a gift of the Author of Nature to the whole human race.—*Lord Mahon.*

39. The glory of the farmer is, that, in the division of labor, it is his part to create.—*Country Gentleman's Magazine.*

40. Two states only permitted their representatives to grace the scene with their presence,—Venice and France.—*Froude.*

41. All were dismounted, to take away the temptation of pursuit or flight.—*Lingard.*

42. He arrives at the beaver-lodges, and, I warrant, will soon create some havoc among the inmates.—*Ballantyne.*

43. Its principal parts are two: Physics, which explains the nature of bodies; and Ethics, which treats of human morals.—*Murray's Logic.*

44. Is it simply a matter of speculation? a topic of discourse? an employment of the intellect?—*Channing.*

45. With money, with advice, with encouragement, and with bodily service, he began to work eagerly in the cause of his adopted land.—*Collier's Literature.*

46. But there is also another quality of propositions, namely, truth and falsehood.—*Murray's Logic.*

47. It was guided mainly by two principals,—an intense fondness for Hanover, and a constant fear of the Pretender and his partizans.—*Collier's History.*

48. A Frenchman, disappointed with English cookery, exclaimed, "Behold a land with sixty religions and only one sauce."—*Bain's Rhetoric.*

49. My grandfather had four sons, who grew up; viz, Thomas John, Benjamin, and Josiah.—*Franklin.*

50. And here Mr. Squeers related how, and in what manner, and when and where, he had picked up the runaway.—*Nicholas Nickleby.*

51. I think of showing these MSS. to my publisher, to get his opinion as to whether they are worth printing just now.—*Alton Locke.*

52. There were two convulsions in opposite directions,—that of the devil-fish and that of its prey.—*Fourth Reader.*

53. His design was, to destroy the British forts of Pittsburg and Loyal-Hanna, if opportunities occurred.—*Garneau's History of Canada.*

54. Having proceeded about two miles, I came upon a black rhinoceros, feeding within fifty yards of me.—*Third Reader.*

55. A farmer, whose poultry-yard had suffered severely from the foxes, succeeded at last in catching one in a trap.—*Third Reader.*

56. Which of these two things do you really think is worth the most,—the gift of the Golden Touch, or one cup of clear cold water?—*Third Reader.*

57. He quickened his pace; but, before he reached her, she turned her head.—*Little Dorrit.*

58. Once we heard of the few, now of the many; once of the prerogatives of a part, now of the rights of all.—*Channing.*

59. So grey, so slow, so quiet, so impassionate, so very bulky in the head, Patriarch was the word for him.—*Little Dorrit.*

EVERY MORNING.

- Be early.
- Tidy up the desk.
- Greet the children cheerily.
- Get a little nearer to the children.
- Give them assistance if they need it.
- Brighten up everything and everybody.
- See that the crayon and blackboards are all right.
- Look about the school yard as though you enjoyed it.
- See that the room is thoroughly ventilated before school begins.
- Inquire about them, their home, their work, or their play, as you would of an older person.
- "Before school" is better than "after school" work—the one may be a luxury; the other is a bore.—*Journal of Education.*

WE must take care of the beautiful for the useful can take care of itself.—*Goethe.*

The Educational Journal.

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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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T. G. WILSON,

Manager.

* Editorials. *

TORONTO, APRIL 15, 1892.

TO OUR READERS.

WITH the current number commences the Sixth volume of the EDUCATIONAL JOURNAL. We have taken the opportunity to make another slight change in the make-up of the paper, bringing it more nearly into conformity with the style which is found in the experience of publishers and editors the most convenient for all purposes. The size of the paper is not changed, nor is the amount of space devoted to the interests of our readers curtailed. On the contrary we expect to have practically, as in fact we have had for a few weeks past, nearly a page more of reading matter, on the average, than previously. Through the liberality of the Publishers we shall henceforth be able, commencing with the next number, to secure the equivalent of a still further increase in the space available for educational matter, by reducing the size of the type on what have hitherto been the second and third pages.

