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The Educational Journal.

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

VOL. I.

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The Educational Journal.

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ADVANCEMENT OF THE TEACHING PROFESSION IN CANADA.

J. E. WELLS, M.A. Editor.
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Table of Contents.

	PAGE.
BUSINESS NOTICE.....	101
EDITORIAL NOTES.....	101
SPECIAL PAPERS—	
A Teacher's Influence.....	102
SCHOOL-ROOM METHODS—	
A Lesson in Botany.....	104
A Word Exercise.....	104
Critical Work for the Grammar Class.....	104
A Geography Exercise.....	104
An Exercise in Pronunciation, etc.....	104
LITERATURE AND SCIENCE—	
Jubilee Prize Poem.....	105
Thackeray's "Awful Smash".....	105
A Unique Work on Canadian Topics.....	105
If We Only Knew.....	105
EXAMINATION PAPERS—	
Book-Keeping.....	106
Drawing.....	106
FOR FRIDAY AFTERNOON—	
Crack the Whip.....	106
Street Cries.....	106
HINTS AND HELPS—	
Premium Thinking Exercise.....	107
Teaching in the West.....	107
School Post Offices.....	107
The Study of Synonyms.....	107
Word Weaving, etc.....	107
EDITORIAL—	
Prize Giving.....	108
The Object of Punishment.....	108
Grandmother and Granddaughter.....	108
Text Books.....	109
Teachers and Systems.....	109
TEACHERS' MEETINGS—	
Peterboro' Teachers' Institute.....	110
Northumberland Teachers' Association.....	110
Durham Teachers' Association.....	110
Programme of Ontario Teachers' Association.....	110
North Simcoe Teachers' Convention.....	110
EDUCATIONAL NEWS AND NOTES.....	111
BOOK REVIEWS, NOTICES, ETC.....	112
CORRESPONDENCE	
That Sarnia Case.....	112

BUSINESS NOTICE.

OUR subscribers will allow us to call their attention to an important matter. On combining the two papers, we announced that thereafter no copy would be sent after the date to which it was paid. But we soon found that we could not, at least for the present, carry out this proposal, partly because of the difficulty of arranging the new combined list, and partly because, especially in the case of the *Educational Weekly*, our subscribers had not been so summarily dealt with. Therefore, some weeks ago, we removed the announcement.

We trust every reader may understand the position as fully as if the paragraph remained. Several, intending to stop the paper, did not do so when they saw their date was up, and then wrote reminding us of what we had said as to stopping it ourselves,—and that, too, after the withdrawal of the announcement. We are sure everybody desires to treat us fairly, especially when we are trying to issue a paper helpful to teachers and worthy of the profession. We print each subscriber's date immediately under the name on the address label. Each one, thus, keeps track of the situation, and understands that he is liable for the cost of a paper so long as he continues to take it from the post-office. Therefore, if any one desires to discontinue, let him do it *when the date expires*, or, if not done then, let him enclose, when stopping, the amount for which the extension has made him liable. Every one can easily compute this for himself.

But, better still, don't stop it at all; but forward the amount for the year, with arrearages, if any. Remember that this is the only Ontario teacher's newspaper now published; and that in its columns you will find correspondence, criticisms, editorials, examination papers, notes and news, practical work, and departmental announcements, all relating to the system of education in which you are most interested, and with which you are most familiar. Please try your own school journal for at least the first year of its existence, and help in its publication and in its independence by promptly paying subscriptions. Each amount is a small matter to the individual; but the total is a serious matter to us.

Many teachers may remove during the summer. Be good enough to give us prompt notification, naming, for purposes of better identification, the old post-office, as well as the new. A post-card will serve the purpose,—that is unless a remittance of subscription would be in order.

The issues for the 1st and 15th of August, as is usual with such papers during the summer holidays, will be omitted. We wish all of our teachers a pleasant vacation, and a promotion if they remove.

For this issue we have averaged the dates of such as were subscribers to both the *Educational Weekly* and *Canada School Journal*, and they will find the results upon their address labels. In this work we followed the plan set forth in the first number of the new paper, treating both of the former transactions as though done with us alone—debiting the arrears of one paper against the advance of the other, and giving a corresponding advance to those who were ahead with both. We ask all such parties to examine their dates, comparing them with *both* of the old ones; and shall be glad to have word from such as may not think we have done the work correctly.

THE BUSINESS MANAGER.

Editorial Notes.

Do not fail to read the excellent essay on "A Teacher's Influence," by Miss Staples, in this number. It is somewhat lengthy for our columns, but will well repay perusal.

We are glad to see "Text-books," amongst the subjects to be discussed at the approaching Association. There are few questions just now better worth vigorous discussion by Ontario teachers.

WITH our next issue, Sept. 1st, we will commence the publication of the Entrance, Teachers', and Matriculation Examination questions, with which, and the intense heat, and the irritating flies, the unfortunate candidates are struggling, as we go to press.

It is to be hoped that the approaching meeting of the Provincial Teachers' Association may be well attended and influential. Some of the topics to be discussed are closely related to the interests of the profession, and the progress of public school education. The programme will be found in another column.

MANY complain that the schools are not sufficiently "practical." In these days when the farmer's son may become mayor of the city, the wheelwright's, premier, and the blacksmith's, governor, it would be rather hard on the schoolmaster to require him to drill each boy with a direct view to his future occupation.

AMONGST recent changes in the work for junior matriculation, resolved on by the Senate of the University of Toronto, we are glad to see that the critical reading of prose selections has been added to the requirements for pass. The addition of physical geography is also a change in the right direction. Every matriculate and second-class teacher should have done some thorough work in both these directions.

SOME complaint is being made that the bronze medal offered for competition in drawing, among the pupils of the High Schools, and Collegiate Institutes, was awarded, not to a pupil, but to a master in one of the Institutes. We do not know the exact terms on which the medal was offered and awarded, but it does seem as if allowing teachers to compete with their pupils for such honors must be, to say the least, rather discouraging to the latter.

THE press reports state that at a recent meeting of the University Senate, Mr. Kingsford gave notice that he would introduce a statute referring to the granting of pass degrees. This is mysteriously brief. Are not pass degrees already granted? Does the University grant any degrees that are not pass degrees? We do not wish to be ungrateful for small favors, but would it not be as well for the Senate to enable the press to turn on a little more light?

HAS not the Colonial Exhibition Medal and diploma business been somewhat overdone? Or can it be that the school-boys and girls of Ontario have suddenly developed such genius for art as has enabled them to throw their competitors from other colonies into the shade? If medals and diplomas have been distributed broadcast in all the colonial schools as freely as those of Ontario, their value as badges of merit must be pretty near the minimum. If, on the other hand, Ontario boys and girls have been carrying off the lion's share, it looks, to say the least, a little greedy, on their part. It is hardly fair. They should give other less favoured colonies a chance.

To what is the industry and perseverance of modern scientists, especially German scientists, not equal? An exchange tells that a German man of science has taken four heads of hair of equal weight, and proceeded to count the individual hairs. One was of the red variety, and it was found to contain 90,000 hairs. Next comes the black, with 103,000 hairs to its credit. The brown had 109,000 and the blonde 140,000. True, the round figures up to the third and fourth places are a little suspicious, but probably a process of patient generalization will discover some law to account for it. But admitting the accuracy of the count, one can hardly help asking, "What is he going to do about it?"

THE Sarnia case, discussed elsewhere in this issue, suggests one very important question not

touched upon in our article, for want of space. Is it ever wise or right to assign a task,—even ten minutes' work, if it be in the shape of study or school work—as a punishment for misdemeanor? Should not the teacher sedulously avoid everything which tends to associate the idea of study with that of pain or punishment? Time was when it was quite customary to prescribe the memorizing of so many verses of Scripture as the penalty for offence against school law. A more ready way of teaching the child to dislike the sacred volume it would be hard to devise. The principle involved is of wide application. Pupils should be led to regard mental exercise as a delight, not as a task, assuredly not as a punishment.

COMMENTING on the death of Dr. Roswell D. Hitchcock, late President of Union Theological Seminary, New York, the *Christian Union* says: "As a rule, the more successful the teacher the less eminent. Like the deep reservoirs of water in the earth, which find the roots of vegetation when all the surface soil is dry, the great teacher is a fountain to others; and he rejoices to see the currents of his own life invisible, but showing themselves in the life of those who have fed on him. Like a mint he coins a currency for other's use; and others grow famous or rich on his coinage, while he remains generally poor and comparatively unknown." There is much truth, and a very comforting kind of truth, in these remarks. Many a man and woman are toiling to-day in poverty and obscurity, who are yet wielding an influence deeper and more lasting, setting in operation trains of causes more far-reaching and beneficent, than hundreds of those who are attaining both wealth and fame.

WILL women never learn to be reasonable? What could be more ill-timed and inconsiderate than the conduct of those two young English women, Miss Ramsay, and Miss Hervey, whose names are now in every newspaper? Just at the moment when Mr. Romanes had shewn, with his usual logical precision, in the columns of the *Popular Science Monthly*, the essential inferiority of the female intellect, these two perverse representatives of the sex come to the front at the Cambridge examinations, and actually, in the face of all scientific propriety, distance all their male competitors from the great public schools. Miss Ramsay, after only four years study of Greek, was not content with winning a place at the head of the first division of the first class of the classical Tripos, but had the bad taste to stand alone in that division. The other, Miss Hervey, of Newnham College, did the selfsame thing in the Cambridge Mediæval and Modern Language Tripos. Could female perversity go further?

THE old, old, question "What is the object of life?" has at last received its quietus. Mr. Grant Allen settles it definitively and authoritatively in the July number of *The Forum*. The

question is, he tells us, from the modern evolutionary point of view, "in itself superfluous and meaningless," for it implies "the old, exploded, dogmatic fallacy that the cosmos has been constructed upon a definite plan and with a deliberate design, instead of being, as we now know it to be, the inevitable outcome of unconscious energies." That "we know it to be," settles it. It settles too several other troublesome questions, by showing that nothing, after all, matters much. Above all it tends to free the scientific philosophy of the day from whatever reproach is involved in a confession of limitation in knowledge. The professed agnosticism of modern science, if Mr. Grant Allen may be accepted as its spokesman, is evidently but a bit of over-modest shamming. It evidently knew all about the cosmos all the time, but was too bashful to say so.

THE Minister of Education is, it appears, considering whether a part of the increased lecture-room accommodation needed at University College can be most economically secured by the abolition of the residence. To some of the graduates who lived in the Residence during their university course the proposition seems vandalistic, and strong protests are being uttered. We can readily sympathize with the sentiment underlying such protests, but the question is clearly one to be settled on grounds of public utility, rather than of sentiment. It would, probably, be hard to show that it is, on general principles, any part of the duty of the State to conduct a boarding house for the convenience of a few of the students attending its university. It might, perhaps, be still harder to show, either historically or otherwise, that its attempting to do so is generally conducive to the highest interests of all concerned, the students themselves included. In the present instance the smallness of the number—about 40, we believe—who can be received in the Residence, tends very materially to weaken the force of any solid arguments that can be urged in favor of its retention. If nine-tenths of all the students in attendance must, under any circumstances, find accommodation outside the University walls, there can surely be no great hardship in requiring the remaining one-tenth to do the same.

Special Papers.

A TEACHER'S INFLUENCE.

AN address delivered before the Northumberland Teachers' Association, by Miss Lizzie Staples of Baltimore, Ontario, on June 10th, 1887:—

This subject branches in so many directions, and touches upon such a variety of objects, that, within the limit of the allotted time this morning, we can dwell upon but a few of the many thoughts its careful consideration suggests. I bring it before you, not that I may tell you something new, but that we may together concentrate our thoughts upon it, and start new trains of thought, which we may pursue to our profit.

First, let us consider what influence is. Influence is the power to move or direct—an impulsive power—in other words, the power to change. The

effects of change we see all about us. Old Ontario once rippled its waters upon another shore; that tree was once a tiny shoot, a seed, a lump of clay; this body dust—to dust it shall return. Powers are moving all nature, influences are at work, changes are going on. In the human mind, as well as in the rest of God's creation, a change is continually being effected. It changes with every rational moment of life. Not one of us shall leave this room the same in mind as when we entered it. Influences have been about us and we are changed. As we pass along the street, every face we see leaves us a different creature. A pleasant face calls forth pleasant thoughts, while the sight of a degraded face touches a nerve which jars upon our sensibilities. Every impression which our senses convey to our minds effects a change. Every sight we see, every sound we hear has its influence, and that influence grows with the mind. If it be good, the mind will become more and more beautiful; if evil, the mind will become more and more debased. Two leaves grow side by side upon the same branch. As they spring from the stalk an accident occurs which causes a slight rent in one of the yet unfolded leaves, while the other remains untouched. The more one grows, the larger the deformity becomes; the more the other grows, the more beauty is developed; until at last, one is a beautiful leaf, perfect in form and texture, while the other is marred and unsightly. The bloom upon an apple's cheek grows and deepens under favorable circumstances; the tiny speck of mildew spreads until the fruit is ruined, when circumstances are unfavorable. How important, then, it is, that we should, as far as possible, surround ourselves and others with good influences. A mind cannot become debased if all the influences acting upon it are pure. A mind cannot remain ignorant if all the influences acting upon it are intellectual. Through all the faculties of mind influences must develop their powers. From what source are these influences derived? From all we have heard and seen and felt, from all that our instinct and senses have made known to us. Every stick and stone we have seen has had its influence; every tree and flower has added to our knowledge. But the most important influences are those of the thought and feeling of our fellow-man. Mind reaches mind, feeling touches feeling, thought arouses thought. If we are thus influenced by others, we too must impart influence. As we pass through life, every mind we meet is a tuned instrument, whose strings we touch either for harmony or discord. There is not too much music in this world. Let us see to it that our part shall help to swell the grand harmony which rings up through nature to nature's God.

Besides this *general influence* which we unconsciously give and receive there are *particular influences* which act upon every life with greater or less power. The Government influences the nation, friend influences friend, the parent his children, the teacher his pupil. With this last class it is the business of this hour for us to deal.

From what we have said, we understand that a teacher must willingly or unwillingly exert an influence for good or evil by every word he speaks, by every act he performs, in the presence of his pupils. He is standing day after day before a certain number of his fellow-creatures at the most impressionable time of their life, whose thoughts and feelings are being, silently but lastingly, influenced by his every act. But a teacher exerts more than a general influence. He has a particular influence of the strongest nature. Do we all realize that a mighty power is given us—a talent of which we must give a strict account? In the course of a few years we have a large number of minds brought under our charge, and do we all constantly remember that for every influence we have exerted upon each one of our pupils we are directly responsible?

The young child is influenced by the teacher instinctively, the older ones from the force of association. From what he hears about school, lessons, and teacher, the young child gets the impression that the teacher must be a very wise person. He thus comes to school with his mind open to influences, and how closely he watches every movement. After a time, as he learns to observe and think for himself, that of awe of the teacher's wisdom will wear away, but enough of the first

impression will remain to give the teacher a strong hold upon the pupil. Have you not wondered at times how trustfully your pupils accept everything you say? In base-ball and croquet, as well as in geography and grammar, the teacher is an unquestioned authority. Besides, children are imitative. Their life for a few years seems to be a succession of imitations, and as a great part of their time is spent in the presence of their teacher, is it not natural that they should imitate him? The lady-teachers know how the older girls imitate them in matters of the toilet, and how the little girls notice every change they make in that direction. I have often been led to wonder to what extent children imitate when watching them playing school, and, by the way, if you want to study your pupils, do it during their play hours. Allow me to tell you of the time when my attention was first called to this. One winter day, as it was too cold for the girls to play out doors at the noon hour, I proposed that they should play school in-doors. To this they gladly assented, so, providing them with chalk, maps, and pointer, I took a book and went to a distant corner of the room, more to watch the proceedings than to read. What I saw was a revelation to me. There were reflected certain manœuvres and expressions which I could not fail to recognize as my own. Just the way I held the book, pointed to the map, and folded my hands as the class was being dismissed. Some of them even stepped from the platform in a certain careful manner, to which I had been obliged to resort for a week or two previous, owing to a slight lameness. If children imitate us in one thing they will in another. Let us be careful that our actions are worthy of imitation. Our influence does not end with the children. It affects all whom they affect. Tennyson tells us—

“Our echoes roll from soul to soul
And grow forever and forever.”

A great deal is said about home-training, as though some would lay there all the responsibility of unruly children. Good home-training we cannot too highly value, nor evil home training, fully counteract, but where it is good we can help it, and where it is bad we can greatly lessen its evil effects. We have the children with us nearly one-third of their waking hours. We have them under conditions which leave their minds free to take in impressions. If we have lived before them in a way to command their love and respect, we have a strong power to direct their thoughts and elevate their sentiments. Under these circumstances can we not greatly counteract the effects of evil home-training? What a sacred trust parents lay upon us—the development of the immortal part of their children! We are dealing not with time only but with eternity.

Let us now consider some of the ways in which a teacher may exert a good influence. First we will consider the intellectual side of the question—the mere imparting of knowledge. If the teacher wishes to have the power of imparting knowledge, at least two things are necessary. First, he must have a thorough knowledge of the powers of each pupil; second, he must make what is taught appear easy to learn. For the first, he must make a particular study of each pupil under all available circumstances; for the second he must have a thorough and clear knowledge of the subject to be taught, arranged in such a way that it may be readily grasped by the pupil. When you have done this, be *thorough*. Do not leave one part of a subject until it is thoroughly mastered by all. Review often. Guard against copying. Do these things faithfully, and success is sure, provided you can keep your pupils at school. But here is the difficulty. In country schools, especially, irregularity of attendance is the greatest difficulty teachers have to contend with. My experience leads me to believe that the fault of irregularity lies more with the pupils than with their parents. If children are really anxious to go to school few parents will keep them at home unnecessarily. If you treat them kindly, have a good hearty laugh with them once in a while, sympathize with them in their games as well as in their studies, keep the school-room bright and well ventilated, make their lessons interesting, and excite a wholesome spirit of competition among them by some good system of credit marks, most children will love to come to school.

We will now look at the *moral* side of the question. It is of the utmost importance that a teacher should exert a moral influence upon his pupils. To teach good morals he must himself be moral, his character must be pure, his integrity unquestioned. Every care should be taken to inculcate right principles in the minds of young children. There is a germ of good in every heart which may be developed. The first lesson to be taught in order to do this, is the lesson of *obedience*. In all cases exact strict obedience. This is the lesson which we all must learn if we wish to live well. Happy are we if we learned it in our youth. Next teach them *unselfishness*. Never overlook a selfish act. See that no tyranny is carried on in the playground. Show them how unkind it is to slight and annoy the poorly-dressed child whose life is already so sad. Show special deference to such an one. Keep them happy while at school, perhaps they find happiness no place else. Tell them, and show them, that it is a privilege to be able to speak a kind word or do a kind act to one whose life is full of sorrow. Teach your pupils *truthfulness*. Be truthful yourself. Do not lead them to think that promises are made to be broken. If they persist in any error, after you have kindly advised and warned them, do not hesitate to punish. Punishment is the legitimate result of wrong-doing, and if children learn this while they are children it may save them many a wrong step in after life. Teach them to *control their temper*. Always control your own. You cannot get angry without causing angry feelings to rise in the pupil's breast, and thus a dark blot is dropped upon the pages of two lives.

Now we will notice how we may develop the *artistic side* of the child-nature. Teach them to love the beautiful. Have plants in the windows and flowers on your table. Have pictures on the walls. Cut them from magazines, if it is not convenient to get better. Tack them on the walls, and arrange bits of cedar, bright leaves, berries, or pretty feathers about them. These serve as excellent subjects for composition as well as for ornament. Many plans may be devised to decorate the schoolroom. Interest the children in the work; show them the beauty of the effect. Some of them see so little beauty in their homes. Interest them in birds and flowers. When you read that beautiful little poem, “Jack-in-the-Pulpit,” take them to the woods at noon, if you teach in the country, and look for all the plants mentioned in that lesson. It will give them a taste of nature which is always elevating. Get them to try how many kinds of birds they can see, and how much they can learn of their habits. All these things have a refining influence, and cannot fail to do good. Our readers afford an opportunity to teach a love of good literature, which object we should have before us in every reading class.

Neatness is another important lesson they should learn. We can teach this by always being neat in our personal appearance, and insisting on perfect neatness throughout the schoolroom and school-work. *Politeness* we must also teach. Teach the boys to be polite to the girls and the girls to the boys. Treat the children as politely as you would grown-up ladies and gentlemen.

Above all, by your influence show them that they have a work to do in this world, and that all their education, mental and moral, is to prepare them for that. Show them that their duty is to love God, and that they can do so by loving man, and doing all in their power to make this world brighter and better. Teach them to impart sunshine, to do all the good they can, and get all the good they can.

Now we shall fail in our endeavors to exert right influences, if we have failed to do the one thing needful. Win their love, and they are as clay in the potter's hands, ready to be formed into vessels of honor. If you wish them to love you, you must love them, and this is not hard to do. Study their natures, watch their habits, visit their homes, learn all about them, and you will see enough to love in every child.

In closing, let me ask you to use the great privilege of being a teacher in such a way as to merit the approbation of Him who said, “Inasmuch as ye have done it unto the least of one of these My little ones, ye have done it unto Me.”

School-Room Methods.

TRANSCRIPT OF A LESSON IN BOTANY.

I DISTRIBUTED specimens of the plant to be studied (the Spring Beauty), among the pupils. An enlarged outline sketch was placed on the board, to show the parts of the flower more clearly.

Maud, how many leaves has the flower?
Five.

Of what color?

Kate. Pink.

Mary. Rose-color.

Elsie. Light purple.

Does any one know another name for the leaves of the flower?

It is petals. I write the name "petals" near the petals in the sketch, also other parts of the flower as they are named.

All notice the flower, and tell what you have seen.

Robert. There are two green leaves under the red ones, and they have sharper points than the red ones.

Are there any points on the outer ends of the petals, or colored leaves?

May. No sir; they have little notches in the outer ends.

I will write what we have seen.

I write: *Petals* or } notched on the outer
 colored leaves, } end, rose-color.
 Sepals, or } Two, sharp at the
 green leaves of the flower. } outer end.

Hattie, tell what you see that has not been written.

Hattie. The green leaves of the plant are long, and smooth, and sharp.

I write: "*Leaves*—Long, smooth, sharp."

David, what kind of a branch is this?

David. Hickory.

If you were to cut a line with your pocket-knife from one leaf-bud to the next, would the line be straight across the stem?

David. No, sir.

What is the difference between the way the leaves of the hickory grow, and the way the leaves grow on this plant?

David. The leaves of the plant grow just even on the stem, and the hickory leaves do not.

I insert in the brace form, after leaves, the words, "opposite, or even on the stem."

Who has seen something else?

Clara. The leaves taste like pursley.

We laugh, and tell her it is a kind of purslane.

Hattie, (holding up a plant from which she had stripped the calyx and corolla.) There is a little thing in the middle with three prongs on the end.

That is the pistil; take hold of the prongs and pull them apart. Do they open all the way down?

Yes, sir.

There were three fastened together, then. I write under sepals, having left a space for that purpose.

Pistils. { Three. Fastened together; but
 } three cleft at the top.

Minnie, pull off one petal. What do you see at the lower, or sharp end of it?

Minnie. A little stem with a red top.

It is a stamen. How many are there on each flower?

Minnie. Five; one on each petal.

If the stamens were between each petal and the next, how many would there be?

Minnie. Five.

I write: *Stamens.* { Five; fastened to the smaller
 } end of the petals, and
 } not between them.

I write, "five" in the brace after petals.