That the JOURNAL is thus able to enter on its sixth year of publication in its present form with fresh improvements is, we

make bold to think, a matter for congratulation to our patrons as well as to ourselves. We need not remind our readers that a periodical devoted exclusively to the interests of a special profession always labors under disadvantages, arising from the necessarily limited field for its circulation. Thus a journal published in the interests of the teaching profession in Ontario must of course find its subscribers almost exclusively amongst the few thousands of members of that profession in the Province, while the general newspaper has the whole population of the Dominion for its constituency. This consideration affects not only the subscription list but the advertising patronage as well. The merchant or manufacturer has no inducement to advertise in the EDUCATIONAL JOURNAL unless he has something to sell which the teachers of the Province are likely to wish to buy. This fact, we may add in passing, has its advantage for the subscribers too, as it naturally secures them a select quality and style of advertisements and saves them from the promiscuous and often unsightly *melange* which nowadays mars the advertising columns of the general newspaper. The advertiser, too, by the way, if he is shrewd, will appreciate the value of having a select body of readers to address, — but we are not thinking specially of him or his interests just now.

We mention these facts in order that our friends and patrons may not make the mistake of supposing that the EDUCATIONAL JOURNAL is likely to make bloated millionaires of its publishers. We are still obliged to rely, as in the past, very largely upon the aid and co-operation of our subscribers for the support without which it could not live. This aid and co-operation have been heartily given by many of our good friends in city and country. To these our success is very largely due, and to these both editors and publishers return very sincere thanks. As the best proof of our gratitude it shall be our endeavour to steadily improve the JOURNAL. Some of those whose judgment on such a question is of value are of the opinion that it is now second to very few, if any, of the educational papers published in America or elsewhere. On that point our readers, not ourselves, must be the judges. But this it is in order for us to say. It is our steadfast aim and purpose to make it not only not inferior, but distinctly and emphatically superior to any and all other periodicals for the use of teachers in Ontario and other parts of the Dominion in which it circulates. To this end we propose to strengthen any weak point as soon as its weakness is discovered; to add new departments as fast as they are found to be necessary, and generally to do our best

not only to deserve the support which has been so freely accorded, but to make the EDUCATIONAL JOURNAL, absolutely indispensable to every "live" teacher in these Western Provinces, and in fact in the whole Dominion. Many of our subscribers assure us it is to them already thus indispensable.

In this connection the Editor desires to bear testimony—and it is unsolicited testimony—to the enterprise and liberality of the Publishers, and their readiness, so far as possible, to adopt suggestions for the improvement of the JOURNAL, notwithstanding that every such step forward involves increase in the expenses of publication.

Two or three new departures which, it is believed, will add materially to the interest and value of the paper, are now being arranged for, and will, in all probability, be announced very soon. The main object of these will be to make some of the departments more intensely practical, and thus more directly and continuously helpful to teachers of all grades, in their daily work.

There are yet, we believe, some teachers in Ontario who do not take the JOURNAL. In most cases, no doubt, this is either because they have never made its acquaintance, or because they are only half in earnest in the work of their profession. Could those who are conscious of deriving help and stimulus from its fortnightly visits, do a better service than to draw the attention of friends or acquaintances, if they have any of the classes indicated, to the paper? We shall always be glad to send sample copies free to any address.

SCHOOL FEUDS.

A SUBSCRIBER writes as follows:—

Recently I have had some difficulty with my pupils in getting them to work or even play harmoniously. They seem divided into two classes and are apparently prejudiced against each other. Kindness, or even the fulfilment of my duty as teacher, to any member of one class is looked upon by the others as favoritism. I have deavored, without corporal punishment, to get each one to act courteously to his fellow-pupils but have failed.

The difficulty described is by no means, we fear, an unusual one. School children, like children of a larger growth, are often too prone to divide into factions and cherish feuds of this kind. To root out the evil will generally require much time, tact and patience. Perhaps the best course for the teacher to pursue is to quietly ascertain who are the ringleaders, for it will almost invariably be found that one or two ruling spirits on each side are at the bottom of the trouble. If these are not very obstinate or vindictive it may be possible to show them by quiet and friendly remonstrance

the wrongfulness of their course and the evil they are doing. Their consciences should be reached, if possible.

Should the feeling prove too obstinate to be thus easily eradicated, it may be judicious for the teacher to spend a little time in tracing the origin of the feud. This can generally be ascertained without much difficulty. It may be mere rivalry between ambitious children, striving for supremacy. It may be traced to jealousy of disposition on the part of one or two otherwise good children, whose inordinate vanity or love of approbation has been in some way wounded. Too often, we fear, it will be found to be of family origin, the children of parents who are at "daggers drawn" reproducing and perpetuating the quarrel, and drawing those around them into sympathy with the one party or the other. The best course to be pursued will necessarily depend very largely upon the nature of the causes which have led to the unhappy result. Understanding, first, the peculiar dispositions of the leaders of the faction, and secondly, the primary causes of the feeling which creates the faction, the teacher will have the key to the situation, and can at least set to work intelligently to counteract the evil influences and feelings which are at work.