Now we will read what we have seen of the plant.

I turn to the description of the Spring Beauty in the botany, and it is readily recognized.

I have not outlined a place for my class in botany accurately, but I shall continue the exercises on plants until they have some knowledge of them, from which to make comparisons. I think it is an advantage to learn all about one plant before taking up the study of another.—*Com. to School Journal.*

A WORD EXERCISE.

extant,	exorcise,	grimace,	exalt,
exercise,	docile,	cleanly,	area,
comparable,	ally, (n)	adult,	dolorous,
diverge,	dissolve,	granary,	industry,
iron,	interest, (v)	lyceum,	magazine,
mania,	newspaper,	onerous,	placable,
raillery,	recess,	reputable,	refutable,
robust,	shortlived,	vehement,	vagary,
wont,	won't,	youths,	zenith,
livelong,	allopathy,	Balmoral,	laundry,

This exercise from the *Educational News* is a good one. The teacher may place the words on the blackboard for the pupils to copy, or may pronounce them for oral spelling first.

1. Pronounce each word carefully so as to give each syllable and letter its required value. Copy the words on paper.
2. Indicate the accented syllable by the mark of accent.
3. Show the long sound of a, e, i, o, u, and y in the different words, by using the proper diacritical sign.
4. Show the short sound of the same letters wherever it occurs, by using the diacritical sign.
5. Indicate the aspirate and the soft sound of s wherever they occur in the different words.
6. Also indicate the aspirate and the soft sound of th.
7. Give a simple definition for each word.
8. Employ each word correctly in well-constructed sentences.
9. Write opposite each word a mispronunciation of the word, if there be one.
10. Divide the words into separate syllables.
11. Should any of the words be written with hyphens?
12. Give the part of speech of each word.
13. Indicate such words as may be used as more than one part of speech.—*Moderator.*

CRITICAL WORK FOR THE GRAMMAR CLASS.

FIND the subjects of the following sentences, and substitute for the blanks the right number of the verb.

1. To this day there _____ many marks of this earthquake. *remain or remains?*
2. In Central America there _____ been many dreadful shocks. *has or have?*
3. After this period _____ a long succession of ages in which the life of the world is steadily advancing to higher and higher planes. *come or comes?*
4. There _____ neither faith, truth, nor womanhood in me else. *is or are?*
5. At the entrance to the cave _____ two massive columns. *is or are?*
6. Of these creatures there _____ an amazing variety. *is or are?*
7. On the perfection of man's methods in this work _____ all his chances of civilization and wealth. *depend or depends?*
8. Among the most beautiful features of the land _____ the lakes. *is or are?*
9. Just above one of the coal beds _____ a thin sheet of lava. *is or are?*
10. The level of the ocean's _____ often changed so that a good part of the continent _____ often lifted. *was or were?*
11. My friend Sir Roderick, told me the other night that he had been reading my paper upon Westminster Abbey, "in which," says he, "there _____ a great many ingenious fancies." *is or are?*—*Pop. Educator.*

A GEOGRAPHY EXERCISE.

LET one pupil at the board and the others at their seats draw an outline map of a state or country.

Allow fifteen minutes for the drawing of the map, and thirty more for study of the same.

Call upon one pupil to stand at the board and question the class upon the features of the country studied, pointing to the map when occasion demands.

Other members of the class may continue the questions when the one called upon is through.

The teacher afterwards may call attention to any points omitted. He may also point out the best questions asked, and show why they are good. The class may be taught to bring out leading features in their questions, which will help them to independent systematic study.—*Educational Gazette.*

AN EXERCISE IN PRONUNCIATION.

TRY this exercise for correcting the habit of substituting w for wh. First repeat the words in pairs, then singly. Practice daily.

wheeled.	wield.
whit.	wit.
what.	wot.
when.	wen.
white.	wight.
whale.	wail.
which.	witch.
whirled.	world.
while.	wile.
whirr.	were.
whine.	wine.
whig.	wig.
whot.	wet.
where.	wear.
whist.	wist.
whisper,	whistle,
whittle,	wheat,
wheeze,	why.

—*South-Western Jour. of Ed.*

TO ENLIVEN THE ARITHMETIC CLASS.

AFTER finishing a subject in arithmetic, tell the pupils to lay aside their books for a few days, and do some work that you will give them. Construct, with suggestions from the class, problems illustrating the next subject to be taken up *in the book*, but say nothing to them about "what rule it comes under." Let the elements in the problems given be taken from their everyday surroundings and transactions. If the complete operation in the book is a complex or difficult one, divide and subdivide the operation required in these original problems until they involve but one or two new difficulties. Let the class work out these for themselves, with such help as may be necessary.—*Educational Gazette.*

SOME PROBLEMS WITH THE NINE DIGITS.

1, 2, 3, 4, 5, 6, 7, 8, 9.

1. FIND their sum.
2. Find the difference between the sum of all and the product of the last three numbers.
3. Find the product by multiplying together every other number, beginning with 1.
4. The same beginning with 2.
5. Find the difference between the two products in 3 and 4, and multiply it by their sum.
6. Find the product of all the numbers multiplied together.
7. Divide this product by their sum.
8. Find the difference between each number and 100, and find the sum of the remainders.
9. Multiply each number by itself, and find the sum of the products.
10. Double each number and find the sum.
11. Multiply each number by the last number, find the sum of these products, and divide it by the sum of the nine digits.
12. Find the product of the sum of the first three numbers by the sum of the last three, and divide this by the sum of the second three.
13. Find the difference between each number and each number multiplied by itself, and find the sum of the remainders.—*Winthrop, in American Teacher.*

Literature and Science.

JUBILEE PRIZE POEM.

THE following is the poem written by Miss. Machar upon the Queen's Jubilee, for which she received the \$100 prize offered by *The Week*, Toronto.

From west to east,—from east to west,—
The glad bells ring across the sea,
They echo o'er the ocean's breast,
With sound of song and minstrelsy;
Wide as our world-wide empire, swells
The mellow music of the bells
That ring Victoria's jubilee!

Back through the mists of fifty years,
They bid the lingering fancy stray,
Through all their changing hopes and fears,
Through summers green and winters grey;
And, looking both ways o'er the stream
Of Time, we see, as in a dream,
The vision of a gala day!

A chapel royal, through whose vaulted height
Deep organ tones majestic music pour,
While, through emblazoned panes, the rainbow
light

Falls, in soft colors, on the marble floor,
On Britain's chivalry, on ladies bright—
And effigies of kings and knights of yore,
And a young princess, on whose sunny hair
A crown imperial rests—too stern a weight of care!

In the dim splendor of that ancient shrine,
Again the maiden stands—but not alone;
Love's snowy blossoms with her jewels twine;
A dearer kingdom,—a more fitting throne,
The crown of womanhood the most divine,
This fairer pageant gives her for her own;
And onward now, in love's sweet strength serene,
Shall walk with firmer tread,—the woman and the
queen.

So ran its course, through many a peaceful year,
The happy idyl of a royal love,
Rich with all blessings human hearts hold dear,
Nor set, in lonely majesty above
All lowly lives, but, with its radiance clear
Brooding o'er all the nation, like a dove,
Till fate come sudden, deaf to prayers and tears,
And cut in twain the current of the tranquil years!

The woman's heart clung, mourning, to the grave,
The Queen must brace herself alone to bear
The burden of her station,—and how brave
The heart that bore so well its load of care
And bitter grief, He knows alone, who gave
The balm to sorrow and the strength to prayer;
Whose unseen guidance, through the light and
dark,
Guides men and nations to th' appointed mark!

So must the stream of human progress flow
Through light and shadow to the brighter day,
Now seeming backward on its course to go,
While lingering evil smites us with dismay,
Wrong and oppression,—dumb beasts' helpless
woe,
The burdens men upon their fellows lay,—
While yet, through all the turnings, all the strife,
Still through our Empire flows a tide of fresh'ning
life!

The dusky Hindoo, 'neath his sheltering palm,
Ceases to muse on those dim, shadowy days
Of mystic contemplation, dreamlike calm,
That brooded o'er the cradle of our race,—
Loses, in music of the Christian psalm,
The jarring tones of conquest and disgrace,
Till he, too, catch the nobler impulse nigh,
And hope and progress kindle in his pensive eye.

In the far islands, 'neath the Austral skies,
Where the dark, low-brow'd savage chased his
prey,

But fifty years ago, great cities rise,
And a new empire, at the gates of day,
Owns, as the moulder of its destinies
The sea-queen isle, of northern waters grey;
While, where the sun burns hot on Afric's sands,
New peoples wake to life, and stretch to it their
hands.

Our fair Dominion spreads from sea to sea,
Her pine-clad mountains, prairies, streams and
lakes,

Where late the hardy Indian wandered free,
The throbbing life of a young nation wakes,—
A greater Britain of the west, to be,—
While yet no link of happy concord breaks
With the dear land from whence our fathers
brought
Heir-looms of high tradition, poesy and thought!

And when another fifty years have sped,
May the old red-cross flag still float on high,—
The sacred sign of evil phantoms fled,—
Of broken power, of wrong and tyranny,—
Where'er its free-born standard-bearers tread,
Ne'er may the weak for rescue vainly cry,
No voice of brother's blood for vengeance rise,
Nor smoke of ruined homes defile the clear blue
skies!

First in the files of progress may it be,
First in the march of Science, Freedom, Peace,
Bearing the truth that shall make all men free—
The brotherhood of man, whose blest increase
Shall merge in it, as rivers in the sea,
All hearts in love, till every discord cease,
And every warring symbol shall be furled
Before the ensign of a Federated World!

So let the bells ring o'er the sea,
From west to east, from east to west,
Bearing the anthem of the free
Across the ocean's azure breast,—
A world-wide song of love and liberty,—
VICTORIA!—in this symbol bless the brighter age
to be.

THACKERAY'S "AWFUL SMASH" AT THE LITERARY FUND.

WRITTEN TO US WHEN WE WERE AT CAMBRIDGE.
[1850.]

Wednesday, Midnight.

I HAVE made an awful smash at the Literary Fund and have tumbled into 'Evins knows where;—It was a tremendous exhibition of imbecility. Good night. I hope you 2 are sound asleep. Why isn't there somebody that I could go and smoke a pipe to?

Bon Soir.

But Oh! what a smash I have made!
I am talking quite loud out to myself at the Garrick sentences I intended to have uttered: but they wouldn't come in time.

After the fatal night of the Literary Fund disaster, when I came home to bed (breaking out into exclamations in the cab, and letting off madly parts of the speech which would not explode at the proper time) I found the house lighted up, and the poor old mother waiting to hear the result of the day.—So I told her that I was utterly beaten and had made a fool of myself, upon which with a sort of cry she said "No you didn't, old man,"—and it appears that she had been behind a pillar in the gallery and heard the speeches; and as for mine she thinks it was beautiful. So you see, if there's no pleasing everybody, yet some people are easily enough satisfied. The children came down in the morning and told me about my beautiful speech which Granny had heard. She got up early and told them the story about it, you may be sure; her story, which is not the true one, but like what women's stories are.

I have a faint glimmering notion of Sir Charles Hedges having made his appearance somewhere in the middle of the speech, but of what was said I haven't the smallest idea. The discomfiture will make a good chapter for Pen. It is thus we make *flèche de tout bois*; and I, I suppose every single circumstance which occurs to pain or please me henceforth, will go into print somehow or the other, so take care, if you please, to be very well behaved and kind to me or else you may come in for a savage chapter in the very next number.

As soon as I rallied from the abominable headache which the Free Masons tavern always gives, I went out to see ladies who are quite like sisters to me, they are so kind, lively and cheerful. Old

Lady Morley was there and we had a jolly lunch, and afterwards one of these ladies told me by whom she sat at Lansdowne House and what they talked about and how pleased, she, my friend was. She is a kind generous soul and I love her sincerely.—From the "Unpublished Letters of Thackeray," in *Scribner's Magazine* for July.

A UNIQUE WORK ON CANADIAN TOPICS.

MR. ERASTUS WIMAN, President of the Canadian Club, writes to the editor of this paper as follows:

"It is the intention of certain members of the Canadian Club, in New York, to issue, in the form of a beautiful book, the papers which have been delivered before the Club during the past winter by prominent parties, together with those which are to be delivered during the remainder of the season.

"These papers will include a speech on 'Commercial Union,' by the Hon. Benjamin Butterworth, member of Congress, who is said to be one of the most eloquent men of that body. A remarkable production by Prof. Goldwin Smith on 'The Schism in the Anglo-Saxon Race.' A paper by Dr. Grant, of the Queen's University, on 'Canada First.' One by J. W. Bengough, editor of *Toronto Grip*. By Mr. Le Moine, of Quebec, on 'The Heroines of New France.' By J. A. Fraser, 'An Artist's Experience in the Canadian Rockies.' By Edmund Collins, on 'The Future of Canada.' By Professor G. D. Roberts, of King's College. By Geo. Stewart, jr., of Quebec. By the Rev. Dr. Eccleston, on 'The Canadian North-West.' By John McDougall, on 'The Minerals of Canada.' And by the editor, G. M. Fairchild, jr., on 'The History of the Canadian Club.' The work will also include extracts from the speeches and letters of the President.

"The book is to be issued in beautiful style at \$1.00 per copy.

"A great many Canadians will doubtless desire to possess themselves of this rare compilation, and, by purchasing copies, indicate the interest which is manifested throughout Canada in the attempt of the Canadian Club to lay before Americans the resources, advantages, and attractions of their native country."

Parties desirous of obtaining copies can do so by enclosing the price of the book to James Ross, Canadian Club, 12 East 29th Street, New York.

IF WE ONLY KNEW.

If we knew what forms are fainting
For the shade that we should fling,—
If we knew what lips were parching
For the water we should bring,
We would haste with eager footsteps,
We would work with willing hands,
Bearing cups of cooling water,
Placing rows of shading palms.

If we knew, when friends around us
Closely press to say good-bye,
Which among the lips that kiss us
First should 'neath the daisies lie,—
We would clasp our arms around them,
Looking on them through our tears;
Tender words of love eternal
We would whisper in their ears.

If we knew what lives were darkened
By some thoughtless words of ours,
Which had ever lain among them
Like the frost among the flowers,—
Oh! with what sincere repentance,
With what anguish of regret,
While our eyes were overflowing,
We would say, "Forgive! Forget!"

If we knew—Alas! and do we
Ever care to seek or know,
Whether bitter herbs or flowers
In our neighbor's garden grow?
God forgive us! lest hereafter
Our hearts break to hear him say:
"Careless child, I never knew you;
From my presence flee away!"

Examination Papers.

BOOK-KEEPING.

A PAPER placed before the junior students of the Central Business College, Stratford, on June 10th, 1887.

1. What is a receipt?
2. When a receipt is likely to be refused, how should payment be made?
3. When does a check become a receipt?
4. A owes B an account of \$50, B agrees to accept \$40 in payment, A pays B. Write the receipt.
5. What is business paper?
6. Name five kinds of indorsements.
7. Describe each one.
8. When is a note made by a minor good?
9. How are draughts drawn?
10. How would you honor a sight draft?
11. What is a warranty?
12. Explain the following terms:—Underwriter, renewal, solvent, silent partner, power of attorney, negotiate, lien, lease, hypothecate, guaranty, good-will, forgery, foreclosure, facsimile, excise, consul, consignee, collaterals, call, brokerage, bond, bear, bankrupt, audit, annuity, ad valorem, adjust, accommodation, assignee.
13. Explain the following characters and abbreviations:—C. O. D., fol., inst., L.F., pp., prox., ult.
14. When would expense account show a loss? when a gain?
15. Name the balance accounts.
16. When does a personal account show a loss?
17. When should the date be mentioned in an acceptance?
18. What is the distinguishing feature of double entry?
19. How do you get a statement of losses and gains in single entry?
20. What does a red ink entry indicate?
21. A prepays his sight draft on B, by giving half cash, balance on note of three months; give journal entry.
22. Name the parties to a "garnishee process."
23. What party is first served with a summons and why?
24. Name four debts that cannot be garnisheed.
25. Is an I.O.U. a due bill?
26. A draft reads as follows: "At ten days sight pay to, etc.," is this a sight draft?
27. Name six ways in which a partnership may be dissolved.
28. Is a check given by a drawer absolute payment?
29. What would be your first entry in the ledger, in changing your books from single to double entry?
30. Name three qualities essential to success in accountanship.
31. Name three things that the proprietor is debited with.

DRAWING.

GRAMMAR SCHOOLS, PHILADELPHIA JANUARY, 1887.

Ninth and Eleventh Grades.

THE following exercises are to be drawn entirely free-hand, and measurements are not to be allowed. The dimensions of the solids are not to be mentioned or suggested in any way.

1. Make a group of models by placing the sphere between the cone and the square pyramid, a short distance from each, and require the pupils to draw geometric outlines of these forms as they stand. Use the large models.
If these models cannot be obtained, substitute a group of three familiar objects, such as a bottle, a bell and a pen-box, etc.
2. Require the pupils to make a drawing of some object that they have had during the term.
3. Place a bucket so that it will be below the eyes of the pupils, and require them to draw a representation of it.
If the bucket cannot be obtained, substitute some other familiar cylindrical object.
4. Require the pupils to make the working drawings necessary for the construction of a box, whose dimensions are three, four, and six feet, and to show the dimensions in their drawings.
5. Place the cylinder and the cone in view, and

require the pupils to make the working drawings for them.

If these models cannot be obtained, substitute some other familiar cylindrical objects.

Tenth Grade—Drawing.

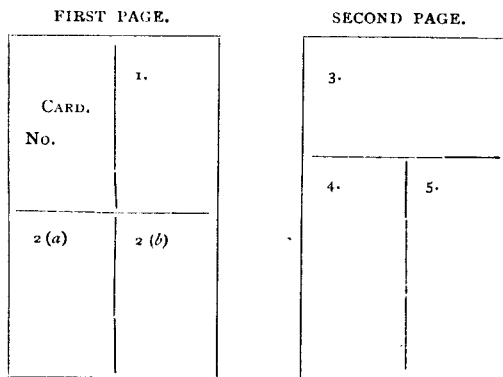
1. Make a group of models by placing the cube between the cylinder and the square prism (both in an upright position) a short distance from each, and the sphere on the top of the cube. Require the pupils to draw geometric outlines of these objects as they stand. Use the large models.
If these models cannot be obtained, substitute a group of familiar objects, such as an inkstand, a book and a bottle, etc.
2. Require the pupils to make a drawing of some object that they have had during the term.
3. Place a bucket so that it will be below the eyes of the pupils, and require them to draw a representation of it.
If the bucket cannot be obtained, substitute some other familiar cylindrical object.
4. Require the pupils to make the working drawings necessary for the construction of a box, whose dimensions are two, three, and five feet, and to show the dimensions in their drawings.
5. Place the pyramid and the cone in view, and require the pupils to make the working drawings for them.
If these models cannot be obtained, substitute some other familiar cylindrical objects.

ADMISSION TO CENTRAL HIGH SCHOOL, JANUARY, 1887.

Twelfth Grade—Drawing.

Directions:—

1. The following exercises are to be drawn entirely free-hand. Neither measurements nor tracing allowed.
2. Applicants will draw on one side of the paper only.
3. The examination number must be placed on both sheets.
4. Each applicant will determine the size of his drawings, and properly balance each in the space assigned to it by the diagram below.



1. Draw from memory a geometric outline of some cylindrical object you have drawn during the term.
2. Make the working drawings of (a) the cone; (b) the cylinder.
3. Draw the geometric outline of the group of models placed in view—(the sphere, the cube, the cone, and the square pyramid.)
4. Draw a representation (or picture) of the flower-pot as you see it.
5. Draw an outline of the figure (vase) before you.

THE Charlottetown (P.E.I.) *Herald* speaks in very complimentary terms of the manner in which the students acquitted themselves at the recent annual examinations in the advanced department of St. Joseph's Convent, in that city. The map-drawing was especially good, and the classes in English, Arithmetic and Geography stood well a rigid examination by Mr. Roche, Provincial Librarian, and Professor Caven. The latter, while complimenting teachers and pupils on the high standard which the school has attained, expressed his regret that the examination was not open to the public.

For Friday Afternoon.

"CRACK-THE-WHIP."

THIRTY little urchins,
Standing in a row,
Spotless knickerbockers,
Collars white as snow;
Trusting all so firmly
In the leadership
Of their tallest comrade—
See them "Crack-the-whip!"

Moving, waving slightly,
Eyes with mirth ashine,
See them at the signal
Straighten down the line!
Now with deeper breathing,
Taking firmer grip—
Clear the way—they're ready!
So they "Crack-the-whip!"

Thirty little urchins,
Scrambling in the dirt
('Tis a special mercy
Nobody is hurt),
Tumbling o'er the playground,
See them rock and dip,
Ringing peals of laughter—
Oh, but where's the whip?

By the pants and jackets,
Stockings full of clay,
Snowy collars rumpled,
Buttons flown away,
Hats and caps and garters
Scattered, are they tracked,
Telling all too plainly
That the whip is cracked.

—Our Youth.

STREET CRIES.

THE Englishman's waked by the lark,
A-singing far up in the sky;
But a damsel with wheel-baritone,
Pitched fearfully high,
Like a lark in the sky,
Wakes me with a screech
Of "Horse Red-dee-ee-eech!"

The milkman, he crows in the morn,
And then the street cackle begins:
Junkman with cow-bells, and fishman with horn,
And vender of brushes and pins,
And menders of tubs and tins.
"Wash-tubs to mend!" "Tinware to mend!"
Oh! who will deliverance send?
Hark! that girl is beginning her screech:
"Horse—" "—tubs" "Ripe peach—"

Then there's "O-ranges," "Glass-toputin,"
And bagpipes, and peddlers, and shams;
The hand-organizer is mixing his din
With "Strawber—" "Nice sof' clams!"
"Wash-tubs to mend," "Tinware to mend!"
Oh! Heaven deliverance send!
I'd swear, if it wasn't a sin,
By "—any woo-ood?" "Glass toputin!"

"Ice cream!" I'm sure you do!
And madly the whole town is screaming.
"Pie apples!" "Shedders!" "Oysters!" and
Blue-Berries!" with "Hot corn all steaming!"
"Umbrell's to mend!"—My head to mend!
How swiftly I'd like to send
To—somewhere—this rackets crew,
That keep such a cry and hue
Of "Hot—" "Wash-tubs!" and "Pop-
Corn-balls!"—Oh! corn-bawler stop!

From morning till night the street's full of hawkers
Of "North River shad!" and "Ba-nan-i-yoes!"
Of men, and women, and little girl squawkers—
"Ole hats and boots! Old clo'es!"
"Times, Tribune, and Worruld!"
"Here's yer Morning Hurrold!"
What a confounded din
Of "Horse red—" "to put in!"
"Ripe—" "Oysters," and "Potatoes—" "to
mend!"
Till the watchman's late whistle comes in at the
end.
—Scribner's Monthly.

Hints and Helps.

PREMIUM THINKING EXERCISE.

THE *National Educator* offers a premium to the one of its readers who will send the best answers to the following questions:—

Do you know what kind of wood is used where heavy burdens are to be supported? If you were going into the woods with a carpenter or builder to select a tree for this purpose, would you cut an oak, pine, chestnut, birch, hickory, walnut, hemlock, poplar or maple, any of these, or if not, what kind?

Have you ever observed whether the parts of a wagon are all made of the same kind of wood? Is ash used for the wheels, or white oak, and why? In making a post fence would you prefer oak, hickory, chestnut, locust, mesquite or pine for the posts? What wood will last longer in water, and what out of water?