It seems to us obvious that the case is not one in which harsh measures, or corporal punishment, can avail. Severity may be sometimes necessary to repress outward rudeness or violence, but it can never eradicate evil passions or implant right feelings and motives. And until these things are to a large extent accomplished the root of the bitterness will remain in the soil, ready to send forth new shoots, as fast as the old are destroyed.

We throw out these few suggestions which occur to us. But in this as in other matters, experience is the best guide. It is altogether likely that many other teachers have had to grapple with the same difficulty as our correspondent. Any one who has been successful in meeting it might render helpful service to many fellow-teachers by giving briefly the results of his or her experience through our columns.

PUBLIC SCHOOL LEAVING EXAMINATIONS.

IN framing the regulations regarding the Public School Leaving Examinations, it is said that the Minister of Education has been desirous of discouraging, as far as possible, any multiplicity of classes and of having the work limited largely to the more essential subjects. Pupils from any of the Public Schools, who have passed the Entrance Examination, may write at these

examinations, but no money grant will be given where there is a High School, or where the Public School has not at least two teachers, one of them holding at least a second-class certificate. It is contended that a teacher should have higher than third-class qualifications to do successfully what is really High School work. It is further held that in a rural school, having only one teacher, it would cause the junior pupils to be neglected, if there should be the temptation of a money grant for passing pupils at this examination. All Public School Boards have still the power of requiring fifth form work to be taken up if there are pupils wishing to take this course, and the optional branches may be taught subject to the control of the Inspector. The Public School Leaving Examination is not a qualifying examination but a pupil who has taken this course will be all the better fitted to enter upon High School work, though the main object of the regulation is, it seems, to give children a good English education should their attainments be limited to Public School work.

EDITORIAL NOTES.

WE would again call the attention of teachers and educationists generally, to the first meeting of the Educational Association of the Dominion of Canada, to be held in Montreal, July 5th to 8th, to which we referred at length on first page of our last number. The meeting will, to some extent, partake of the nature of the National Educational Association of the United States which met in Toronto last summer. No doubt many will take advantage of the opportunity to visit the Commercial metropolis of the Dominion and the beautiful scenery of the St. Lawrence.

SPELLING reform has many able advocates, but makes, nevertheless, slow progress. Mr. McCullough, of the Hamilton Business College, read a few days ago before the Hamilton Teachers' Institute a well prepared paper in support of it. It goes without saying that the weight of logical reasoning is in favour of the reform, or at least of some good measure of spelling reform. But the weight of prejudice, the *vis inertia* which retards all such movements, possibly more than either, the associations which cluster around words in their old, familiar forms, however uncouth or difficult, perhaps often because they are uncouth or difficult, suffice to make us shrink from the thought of violent change. We feel as if it would be long before *rime* would call up the conception which is inseparably connected with *rhyme*. Hence our illogical conservatism.

Book Notices, etc.

"The History of David Grieve." By Mrs. Humphrey Ward, author of Robert Elsmere. 12mo. Cloth extra. Price, \$1. The Copp, Clark Co., Toronto.

We have before called attention to this book, which had attained a popularity in advance of publication, by reason of the reputation of "Robert Elsmere," Mrs. Ward's first venture, which so suddenly brought fame to the author. Probably few novels have ever elicited a greater variety of opinions than the book before us. That it is very cleverly written, almost all critics will readily admit, though some qualify the admission with the statement, and in this we quite agree with them, that there is really a good deal of "padding" in it. The small amount of space we can devote to a book of this kind, will not suffice for more than a bare statement of our own impressions, without any serious attempt to analyze those impressions, or to justify them with argument and quotation. As a work of art we should be disposed to give the book a high, though by no means the highest, place. The characters and situations with which it deals, such as they are, are wrought out with much skill and consistency. David, his sister Louie, and the many subordinate figures in the drama are creations of the kind that live in the memory. It is even possible that some of them may live in literature in some lesser degree, like the creations of a Thackeray or a Dickens. But as a book to be read for any other purpose than simply literary pleasure, to say nothing of profit, this is one of the last we should think of selecting. It does not leave a pleasant taste in the mouth. We do not mean to insinuate that it panders in any sense to wrong or vicious inclinations, but that it is neither morally nor spiritually elevating. There is not a man or a woman in the book whom one can really admire, much less one who could be safely set up as an ideal. Perhaps the author intended to present the hero as a high type of manhood, but if so, she will, we hope, find few to commend her taste. It is more probable, we suppose, that she attempted what a large school of modern critics regard as a higher achievement—though we cannot agree with them—from the artistic point of view, the portrayal of the features of human life just as they are. If so, we should be sorry to believe her work a success from that point of view. If it is so, she has surely gone for her studies and models to the lower rather than the higher planes of moral existence. She—and this is to our thinking the condemnation of her book, as a novel for the family or for the million—tends to lower our faith in human nature, or rather in its higher manifestations and possibilities.

Moffatt's Geography of America and the Ocean.

Edited by Thomas Paige, and Revised by Rev. E. Hammonds, M.A., Vice-Principal Battersea Training College. *The Oceans*. Price, 9d. Eighteenth Edition. London: Moffatt & Paige, 28 Warwick Lane, Paternoster Row, E. C. 1891.

Of these two little books we can only say, as we have in effect said of others of the numerous geographical books and booklets published by this firm, that as manuals of condensed and accurate information, for reference by teachers and others in search of facts, they are no doubt comprehensive and reliable, and may be found very useful. But as text-books to be put into the hands of pupils, and pupil-teachers, if such is in part the design of authors and publishers, they are, judged from the standpoint of Canadian pedagogics, wholly unsuitable. They would be regarded as insufferably dry, and as lending themselves too readily to a system of "cramming."

WELL directed energy and determination is better than genius; for genius may fail, but the other never does.

SENSE is our helmet, wit is but the plume;
The plume exposes, 'tis our helmet saves.
Sense is the diamond, weighty, solid sound;
When cut by wit it casts a brighter beam;
Yet, wit apart, it's a diamond still.

Primary Department.

PRIMARY READING.

Go to the printer and order 100 alphabets to be printed on ten different colors or shades of cardboard. That will make ten alphabets on each color. Ask your dry-goods merchant to save for you twenty thread boxes as nearly of a size as possible. Those containing No. 50 or 60 thread are a very convenient size. He will give them to you, and thank you for carrying them away. The alphabet will be printed in sheets. Cut the letters apart, putting five alphabets in each box. Be sure to have them spaced in printing so as to leave plenty of room for cutting apart. You will now have twenty boxes of letters, two of each color. Label the boxes by pasting on both box and cover a letter of the same color as the letters inside. Store these boxes in a large box, and you will have a neat, handy and very useful auxiliary to primary work. The cost is one dollar.

I think you will not find many school-boards unwilling to pay for them and make them a part of the school property. I have sixty of these boxes in my school, and the school board paid for them all. They were not bought all at once, but some each year.

I have used lower case letters exclusively, although it would certainly be an improvement to have one alphabet of capitals in each box. As letters become lost or broken, as will happen in time if you use them four times a day as I do, the number of letters in each box will become too small. The object in having two boxes alike is to put the contents of two boxes in one when this happens. Your ingenuity will suggest many ways of using these letter boxes.—*Selected.*

COMPOSITION.

RHODA LEE.

COMPOSITION as an art may be defined as constructive power over language. We are sometimes asked what the primary grades are contributing towards the attainment of this power. A great amount of training comes within the range of the first and second book teacher. Let us consider its nature. The instruction commences with the very first hours at school. When the little child, in response to the question of his teacher, endeavors to give her as good an answer as possible, he is taking his first step.

Shy, diffident and sometimes indolent children are apt to try to make their answers as short as possible, leaving it to the good nature of the teacher to complete and put into shape their thought. But from the outset we must try to overcome this fault. One word *distinctly* uttered may suffice for a time, but by-and-by a complete sentence given in the form the answer requires must be the rule. The watchful teacher will note errors common to the class and give gymnastics or practices to correct such, either in a reading-chart or orally. We must get the children to talk and in the junior classes we can do this most readily as it is then, in the entire absence of self-consciousness, that they will express themselves easily and naturally. One of the

simplest and best ways of cultivating this oral power is in the reproduction of stories. Tell a good story some day and a few days after let the children tell it to you. Of course it will be little by little, in response to the questions of the teacher, who will correct the narrative and maintain its unity, but it will nevertheless form the best of preparations for what will come later—the written reproduction of stories.

Two other factors in the work of oral instruction are always present—memorizing and the example of the teacher. Her language should be and is always a model, while memorizing good prose as well as poetry is necessary language-food.

As soon as the children are able to write we must begin systematically the work of written composition. Exercises such as the following are simple enough to begin with.