Can you distinguish limestone from quartz or sandstone? Can you tell which is stone formed by the action of fire, which by water and which by both these agents? Is the stone which you see as you step out of doors to-day, a water, fire or conglomerate formation? Which of these agencies formed the slate on which you write, the marble of yonder doorstep, or of the grave-stone? What caused the deep grooves and scratches on the stones? When you split open or knock asunder certain stones, what kind of impressions do you find within, and how came they there?

How can snakes move so fast without feet, and why can they not move around in a circle? Why does a horse get up first on the fore legs, and a cow on the hind legs? Why does a cow eat grass from her, and a horse towards him? Do chestnut trees have blossoms, or are the long cat-tail-like catkins the blossoms? If a tree has been injured, cut or scratched, does the mark ever get higher from the ground? How does the sweet potato differ in growth from the common potato? Do peanuts grow like pears, at the stalk, or like potatoes, at the roots? Where do the worms on the roofs and walls of houses, and in water tubs, come from after a rain; does it rain worms? Does the bald-headed "bumble-bee," or the black-headed one sting, and which is the male? Do snakes lay eggs from which their young are hatched, or do they produce them alive? If they are produced from eggs, why are sometimes dozens of young ones found inside of old ones when killed? Do horse-hairs when thrown into a pond become snakes? Why have you never seen a young eel in any stream or river where eels abound? Does the lamprey eel produce the common eel?

The *Educator* observes, truthfully enough we dare say, that there are college graduates and graduates of normal schools, plenty of them, who cannot answer all these very common questions.

TEACHING IN THE WEST.

A WESTERN correspondent of one of our daily papers gives some rules that are posted conspicuously in a school-room in lower Arizona. The teacher is an enthusiast in the use of good English, and insists on its use in his school-room. The rules that this teacher has made imperative in his school-room might find a conspicuous place in many families in the East, where the educated ear is so frequently offended by the mispronunciation of the most common words. His rules are:

"My scholars must not pronounce dreadful, dretful; or catch, ketch; or newspaper, noospaper; or society, sassiety; or February, Febuary; or Massachusetts, Masschusetts; or eleven, leven; or height, hithe; or drought, drowthe. They must not say fur for for, or git red of for get rid of. They must not say anywheres, or nowheres, or anyways, or a long ways, or those sort of things, or those kind, for that sort and that kind. They must not say he don't for he doesn't, and they must never use the word ain't. They must soften the u in such words as duty and opportunity, and not pronounce them dooty and oppoortoonity. They must not drop final g's, or leave out of words their h's. They must not half pronounce, must not say gray deal for great deal. Every word demands the full, authorised, verbal mention of all its letters."

The correspondent says this teacher's method of

teaching is very original, and his success, considering the environment of his pupils, marvellous.

"How does he teach? Largely by talking and reading and by reference. He asks no child to learn anything by heart. He promises no child any reward but that which comes from the pleasure of success. He adapts himself to the mental grade of the different pupils, and does not put all of those who are of the same height and age at the same work. His pupils read their history and geography and philosophy, and talk of them while reading. They learn to spell as they go along, and to compose as they read."

A method that does not allow of marks, but does allow of thought.—*Christian Union.*

SCHOOL POST-OFFICES.

THERE is too much careless letter-writing. Pupils need especial drill in this branch of composition, but writing letters to imaginary persons for composition practice is a spiritless exercise. A carefully supervised system of correspondence between the pupils of a school would be more useful, because more real and more enjoyable. Different plans may be tried. For instance, assign cities in different parts of the world to pupils and let their letters to each other be descriptive of the people, scenery, objects of interest, etc., of the places from which they are supposed to write. A school post-office may be carried on under rules similar to the following:

1. Mail distributed each morning.
2. Each letter written by one scholar to another must contain a question pertaining to some subject presented in some textbook used in the school.
3. The scholar receiving the letter must answer within one week from the time when received, and also state in his letter the number of mistakes found in the letter received.
4. Letters must contain no matter not pertaining to the school.
5. If scholars receive letters which they cannot answer, they may write and ask the teacher to assist them.
6. All written exercises given out in the classes must be directed to "The Teacher," and put in the office.
7. The postmaster will inform the school secretary of the number of letters distributed each morning, who will make a record of it in the school journal.
8. The teacher will claim the privilege of inspecting the letters at any time before distributing.
9. Each morning the postmaster will collect the letters distributed the day before and pass them to the teacher, who will correct and return them the next day.
10. The school secretary will make a record of the letters free from errors and also state by whom written.
11. Letters must be neatly written and properly directed.
12. The teacher would be pleased to correspond with any scholar upon any subject pertaining to his lessons or to the school.—*Popular Educator.*

THE STUDY OF SYNONYMS.

LIKELY AND LIABLE.

- (1.) *Likely* is derived from the Latin. *Liable* from the Anglo-Saxon.
- (2.) Probability.
- (3.) *Liable* refers to probability of some evil. *Likely* may refer to either good or evil.
- (4.) I am *likely* to go to town, but I shall not enjoy it as it is *liable* to rain.

CLEAR AND DISTINCT.

- (1.) Derived from the Latin.
- (2.) Plain.
- (3.) *Clear* refers to the outline. *Distinct* refers to the particular parts of anything.
- (4.) The view is, not only *clear*, but also *distinct*.

ENOUGH AND SUFFICIENT.

- (1.) *Enough* is from the Anglo-Saxon. *Sufficient* is from the Latin.
- (2.) Adequate.
- (3.) *Sufficient* means adequate to need. *Enough* means adequate to desire.
- (4.) I have *sufficient* money to buy a carriage, but not *enough* to buy the one I like best.

APPLAUD AND PRAISE.

- (1.) Latin.
- (2.) Both refer to commendation, or the expression of approbation.
- (3.) To *applaud* is to express approbation by clapping, and is usually given from impulse. To *praise* is to express approbation by words, and is given during the exercise of calm judgment.
- (4.) I was forced to *applaud* his speech and to *praise* him when I knew his character.—*Common School Education.*

WORD-WEAVING.

THESE words indicate a kind of language-work that is being done with good results in some of the schools:

right	sun	would	hear
write	knot	wood	read
bee	not	know	red
be	deer	no	buy
I	dear	nose	by
eye	hour	knows	meat
son	our	here	meet

Write sentences with one of these words in each, —declaring something.

Write sentences with one of these words in each, —asking a question.

Write sentences with each pair of words in each sentence.

See how many of these words can be woven into one good sentence.

Here are other words to be used in connection with those already given. This second table remains upon the board for a long time, but the former is changed frequently:

their	to	whose	these
there	too	ought	those
which	two	through	yourself
though			themselves

—*American Teacher.*

WHAT HAS HAPPENED?

IN many schools the first fifteen minutes of the day are devoted to "What has Happened?" This is no new thing "under the sun," having been used, as most modern methods have been, for many years, by some teachers; but it has suddenly come into very general use, and its value is now appreciated as it has not always been. It is not chiefly that it opens the pupil's eyes, but it renders other important service. They seek to read the best that is in the papers; to get the point of what they read at first sight; to think upon what they read; to talk what they know. Sensational news is discounted, and news from unreliable sources is under suspicion, since a pupil who has reported a thing that is afterward learned to be inaccurate must acknowledge the same, and a child learns to prefer "not to know so much, rather than know so much that he don't know."—*American Teacher.*

DISSECTED MAPS.

SUPERINTENDENT ROBINSON, of Detroit, has done a thoroughly unique and important thing for the schools in having dissected maps for the scholars. Each map is perhaps one-eighth of an inch thick and twelve by eighteen inches in size. This is cut into counties, of which there are eighty. The children are thoroughly fascinated in putting this map together. It is, perhaps, the most difficult state in the Union to put together in this way; but be that as it may, we testify to the difficulty that a full-grown man, reasonably familiar with the county geography of the state, found in putting these scores of pieces in their proper relations. Any child in the school could put us to shame, hence our enthusiasm over the device that makes every child an expert in the geography of his own state.—*American Teacher.*

A METHOD that succeeds should be carefully studied, as it may have serious defects. A man may succeed in money-getting by ways that are wrong; a woman may attain great social success by methods that are not noble; a teacher may attain great popularity, may win great success in apparent results, by methods that are mentally vicious. The best success comes by the best methods, and the best methods bring the best success.—*N. E. Journal of Education.*

TORONTO, JULY 15TH, 1887.

Editorial.

PRIZE-GIVING.

THE President of the University of Toronto, in the course of his interesting address at the late Convocation, deplored the fact that in the communistic spirit of our age a class of educational revolutionists had risen up to whom scholarships, prizes, and medals are alike distasteful. Most of our readers will probably have heard or read Mr. McHenry's vigorous arraignment of the prize-giving system at the last meeting of the Provincial Teachers' Association. Noting the narrow margin by which the winner secured the gold medal at the recent Toronto Normal School contest, we could not but think the figures were a significant comment upon one portion of Mr. McHenry's essay. This is also suggestive in connection with Dr. Wilson's remarks. The successful student obtained 83 per cent. we are told, and his closest competitor 82. That is to say, in the comparison of the two sums total of marks reaching probably into the thousands, one candidate was found to have perhaps a dozen or two more than the other. In numerous instances, probably, the number of marks to be assigned to each was determined by a hasty act of judgment, approximating often, we venture to say, very closely to a guess. It could not be otherwise, for in many of the subjects anything like mathematical precision in weighing the relative value of answers, is impossible. We may go further and say that the better the examination, the broader and higher its character, the more difficult is comparison of the answers for arithmetical purposes. Who will venture to say that with another board of examiners, equally competent, the awards might not have been in several cases reversed.

These remarks will not, of course, be understood as derogating in the slightest from the merits of the successful candidates, none of whom are personally known to us, but simply as pointing out the difficulty, if not impossibility, of devising any just and reliable criterion for determining exactly the comparative merits of competitive papers.

But apart from such practical difficulties we should like to ask, with all respect to the opinions of so eminent an authority as Dr. Wilson, whether the motives set before students by prizes, medals, and scholarships, are of the highest and best class? Is the hope of a gold medal, or a bank cheque, a fitting stimulus for a student of philosophy, a searcher for truth? We do not doubt the propriety and utility of such rewards for junior pupils in the public schools. But should there not be progress in the motives and impulses of the student as well as in the subjects of study, with the progress of years? Is the educative influence of the honors and rewards referred to in the right direction? Are the rewards themselves worthy the dignity of a man or woman of mature years engaged in the pur-

suit of knowledge and working along the higher planes of human thought?

We should scarcely be willing to take the Grecian populace for our exemplars in such matters, but the intrinsically worthless and fading chaplet seems less mercenary as a reward than modern gold, and even it was conferred for physical rather than intellectual prowess. We cannot but think the almost unanimous condemnation of the scholarship system by the students themselves,—and not the unsuccessful ones only, by any means,—a most significant circumstance. They ought to be good judges in the matter.

THE OBJECT OF PUNISHMENT.

WE gladly give place to the letter of "The Neighboring Teacher," which will be found in another column. Our comment on the case in question was, as we intimated, made without any knowledge of particulars, the sole aim being to deprecate the resort to the cane as the ever-ready argument in the school-room. Our correspondent's defence of his neighbor does the writer credit. It also makes it pretty clear that, admitting the legitimacy and propriety of corporal punishment in schools, the chastisement administered in this case was merited and not excessive.

Our main objection lies farther back. Without the slightest reflection upon the action of the teacher in this particular case, and in response to the last request of our correspondent, we may be permitted to make a further remark, referring to the case as stated, simply by way of illustration.

The first and fundamental question is, it seems to us, What is, or ought to be, the object of the teacher in inflicting punishment of any kind? (We use the word "punishment" for want of a better, though it and its common equivalents seem to beg the question.) Is the pain or penalty intended to be retributive? or deterrent? or disciplinary? That is to say, is it the teacher's duty to estimate the turpitude of the offence, and, as a minister of justice, award an equivalent amount of suffering? or should he simply inflict so much pain as will suffice to prevent the repetition of the offence by the culprit or his school-mates? or, has he nothing to do but enforce obedience to a given mandate?