1. Tell me all that you see in the room. (a full statement each time. Example:—*I see a flower.*)

2. Tell me what you saw on the way to school.

3. Make a statement about each of the following telling what they do.

birds	hens
horses	girls
dogs	bees
fish	wasps

4. Tell what we do with,

a pen	a ball
a knife	a spade
a spoon	a needle, etc.

5. Write sentences beginning with the following words:—where, when, why, have, is, are, was, what, am.

6. (a) Write a story about your dog.

(b) Tell me about a pic-nic you were at.

7. Write a conversation between a cat and a bird, between the kitchen stove and the tea-kettle or between a fish and the frying-pan, etc.

8. Personate a mouse, a flower, or a flower-seed and tell a story about yourself.

In addition to exercises such as these ask your pupils to write in their own words different stories from their reading-books; stories you have told them or that they have read at home and elsewhere. Present a picture to the class and ask the children to tell what it is about. Frequently have these stories written on paper and file the best ones. The spelling will be extremely phonetic in some instances when we are just beginning the work but what of that as long as the thought is there. The fault is one that corrects itself in time.

There is no work more important than that of developing the power of expression. Emphasize and commend everything that is good. Memorize and read in class nothing but what is good, beautiful, and true. Someone has said with great truth, "Facility in language comes from *hearing* good language, *mastering* good language and *practising* good language."

PLEASURES are like poppies spread,
You seize the flower, its bloom is shed;
Or like the snow-falls in the river,
A moment white then melts forever.
Or like the Borealis race
That flit ere you can point their place,
Or like the rainbow's lovely form,
Evanishing amid the storm.—*Burns.*

For Friday Afternoon.

For THE EDUCATIONAL JOURNAL.

SPRING.

BY LIZZIE WILLS.

HEAR the merry robin singing,
On the branch of leafless tree,
All the air is throbbing, ringing,
With the gladsome melody.
Spring is coming! O be joyful!
Sunny days are now in store,
We'll forget the days of darkness
Now that Winter's reign is o'er.

Spring is coming! When the flowers
In the dark earth hear her voice,
They peep forth in woodland bowers
And to welcome her rejoice;
Snowdrop, daffodil and crocus
Eager lift their heads to greet,
Blue-eyed violets in her pathway
Shyly kiss her dancing feet.

Brooks that long have lain imprisoned
Under Winter's icy key,
Now are singing in the sunlight
Glorious songs of liberty.
Leaves are peeping from the tree-buds,
Birds are building nests with glee,
Butterflies are now appearing,
Lambs are skipping on the lea.

Spring is standing on the threshold,
Beauteous, gentle, young and fair,
Hark! a hush of expectation
Seems to still the very air.
Now her feet have crossed the threshold!
See, she waves her magic wand!
And the South Wind cries triumphant,
"Spring is reigning o'er the land."

RECITATION FOR A LITTLE BOY.

I SHALL one day be a unit
In the number of good men,
Did you say "perhaps a cipher?"
We'll, I'd be worth something then.

NOTE.—Child draws oblong on the board placing the number 1,000 in the upper left hand corner.

Here is a precious treasure,
A thousand dollar bill!
One zero thinks he'll run away,
And scampers down the hill.

NOTE.—Child erases cipher to the left.

Oh, what a pity that he got
That notion in his head,
I had a thousand dollars,
I've a hundred now instead.

Another cipher, we saw him go
And followed at his heels.
(Erases another cipher.)

Dear me! when hundreds turn to tens,
How blue a fellow feels!

Another played the truant;
(Erases another cipher.)

He did it "just for fun,"
But of my thousand dollars
There's left to me but one.

So ciphers are no small account
And if I grow to one,
You'll find me always at my post
Until my work is done.

—*Selected.*

THE objects of school punishments are the same as those of divine punishments. If a pupil commits a fault, his punishment should tend to prevent his repeating it, serve as a warning to his school-fellows, and at the same time, manifest the teacher's disapprobation of the act. I do not hesitate to say that all school punishments that are not calculated to effect these objects are either improper in themselves or improperly applied.—*Wickersham.*

* Literary Notes. *

Our *Little Men and Women for April*, from its pretty frontispiece, "The First Bluebird," to its picture story on the closing page, "Polly and Prince," is a number to delight and instruct. "Boys and Girls in Samoa" describes a type of child-life little known to the American boy and girl, and "Bossy's Moogings" teaches a Natural History lesson it would take long to learn by simple study. "A Delsarte Alphabet" suggests many things helpful to know, and "Wolfgang Mozart" is a bit of biography told in dainty story. Then there are "A Boy and a Girl," a bright story, "How a Tooth was Pulled," which is very apt, "Louis's Lesson," an excellent story, "Joker and his Relations," the clever monkey who does such clever things, "The Doings of the Studio Dolls," and "Annie's Soda Biscuit"—a pretty story as well as a helpful one. There are merry rhymes and happy jingles and pictures large and small. Price \$1.00 a year; 10 cents a number. D. Lothrop Company, Publishers, Boston.

THE table of contents of the April *Arena* is varied and is inviting, as will be noted from the following: "Vital Statistics of the Negro," by Frederick L. Hoffman. "The Money Question," by Hon. John Davis, M.C. "Volapuk, the World Language," by Alfred Post. "The Speaker in England and America," by Henry George, Jr. "Rational Views of Heaven and Hell," by Rev. George St. Clair. "The Farmers' Alliance and its Leaders," by Annie L. Diggs (illustrated by two full-page portraits and four smaller photogravures). "Pontifex Maximus," by W. D. McCrackan. "A Remarkable Psychical Experience," by Louise Chandler Moulton. "How Uncle Nottoway Squashed the Indictment," a Southern character sketch, by Will Allen Drumgoole. Part IV. of "A Spoil of Office," by Hamlin Garland. "Two Hours in the Social Cellar," by B. O. Flower. "Books of the Day": Reviews by Rabbi Solomon Schindler, Henry Austin and the editor.

"THE Social Awakening in London," by Robert A. Woods, author of the notable book, "English Social Movements," in *Scribner's Magazine* for April, is the first article of an important series to appear in this excellent monthly. London, New York, Paris, Boston, Chicago, and Naples are among the cities to be represented in the series; and the list of authors includes the names of a number of prominent writers well qualified to deal with their special themes. A second notable series begun in this issue is entitled "Historic Moments," the aim of which is to give brief pen-pictures of important events in politics, history and invention, by eye-witnesses and participants in them, thus preserving in brief compass what it is hoped may be valuable historical material, as well as very interesting reading. The first article is entitled "The Impeachment Trial," and is by Edmond G. Ross, ex-Senator from Kansas, who was one of the seven Republican Senators who voted "Not Guilty" with the Democrats and so secured the acquittal of President Andrew Johnson. The other contents of this month's Scribner are up to the usual high average in variety and quality.

THE *Popular Science Monthly* maintains its usual standard of excellence in the April issue. Prof. David Starr Jordan opens the number with his pen portrait of "Agassiz at Penikese." Dr. Andrew D. White, in his article on "Astronomy," gives an authentic account of the treatment which Galileo and his writings received from the Catholic and Protestant churches. An account of researches upon the "Involuntary Movements," which guide the mind-reader, is contributed by Prof. Joseph Jastrow. The relations of "Science and Fine Art," are pointed out by Emil Du Bois-Reymond. A subject of concern to nearly everybody—"Bacteria in our Dairy Products"—is treated by Prof. H. W. Conn. "The Great Earthquake of Port Royal, Jamaica," is described by Col. A. B. Ellis. Hon. Carroll D. Wright gives some important facts and figures in relation to "Rapid Transit." "Orchestral Musical Instruments," as made in America, are described in a fully illustrated article by Daniel Spillane. Mr. W. H. Larrabee gives evidences, and names certain cases in which there is lack of evidence, of "Variations in Climate." The subject

of "Bad Air and Bad Health," receives thorough treatment from Harold Wager and Auberon Herbert. There is a biographical sketch of "John and William Bartram." The frontispiece of the number is a portrait of Rafinesque, of whom a sketch was given some time ago. New York: D. Appleton & Company. Fifty cents a number, \$5 a year.

THE complete novel in *Lippincott's Magazine* for April, "But Men Must Work," is by the well-known and popular author, Rosa Nouchette Carey. In the Athletic Series, Julian Hawthorne sounds the Praises of walking, and C. Davis English expounds the mysteries of Four-in-Hand Driving. In the Journalist Series, Melville Philips tells us that the Literary Editor is much less frequent than we commonly suppose, and gives some odd samples of his experiences. The Countess Norraikow gives a brief history of the leading Nihilists, and traces the famine in Russia to heavy taxes and misgovernment. "Milk for Babies," a short but important article, by Mrs. Louise Hogan, discloses facts which bear directly on the life and health of children. The "First Principles" of writing are unfolded by the Editor to an Anxious Aspirant for literary fame. The department "As It Seems" discusses the Deadly Double-Track, Sexual Exchanges (among writers of fiction), a few Verbal Eccentricities, and other topics. There are short stories by Julien Gordon and George Edgar Montgomery. The poetry of the number is by Robert Loveman, Sibylla Vernon, Florence Earle Coates, Isabel Gordon, and Charles Washington Coleman.