Our correspondent seems to mingle at least two of these motives in his defence. His narrative conveys the idea that corporal punishment was administered simply to compel the boy to perform the assigned task; but he afterwards speaks of it as a punishment for "profanity and obstinacy." But even taking the former view, the question is but transferred to the task assigned, and the inquiry is still pertinent, what was the object of that task?

We raise these larger questions as subjects of thought for our readers. It would be idle to attempt to discuss them within the limits of a short article, and we have no thought of inflicting a long one upon our readers, during the holiday season. We may assume, at once, that,

whatever place, or value, may be assigned to the other objects named, all will agree that the moral improvement of the offender, and of his school-mates, should be one clearly defined aim of the teacher. The culprit should, if possible, be made to feel sorry for his offence, because it is wrong, not because of its consequences. If he can thus be made truly penitent, and brought to a fixed resolve, on moral grounds, to sin no more in that respect, the highest end of all good discipline will have been attained. It is pretty clear from the facts, that, in this instance, no moral result of that kind followed, but the opposite. Anger, and a desire for revenge were the deepest and most lasting impressions left upon the boy's moral nature.

Is not this the result of corporal punishment in schools in nineteen cases out of twenty? We know of no more appropriate or searching test-question by which to try the system.

Let us just add here, to prevent misapprehension, that, in our view, corporal punishment administered by the hand of a loving parent, not in anger, but with a heart that is pained at every stroke, comes in a radically different category.

We believe there are more excellent ways for the school-room. Patient and loving remonstrance in private will often produce the happiest and most lasting results. In cases of moral obliquity, paternal influence and authority, if they exist, should not be invoked in vain. In the absence of such, and in the case of incorrigibles, the black sheep should be promptly removed from the flock. Its presence is contaminating. Reformatories are, or should be, the place for such. The subject is, we are well aware, beset with practical difficulties, but we very seriously question whether every teacher of youth should not feel and declare that it is no part of his duty, that it is beneath his dignity, and that it is derogatory to the best influence of his high office, to lay violent hands upon any boy or girl committed to his charge. We venture to say that the sentiment of all the wisest and worthiest of parents and patrons will sustain him in that position.

GRANDMOTHER AND GRAND-DAUGHTER.

THOUGH in one sense the languages of Ancient Greece and Rome are said to be dead, in another sense, equally intelligible and equally true, they can never die. The literature enshrined in them is immortal, and the language must share that immortality. Whether we consider their wonderful flexibility and power as media for the expression of thought, their undeniable value as instruments of culture, or the imperishable charms of the works of genius they enshrine, those tongues must always occupy a place, and an important place, in every comprehensive educational course.

Thus much we must premise by way of attesting our reverence for the old, and our dissent from the ruthless and indiscriminate iconoclasm which would hurl the time-honored idols at once from their pedestals. But, on the other hand, the claim

to pre-eminence, pressed often almost to the point of exclusiveness, which has been so long set up on behalf of these languages, is no longer available. Their pretensions to first and chief rank in all systems of liberal culture may as well be given up at once. The arguments urged so strenuously in support of that claim have been tried one by one and found wanting. Mr. Leslie Stephen, in a recent lecture to the Students' Association of St. Andrew's, deals very effectively with one of the most plausible of these arguments—one in fact whose validity was but a few years ago scarcely questioned. A prominent English writer once deplored the unhappy fate of the Englishman who, in order to acquire a knowledge of his own mother tongue, was compelled to spend long years in the preliminary study of two ancient classical languages. Even very recently no less an authority than Prof. Palgrave, in his introductory lecture at Oxford, took occasion to reiterate the same old opinion. "The thorough study," said he, "of English literature—literature, I mean as an art, indeed the finest of the fine arts—is hopeless, unless based on an equally thorough study of the literature of Greece and Rome. But, secondly, when so based, adequate study will not be found exacting of time or labor. To know Shakespeare and Milton is the pleasant and crowning consummation of knowing Homer and Æschylus, Catullus and Virgil, and upon no other terms can we obtain it." To this Mr. Stephen, as quoted in *The Schoolmaster*, replies, "When, indeed, I am told that a knowledge of classical literature is not only most desirable, but even essential to a full appreciation of the modern literatures, I cannot but think there is a gap in the logic. How do you learn to appreciate either? I know a lady of remarkable beauty; I am told, and I believe, that she inherits the beauty from her grandmother. Do you imagine that I enjoy the sight of her beauty the less because I had not the happiness to know her grandmother?" The case is one of those in which the simile of the retort contains in itself, by suggestion, a most telling argument. But Mr. Stephen caps that argument by the further suggestion of an historical fact which does away at a single stroke with all necessity for argument, the fact, which can neither be gainsaid nor explained away, "that many of our greatest writers owed little or nothing to any classical training, even when they possessed it. It is enough to run over the bare names of Shakespeare and Bunyan and Defoe and Burns and Dickens, to say nothing of many less distinguished."

If it be asked what, in the English schools and colleges of the future, is to replace the study of the Greek and Roman classics, as the backbone, so to speak, of every course of liberal study, the answer is not far to seek. It is indicated in the stream of present tendencies, as seen in all live educational courses and systems. That answer is, "Not the mathematics, indispensable as the science of number and quantity must always be; not metaphysics, though the study of

mind phenomena deserves, and will probably attain, a much higher rank than it has ever yet had in school and college curricula; not even physics, wonderful as are the strides which this branch of philosophy has made in both scholarly and popular favor within the last decade or two; but English literature—the unequalled classics of our own mother tongue." Few thoughtful educators will now, we believe, dispute this opinion. If any are disposed to do so, discussion must be reserved for a future occasion. Suffice it to say that in the great variety and unrivalled excellence of the works of the great masters of English thought and English speech, old and young, the educator finds every essential quality of the most perfect educational instruments. The great wonder now is, and it will be a growing wonder, that educators have been so long in making the discovery.

TEXT-BOOKS.

APROPOS of the subject of text-books, referred to in another paragraph, we note that one of the Teachers' Institutes has declared that no text-book should in the future be put on the authorized list until the teachers shall have had an opportunity of examining it. This means, we take it, that teachers should appoint the Committee by whom such books are chosen. Practical teachers should certainly be the best, if not the sole, judges of the merits of the tools with which they have to work. If this implies that no text-book should be authorized or selected for authorization, in advance of publication, so much the better. The text-book arrangement is the weak point in our school system. The dead uniformity which is its first effect may be, for the present, a necessary evil, but it is none the less a great evil. It hampers the teacher's freedom, and tends to repress originality and individuality. Another, possibly a still worse, outcome of the method is that all stimulus to native authorship is taken away. No teacher can afford to prepare, no publisher dare publish, a text-book, unless sure of its authorization in advance, and, of course, to authorize in advance is to open the door to a train of abuses and absurdities.

THE country teacher gets a good deal of blame because the farmer's son won't always stick to the farm. No doubt the farmer's son often makes a mistake, but if his parents can't help it, we don't see that the teacher can. We rather think the trouble is in the air. Some scientist will explain it some of these days on the germ theory. And after all, is it so clear that a good deal of circulation is not a good thing to prevent stagnation? Those Eastern countries where every boy follows his father's trade are not the most progressive. We want more vigorous, intelligent young men on the farms certainly. Why not send up relays of lawyers' and doctors' and merchants' boys from the cities? There are usually a good many to spare, and the interchange may do good all around,

TEACHERS AND SYSTEMS.

THE following from the St. John, N.B., *Sun*, contains thoughts which are worth pondering: "Several excellent addresses were delivered at the public meeting of the Teachers Institute held on last Wednesday evening. In these speeches, and others delivered on several occasions and at school anniversaries there seems to us to be a tendency to exalt the school system at the expense of the personal element in school work. The orator at such times usually compares the present system with past systems, and the present equipment with that with which the schools were provided half a century ago. Of course the advantage is with the modern school. It is not in vain that so much time, thought, and money have been spent by the state for the promotion of education.

"While this is true, it is possible to think too much of school systems and machinery, and too little of the school teacher. The man who imagines that boys and girls can be trained by machinery makes a mistake. As Dr. Inch well said, an idle or incompetent teacher under the most perfect systems must fail, while devoted and capable teachers have been able to give good results under the hardest conditions. If there is a danger which threatens the common schools it seems to us to be the possibility of the loss of originality or individuality in the teachers. Instead of being an intelligent working power themselves, they may come to be looked upon as a part of an admirable piece of mechanism which is operated by some power out of sight, and is called the school system.

"Of course there is no comparing the average teacher of to-day with the average teacher of fifty years ago. In respect of culture, of general knowledge, or of skill to communicate knowledge, there is an enormous improvement. And yet there were some among the old school masters, who, though they may not have been qualified to teach many subjects, and though they could not obtain the lowest grade of license to-day, yet left a stronger impression on the mind of the children in their schools, than teachers now who by all the tests known to the department would be preferred before them. It is not the school system of half a century ago that many elderly men remember, but the teacher by whose help the youth came to feel the first curiosity for scientific knowledge, his earliest realization of grace in literature or melody in poetry, and the original awakening of his interest in the stories of nations. He was in contact with an enthusiastic and sympathetic man or woman who knew more than he, rather than with a system.

"We do not say that there is less enthusiasm, and less sympathy between teacher and child now than in former times. But we say that the average speech on the educational platform is apt to convey the impression that in our admiration of our little school systems we are forgetting the school teachers, except as parts of the machine. One speaker at the meeting referred to, remarked that Newton and Bacon could learn much at the Frederickton Normal School, and that even schoolboys could instruct either of them. This was undoubtedly true, and it might have been added that a Harvard graduate with classic honors could tell Sophocles a good deal about Greek that the old poet never knew before, or that a Princeton graduate in divinity could give the Apostle Paul some new points in theology. At the same time it is safe to say that while Newton, or Bacon, might learn something even in their specialties by association with young New Brunswick students, yet the advantage derived from the intercourse would not be entirely on the side of Newton and Bacon."

Teachers' Meetings.

PETERBORO' TEACHERS' INSTITUTE.

ON Thursday a Teachers' Institute was opened in the Court House at ten o'clock in the forenoon. Mr. J. Coyle Brown, County School Inspector, presided. There was a good representation of the teachers of the county and a number from the town present.

In the afternoon, at two o'clock, Mr. J. A. McLellan, LL.D., Director of Teachers' Institutes, gave a very instructive address on the subject of reading.

A paper was read by Mr. Hutchinson, of Norwood, on Hopkins' "Outline Study of Man."

In the evening, a public meeting was held in Bradburn's Opera House. There were about two hundred people present.

The first part of the evening's proceedings consisted of a lecture, by H. Hough, M.A., Manager Educational Department Grip P. and P. Co., who attended the convention in the interest of the EDUCATIONAL JOURNAL. His subject was, "The Martyrs of Scholarship;" and this he illustrated by references to the many advanced thinkers in the past ages who suffered for their scholarship at the hands of the Church or the State. The lives of such men as Galileo, Tycho Brahe, Kepler, Roger Bacon, and many others, amply illustrated the theme; and the treatment they received was contrasted with the patronage and the renown accorded to men of science and letters of the present day.

Mr. J. A. McLellan followed, and for an hour spoke in a highly interesting manner. He gave excellent advice to both parents and teachers. To the latter he emphasized the importance of sympathizing with the pupils. He told of how a few kind words spoken to him when a boy by his teacher had left an impress upon him which was as fresh to-day as the day upon which the words were spoken. He dwelt on the school system of Ontario for a time, and eulogized the system as being one which gave equality of opportunity.

After the opening of the morning (Friday) session of the Teachers' Institute in the Court House, the president read a circular from the Minister of Education relating to the teaching of music in the public schools, and to the formation of classes, during the holidays, at Toronto, to qualify teachers to teach the subject.