BESIDES the many continued stories and articles, we find in the April *St. Nicholas* plenty of attractions. The frontispiece after a painting by Couture, and the artistic pictures of Mary Hallock Foote, illustrating her vivid sketch of life in the Great West, are of unusual excellence. "The Famous Tortugas Bull-Fight," by C. F. Holder, will delight all readers who have a bit of boyhood in them. "It Really Rained," is by Julian Ralph—that is to say, it is a bit of exact descriptive truth-telling upon its subject. "A Story of the Swiss Glacier," represents another bit of frozen fact. It is based on the finding of a little boy's body perfectly preserved some sixty years after his fall into a crevasse. The story is marvellous but seems well authenticated. Those of a studious turn of mind may devote a little careful reading to Rev. George McArthur's clever paper on "Seven Years without a Birthday." Other features that call for at least a "reading by title" are: Katharine Pyle's "Cobbler Magician," "The Curious Case of Ah-top," "A Shocking Affair," pictures from which amateur photographers may see how excellent effects may be secured from simple materials mixed with "Brains, sir!"

THE April number of the *North American Review* contains articles on "Patriotism and Politics" by Cardinal Gibbons; on the "Olympian Religion" by Mr. Gladstone; on the "Negro Question" by Thomas Nelson Page; on "Michigan's Presidential Electors" by the Governor of Michigan; on "The Free Zone in Mexico" by the Mexican Minister; on the "Modern Cart of Theopis" by the comedian, W. H. Crane; on "Money and Usury" by Henry Clews; on "French Girls" by Mme. Adam; and on "Immigration" by the Hon. John B. Weber, United States Inspector of Immigration, and Charles Stewart Smith, President of the New York Chamber of Commerce. The Hon. Hilary Herbert, who has given much attention in Congress to our trade relations with other countries, in his article on "Reciprocity and the Farmer," makes a very clear exposition of what he charges to be the fallacies of Reciprocity as formulated by Mr. Blaine. Among the shorter papers, Mr. Charles Townsend Copeland draws with incisive touch a parallel between George Eliot and Mrs. Humphry Ward, as novelists, Dr. Felix L. Oswald explains in "The Frost Cure" the curative value of cold air; Dr. Cyrus Edson tells of the recent outbreak of a threatening disease in New York in "Typhus Fever"; and Mr. M. A. de Wolfe Howe, in "A Phase of Modern Philanthropy," describes the newest method of reaching and helping the poor.

In the April *Atlantic* Mr. W. H. Bishop, author of "The Golden Justice" and other notable stories, begins a series of papers recording the experiences of an American couple who set out to keep house economically in various parts of Europe. Judge

Cooley, recently at the head of the Interstate Commerce Commission, has an important article on "Federal Taxation of Lotteries." A paper which should interest all the clerical profession is entitled "Literature and the Ministry," by Prof. Leverett W. Spring, of Williams College. A notable political article, entitled, "Legal Disfranchisement," is unsigned. "The Private Life," is a short story by Henry James. Amongst others the four following articles are likely to attract attention: "A Drive through the Black Hills," by Antoinette Ogden; "Admiral Farragut," by Edward Kirk Lawson; "American Sea Songs," by Alfred M. Williams; and "The Limit in Battle Ships," by John M. Ellicott.

'Tis only when they spring to heaven that angels
Reveal themselves to you, they sit all day
Besides you and lie down at night by you,
Who cannot for their presence, muse or sleep.
And all at once they leave you and you know them.
—Robert Browning.

THE Copp, Clark Company, Limited, have just issued a new and enlarged list of books suitable for "supplementary reading." Teachers attending the convention can secure a list upon application, or can examine the various books included in the list by calling upon the publishers, No. 9 Front St. West.

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THE individuality of the teacher must be preserved. No teacher can hope to succeed, who tries to do things exactly like some one else does them. He should have a good knowledge of what is to be taught, understand the faculties of the mind and also the peculiarities of the different members of his class. He should be acquainted with accepted methods of presenting his particular subject and then proceed, using his own judgment and relying upon his own ingenuity. The teacher should not be an ape. He must be himself if he succeeds.—*Normal Register.*

TORONTO PUBLIC SCHOOL BOARD,
TORONTO, March 21, 1892.