Messrs. Hutchison, Sykes, Stewart, Stone, Mark and Brown and Misses Moreland and Cummings were appointed a committee to make arrangements to hold conventions in their several townships.

Messrs. Whittington, Sykes and Rennie and Misses Duff and Wright were appointed a committee to appoint officers.

The discussion on the College of Preceptors was postponed till the meeting of the township conventions in the fall.

Dr. McLellan then took up the subject of literature in the schools and dealt with the question in his usual masterly style. He said that literature properly taught, cultivated, in the best possible manner, the highest faculties of the mind, both mental and moral. One of the great purposes of the teaching of literature was to cultivate in the pupils a taste for good literature. Any teaching that did not accomplish this object was not good teaching. The subject should be commenced in the very lowest classes by the memorizing of poetical gems, of which the English language was full.

Miss Beckett followed with a class of small children and showed her method of teaching drawing. It is quite evident from her manner of dealing with the subject that it can be made both interesting and profitable to all the classes of the school.

At the afternoon session the following officers were elected: President, Mr. Bean, of the Collegiate Institute; Vice-President, Mr. Hutchison, of Norwood; Sec.-Treasurer, Mr. Rooney, of Ashburnham; Committee, Messrs. McIlmoyl, Rennie and Stirling, and Misses McDonald, Munro and Beckett.

Dr. McLellan took up "The Beginning of Knowledge," making the subject a very interesting one.—*Condensed from Peterborough Review.*

NORTHUMBERLAND TEACHERS' ASSOCIATION.

THE annual meeting of the Northumberland Teachers' Association was held in the town hall, Brighton, on Thursday and Friday, June 9th and 10th, 1887. The attendance was above the average, the audience consisting not only of a majority of the teachers of the county, but a large number of the friends of the profession from town.

The morning session of Thursday was mainly devoted to business routine and discussions. In the afternoon Dr. McLellan addressed the convention on the subject of "Language and Literature." He said that mathematics teach literature; that novels were not literature; that the teacher who aroused the pupil to read good literature was a public benefactor of inestimable importance to the community in which he resided; that the study of literature cultivates the arranging power, loving power, and moral power of the student; that it was the only subject which taught heart culture; that hard and fast rules should not be made for the teaching of literature; that teachers should fill the minds of primary pupils with gems of literature; that if teachers loved literature they could teach it. The lecturer took his seat amid applause.

Mr. Hough, ex-editor and proprietor of *The Cobourg World*, and now connected with *Grip* Publishing Company, Toronto, was introduced, and made some remarks relative to the amalgamation of the *Educational Weekly* and the *Canada School Journal*.

In the evening Dr. McLellan delivered his lecture on "Parents and Teachers, Co-Workers in Education," to a large and deeply interested audience.

The Convention met again at 9 a.m., when the "Art of Questioning" was ably introduced by Dr. McLellan. The teachers manifested a deep interest in the plan adopted. Many questions were asked, and answered to the entire satisfaction of the questioners.

Moved by Mr. Kelly, and seconded by Mr. Geo. McCullough,—That it is the opinion of this Association that the new School History is unsuitable for public schools, the language being beyond the comprehension of ordinary pupils in the third and fourth classes; that teachers should be permitted to continue the use of other text-books in history at present authorized and in use; that in future new text-books should not be authorized until teachers have had a chance of examining them; and that a copy of this resolution be sent to the Minister of Education. Messrs. Becker, Black, Chisholm, Dixon, Manning and Sykes took part in the discussion.

On motion of Mr. D. C. McHenry, M.A., seconded by Inspector Scarlett, Messrs. Kelly, Dixon, Barber and McHenry were appointed a committee to draft a resolution expressing the general opinion of the Convention.

Miss Lizzie Staples was then introduced and read a very interesting paper on "A Teacher's Influence." Miss Staples has, by request, kindly furnished the substance of her paper for the JOURNAL, and it will be found in another column.

On Friday afternoon the following officers were elected for the ensuing year:—C. A. Lapp, President; John Graham, Vice-President; B. Becker, Sec.-Treas.; Executive Committee—Messrs. W. J. Black, J. S. Bellamy, M.A., John R. Chisholm, W. S. Ellis, B.Sc., and Inspector Scarlett.

The proposed "College of Preceptors" was fully elucidated by Mr. McHenry. Messrs. Hopper, Scarlett, Sykes, and Chisholm took part in the discussion.

It was moved, seconded and carried—That this Association, while in full sympathy with the aims of the "College of Preceptors," regard the scheme as impracticable, and we would suggest, in general terms, that we rather endeavor to secure the result desired through the improvement of provincial and local organizations.

Moved by Mr. McHenry, seconded by Mr. Sykes,—That the attention of the Executive Committee of the Provincial Association be called to certain alleged errors and defects in the Public School History, with the request that they bring the matter before the Minister of Education, with a view to revising the book and making it more suitable for schools. Carried.—*Condensed from Brighton Ensign.*

DURHAM TEACHERS' ASSOCIATION.

THE annual meeting of the Teachers' Association for Durham County was held in Bowmanville on Thursday and Friday the 16th and 17th of June. The attendance on Thursday was not as large as at the last meeting of the Association, but on Friday there was a fair representation of the teachers from the different townships of the county, besides a number of visitors from the town.

After the election of officers on Thursday morning the first subject on the programme was introduced by the Inspector, Mr. W. E. Tilley, as Mr. Geo. McDowell, who was to have brought the subject before the Association, was unavoidably absent during the forenoon. The discussion was continued by Messrs. Lee, Tamblin, Keith, and Dr. McLellan. In the afternoon Mr. H. Hough, M.A., managing director of the EDUCATIONAL JOURNAL, introduced the subject, "A Judicious Course of Reading." The subject was made very interesting, and contained a number of useful hints to the teachers on the plan to pursue in selecting reading matter. Dr. McLellan gave an excellent lecture on "Literature in Public Schools." The lecture was full of noble and beautiful thoughts expressed in choice language and in a very impressive manner. The Dr. spoke for more than an hour and a half, and was listened to throughout with great interest, and the conviction prevailed at the conclusion of his remarks, that literature and its associate music, are the levers by means of which the nations will yet be raised to a higher moral and philanthropic plane. The lecture in the evening on "Parent and Teacher in the Work of Education," which was an exceedingly good one, was intended principally for the friends of education outside the profession, and it is to be regretted that there was not more of that class present.

The first subject on Friday morning, "Number," was introduced by Mr. Wood, Headmaster of the County Model School, Port Hope. Mr. Wood spoke about an hour, and his remarks throughout showed great care in the preparation of his subject, and were of the greatest value to those engaged in teaching junior arithmetic. The intelligent "sparkle of the eye" of former modelites as Mr. Wood, brought out point after point in his treatment of Numbers indicated the influence he wields over those he has had in training.

Mr. Wood was followed by W. W. Tamblin, M.A., Headmaster of the Bowmanville High School, on "Reading." His remarks were practical and well received by the Association. The discussion was continued by John Squair, M.A., of Toronto University, and some others.

Dr. McLellan occupied the greater part of the afternoon on "The Training of the Language Faculty." The attendance at this session was very good, and all were highly pleased with the masterly way in which the subject was treated. The following resolution was then passed unanimously: "That this association desires to express its high appreciation of the excellent discourses delivered by Dr. McLellan, at its various sessions, and to acknowledge the great obligation under which he has placed the teachers and others in attendance by the thoughtful and noble sentiments he has so admirably expressed."

The officers for the present year are:—Pres., F. Wood, Port Hope; 1st Vice-Pres., W. C. Allin, Orono; 2nd Vice-Pres., A. Lee, Canton; Sec. R. D. Davidson, Bowmanville; Treas. Chas. Keith, Bowmanville; Committee of Management, Messrs. Tamblin, Thornhill, Jardine, Callender, Hickson, Preston, Wright, Stephens, Hampton, and Miss Dods.—*Condensed from Bowmanville Statesman.*

ONTARIO TEACHERS' ASSOCIATION.

FOLLOWING is the programme of the twenty-seventh annual convention of the Ontario Teachers' Association, which is to be held in the public hall of the Education Department, Toronto, on Tuesday, Wednesday and Thursday, August 9th, 10th and 11th, 1887:—

GENERAL ASSOCIATION.

Improvement in the Training of our Teachers for their Professional Work.—Mr. S. McAllister, Toronto.

The Proper Aims and Scope of a Public School Education.—Mr. J. L. Hughes, Toronto.

Educational Retrospect.—Mr. John McMillan, B.A., Ottawa.

How far should the State aid in Public Education?—

Text Books.—Mr. J. C. Morgan, Barrie.

Report of the Special Committee on a College of Preceptors for Ontario.—Mr. Geo. Dickson, M.A.

Addresses will also be delivered by Rev. Professor Clark, Trinity College, A. Sutherland, D.D., and by the President of the Association.

PUBLIC SCHOOL SECTION.

1. The Teacher as a Factor in Moulding Character.—Mr. J. A. Hill, Dundas.

2. The Blending of Kindergarten with Public School Work.—Mr. S. B. Sinclair, Hamilton.

3. Report of the Committee on Public School Studies, etc.—

4. Our Public School Education—Its Defects and Remedies.—Mr. W. J. Osborne, Rossmore.

5. Model Schools.—Mr. R. Coates, Burlington.

6. Teacher's Idea of Inspection.—Mr. A. Barber, Cobourg.

PUBLIC SCHOOL INSPECTORS' SECTION.

The Non-Professional Examination of Teachers.—Mr. J. S. Carson, Strathroy.

School Classification.—Mr. J. C. Brown, Peterboro'.

Proper School Equipments.—Mr. D. Fotheringham, Toronto.

HIGH SCHOOL SECTION.

1. Classical Studies.—W. S. Milner, B.A.

2. Course of Study in Higher Education.—I. J. Birchard, M.A., Ph.D.

3. District Association of High School Masters.—F. W. Merchant, M.A.

4. Relation of Teachers to Trustees.—Robert Dobson, B.A.

5. Preliminary Professional Examination.—W. J. Connor, B.A.

The Executive Committee earnestly calls the attention of all who are engaged in the work of Education to the importance of attending the above meeting. Certificates will be issued to those who wish to attend the meeting, entitling the holder to return tickets on the railways at reduced rates. These certificates may be procured from the Secretary previous to the commencement of the journey.

H. I. STRANG, *President*, Goderich.

ROBT. W. DOAN, *Secretary*, 216 Carleton Street, Toronto.

June 15th, 1887.

NORTH SIMCOE TEACHERS' CONVENTION.

ON June 16th the North Simcoe Teachers' Association met in Trinity Sunday school room, Barrie, the President, James M. Hunter, M.A., LL.B., in the chair. The President and Mr. Huff reported the proceedings of Provincial Association. The President appointed a deputation to wait on the County Council, and state the wishes of the Association regarding the appointment of a practical teacher as inspector of the new inspectorate about to be formed. H. B. Spotton, M.A., Headmaster of the Barrie Collegiate Institute, took up the subject of drawing in public schools, and exhibited a number of maps drawn by pupils of the public school, Barrie. Mr. Tilley gave an address on "Discipline," and a number of teachers spoke on the same subject. A motion, expressing sympathy with Mr. Morgan, Public School Inspector, on account of his severe illness and great suffering, and also expressing the regret of the teachers who are taken from under his inspectorship, was carried by a standing vote. Several of the teachers present spoke of the regret felt by them at parting with one who had proved himself the teacher's warm friend and counsellor. Mr. Morgan replied. Mr. Tilley gave a very fine lecture on "Success in Life." Miss Lemon, who is gifted with a very sweet voice, sang twice. Mr. Tilley taught fractions to a class. Resolutions were passed in favor of the proposed College of Preceptors and of a Teachers' Mutual Insurance Company. Mr. McKee of Orillia, by means of a class, illustrated in a very able manner, his plan of teaching Fourth Book Literature. Mr. Hunter took up the subject of Composition, and taught a class of very young pupils. Votes of thanks were given to Mr. Tilley and the President.—*Orillia Packet*.