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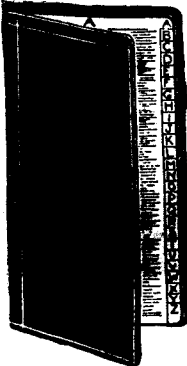
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OFFICIAL CALENDAR

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EDUCATION DEPARTMENT

April:

14. High Schools close, second term. [H. S. Act, sec. 42.]
15. GOOD FRIDAY. Reports on Night Schools due, (session 1891-2).
17. EASTER MONDAY.
19. Annual meeting of the Ontario Teachers' Association at Toronto.
25. High Schools open (Third term). [H. S. Act, sec 42.] Public and Separate Schools in cities, towns, and incorporated villages open after Easter holidays. [P. S. Act, sec. 173 (2); S. S. Act, sec. 79 (2).]
27. Toronto University Examinations in Law begin.
28. Art Schools Examinations begin.

May:

6. ARBOR DAY.

As the drawing books authorized by the Department were not issued in time to be used conveniently in every case for the July Entrance Examinations, the Examiners are hereby instructed to accept the work of candidates this year either in old or new series. The acceptance of the work in any blank exercise book is already provided for by the regulations.

As the course of the School of Pedagogy is to be extended to one year—probably from September to May—a special examination will be held in December for those who failed at the last examination and for candidates eligible for examination without attendance at the School of Pedagogy.

EXAMINATIONS 1892.

April:

1. Applications for examination for specialists' certificates of all grades, to Department, due.
28. Art schools examinations begin.

May:

1. Notice by candidates for the High School Entrance, and Public School Leaving examinations to Inspectors, due.
2. Examinations for specialists' certificates (except commercial) at the University of Toronto begin.
24. Notice by candidates for the Departmental Primary, and the High School Leaving and University Matriculation examinations, to Inspectors, due.

June:

1. Notice by candidates for kindergarten examinations, due.
28. High School Entrance and Public School Leaving examinations begin.

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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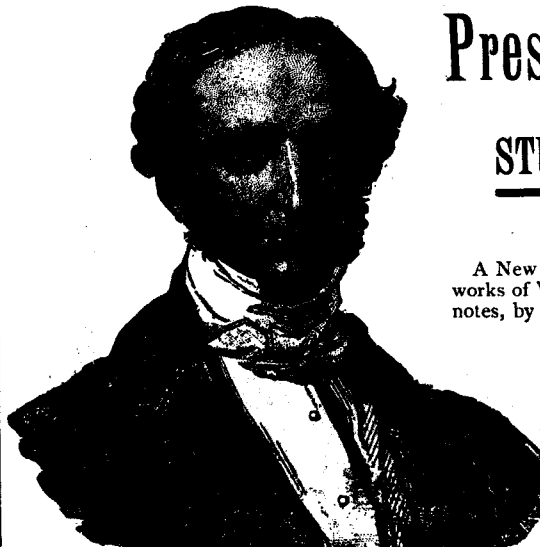
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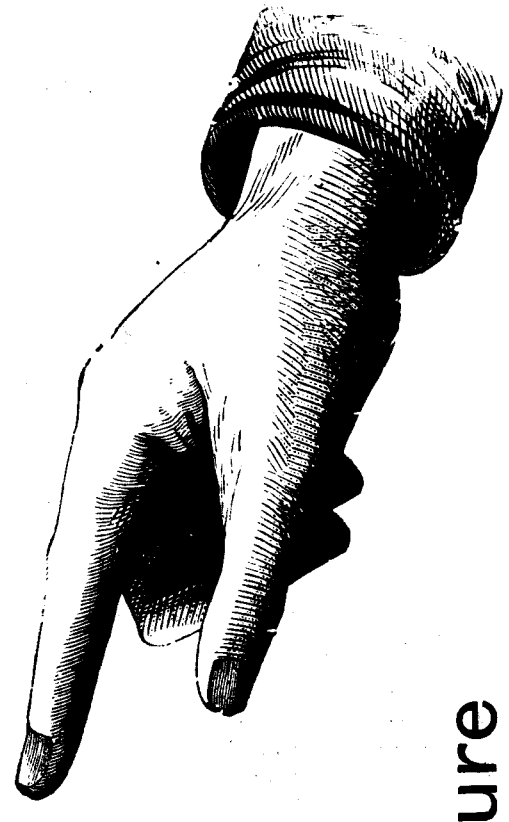
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