Educational Notes and News.

THE examinations for teachers' licenses in Prince Edward Island resulted in the success of 114 teachers; 19 of the first class, 46 of the second, and 49 of the third.

THE county council of Bruce has granted leave to Port Elgin to establish a high school. Leave was refused to Paisley, last year, by the same council. The Paisley *Advance* thinks Paisley has superior claims.

OTTAWA COLLEGE, at its recent commencement, conferred one M.A., two B.A., and two B. Lit. degrees. The recipient of the M.A. was Hon. Edward Sullivan, who is one of the representatives of Massachusetts in the National Congress.

THE proposed new High School at Essex Centre will cost about \$10,000, and will be a handsome and imposing looking structure. The High School Board will ask the county council to give a grant of \$6,000 towards the erection of this school.

LAST year there were 779 female students at the Russian Universities, 31 of whom were married. Physics and mathematics were the studies of 500, while 243 devoted themselves to philology. Many Russian girls also are students at the Swiss Universities.

THE graduating class of the University of New Brunswick numbered nine this year. The regular course in this college is henceforth to be four years instead of three, as hitherto. Those who can pass the senior matriculation will, of course, escape the first year in college.

AMHERST parents make trouble when their boys are chastised at school. The second teacher in the high school has suddenly left on this account. His predecessor resigned a few months ago for the same reason. The unruly boy has not yet tendered his resignation.—*St. John (N.B.) Sun*.

THE County Council of Grey has decided by a vote of eight to five, not to set apart a district for the support of a high school in Shelburne. The *Economist* says that it is the intention of the people of Shelburne to continue pressing their claim for a high school until such a school is obtained.

THE Wesleyan Ladies' College at Hamilton held two or three weeks ago its twenty-sixth annual commencement. The graduating class contained ten, five taking the degree of M.L.A. and five that of M.E.L. The work done in the fine arts and music departments was very highly commended.

IN 1882, the proportion of children attending schools in Lower Canada was one in twelve, while in the State of New York, it was one in four. Incredible as it may seem, a great proportion of the teachers could not read nor write. Within seven miles of Montreal there was a school mistress thus unqualified.—*Montreal Star*.

FOLLOWING are the officers of East Lambton Teachers' Association:—President, W. A. Graham; vice-president, Miss Salmon; secretary-treasurer and librarian, C. S. Falconer; auditor, T. B. Hoidge; managing committee, Misses Dickey, and Laing, Messrs Boal, Callander and Kenward; delegate, W. E. Norton.

THE average cost of teaching one pupil in the public schools of West Middlesex last year was \$8.69. In the matter of bad attendance, 3,334 children out of 7,784 were at school less than 100 days in 1886; between the ages of 7 and 13 in townships and villages 1,330 attended less than 100 days. This non-attendance is increasing.

THE Seaforth quota of students at Toronto University return home with a very good record. Messrs. J. H. Kerr, W. O. McTaggart, and T. Coleman now rank as second year men; Messrs. T. M. Higgins and W. Prendergast enter on the final year; and Mr. J. D. Dickson will receive his degree, having completed the full four years' course.

THE closing exercises of the De La Salle Institute in Toronto were very largely attended, and many who wished to be present were unable to obtain admittance. The closing exercises of the pupils consisted, as customary, of instrumental solos and duets, choruses and recitations. The elocution of some of the boys was thought by those present particularly good.

THERE are in the Catholic elementary schools of Quebec province 152,017, and in the Protestant 27,838 pupils; in the superior schools, Catholic, 68,411, Protestant, 5,149; normal, Catholic, 179, Protestant, 84; in Laval University and in Protestant universities and affiliated colleges, 523 Catholic and 671 Protestant; grand total, including special schools, 256,549 pupils.

THE closing exercises of the Alma Ladies' College consisted of a succession of musical recitals and literary and musical reunions of graduates and students. On Sunday night at 8.30 about one hundred invited guests assembled in the college chapel to witness the unveiling of a memorial tablet in memory of the late Maggie A. Baker, who was the first teacher of vocal music in Alma College.

OF the Seaforth boys at the Toronto University, Mr. McTaggart has won honors in mathematics of the first year. Mr. S. H. McCoy gets one first and two seconds in the science of the second year. Mr. Higgins holds his place in the third year with two first class honors, one in civil polity, the other in mental and moral science. Mr. Prendergast is an honor man in the physics of the third year, and Mr. Dickson stands head of his year in the final examination in physics.

THE annual commencement exercises of Woodstock College were largely attended. The graduating class was composed of nine students, three of whom were ladies. Fifteen received the diploma of the Commercial department. Essays were read by several of the graduates, sweet music was discoursed, an address delivered by the principal, and in the evening a very successful and well-patronized concert was given.

THE annual closing exercises of Loretto Abbey were very largely attended this year. Crowns for good behaviour, gold and silver medals for proficiency, and other prizes were distributed. Amongst the medals was the Papal, the first received by the Abbey from the Pope. The medal is not usually given to ladies' colleges, and the Sisters in charge, therefore, feel that a special honor has been conferred on the institution.

ABOUT 1820, in many parishes not more than five or six persons could write, and generally not above one-fourth of the whole population could read, and one-tenth write, and that very imperfectly. It is painful to have to admit that on the petition of 1828 by the Canadians, complaining of the administration of Lord Dalhousie, and other matters, of the 37,000 signatures, 9,000 only were names written by the signers; the remainder were marks.—*Montreal Star*.

A GIRTON girl, Miss Agnata Ramsay, has beaten all the male students in classics, being the only one of either sex to pass in the first division. What is additionally remarkable is that her father, Sir James Ramsay, a Scotch baronet, and her uncle, Prof. George Ramsay, of Glasgow University, each obtained a first class in classics when they took their degrees at Oxford. Miss Ramsay has just reached twenty years, and several of her male competitors were older.

MR. WM. MCBRIDE, M.A., managing headmaster of the art school in Stratford, has arranged for a course of four weeks' lectures in the five departments of primary drawing, viz.: Freehand, linear perspective, blackboard and memory drawing, practical geometry, and model drawing. These classes, which are specially intended for teachers, will be open to students and others who wish to avail themselves of this opportunity of improving their vacation.

THE Ontario Ladies' College at Whitby has closed the most successful year in its history. The number of boarders enrolled was 127; average attendance of boarders, 103; total number of pupils, 170. After every room in the college was fully occupied, applications continued to come in, until the Rev. Dr. Hare, the Principal, was obliged to refuse admission. In view of this continued and increasing prosperity the directors have decided to add another building to the present accommodation of the college.

AT the Commencement of the Brantford Young Ladies' College, six young ladies were awarded diplomas. Miss Edith M. Fitch, Brantford, carried

off the Governor-General's medal for the university examinations of 1886. Miss Isabella J. McDougall received the general proficiency medal, donated by Mayor Henry to the successful candidate in the graduating class of 1887. Miss McQuarrie received the general proficiency prize of the year. Miss Annie Birrell, Claremont, won the medal for the second year.

THE large assembly-room of the Ottawa Ladies' College was crowded to the doors on the occasion of the midsummer closing and distribution of prizes. Amongst other exercises an excellent essay on "The Woman of the Day" was read by Miss Sarah McLean. An elegant watch and chain were given by the young ladies to Mr. Munson, the drawing master, who is about removing to the States. At the close the chairman, addressing the audience, assured them of the falsity of the report circulated to the effect that the college was to be shut up. School should be opened as usual after the holidays.

At a late meeting of the Toronto University Senate, a memorandum from the Minister of Education regarding suggested changes in the junior matriculation was received and laid over for consideration. On motion of Dr. Oldright, seconded by Prof. Ramsay Wright, the statute providing for matriculation in later stages of the first year was read a second time and passed. On motion of Dr. Wilson, seconded by Prof. Ramsay Wright, the statute to establish a teaching faculty in medicine was read a second time and passed. Mr. Kingsford gave notice that he would introduce a statute referring to the granting of pass degrees.

THE oldest Protestant teaching institution in Canada is King's College, Windsor, Nova Scotia, whose royal charter as a university is dated Westminster, 12th May, 1802, with the Archbishop of Canterbury as patron. The first matriculation took place in 1803, and the first degree was conferred on the 18th November, 1807. Dalhousie College, Halifax, obtained a charter in 1820. King's College at Fredericton, New Brunswick, was established by a provincial charter as early as 1800, as the New Brunswick College, and honored by a royal charter in 1828. In 1860 the name was again changed to that of the University of New Brunswick.

GREEK is no longer a compulsory part of the arts course in Trinity College, but the Chancellor says there is no reason to fear that it will in any way cease to maintain its honorable position as one of the most important and useful branches of study in the arts faculty. It will still be an essential part of the training of all candidates for the Divinity class. At matriculation, candidates may substitute for Greek one of the two languages, French or German, together with one of the three subjects, physics, chemistry, or botany. Through the remainder of the arts course, candidates not taking Greek must substitute both French and German for it.

AT the annual convocation of Trinity College, the degree of B.A. was conferred upon 9 candidates; that of Mus. B. upon 20; B.C.L. upon 6; B.D. upon one; M.A. upon 7; D.C.L. upon 2, besides several *ad eundem*. Hon. G. W. Allan, the Chancellor, in his annual address, stated that the total number of degrees conferred during the year, including those conferred at this convocation, is 117, viz., 17 in arts, 3 in divinity, 1 licentiate in theology, 63 in medicine, 8 in law and 25 in music. The total number of undergraduates in the several faculties of arts, divinity, medicine, law and music, 358; the total number of matriculants during the year in the several faculties, 181.

MR. BLAKELEY, principal of the Winnipeg Central School, held a very successful Jubilee entertainment in his school. The programme was made up of selections from Longfellow, the author to whom the class work of the term in English literature is devoted, and songs, instrumental music, an essay, etc., in honor of the Queen's Jubilee. The room was profusely decorated with flags, twenty-five in number, placed over the windows and along the walls and ceiling, and there were also pictures of the Queen, the Prince of Wales, etc. There were also displayed about a dozen large maps, drawn in a skilful manner by a number of the scholars. Prizes were distributed to the makers of these maps.

Book Reviews, Notices, Etc.

BOOKS RECEIVED.

Classics for Children. A Third Reader. Stiekney. Boston: Ginn & Company.

Little Flower People. By Gertrude Elizabeth Hale. Boston: Ginn & Company.

The Catiline of Sallust. With Notes. Edited by B. D. Turner, M.A. London: Rivingtons, Waterloo Place.

Cicero de Senectute. Edited by E. W. Howson, M.A., assistant master at Harrow School. London: Rivingtons, Waterloo Place.

The Reading Circle Library. No. 1. Mind Studies for Young Teachers. By Jerome Allen, Ph.D. New York and Chicago: E. L. Kellogg & Co.

The Art of Reading Latin: How to Teach It. By William Gardner Hale, Professor of Latin in Cornell University. Boston: Ginn & Company.

Doctor Trenwald. A Comedy in Four Acts. By Roderich Benedix. Edited by H. S. Beresford-Webb, late assistant master at Wellington College. London: Rivingtons, Waterloo Place.

First Year in Latin. With Exercises on the Inflections and the Principal Rules of Syntax; also, Extracts from Cæsar's Gallic War, with Special and General Vocabularies and Notes. By George Stuart, A.M., Professor of Latin in the Central High School, Philadelphia. Philadelphia: Eldredge & Bro.

LITERARY NOTES.

GINN & Co. will publish during the summer a thoroughly revised edition of Sievers' Grammar of Old English, translated and edited by Albert S. Cook, Ph.D., of the University of California.

D. C. HEATH & Co. have in press an important book on the subject of "Industrial Instruction," by Robert Seidel, of Mollis, Switzerland, translated by Margaret K. Smith, teacher of Methods in the Normal School, Oswego, New York.

IN the Library of Anglo-Saxon Poetry, Ginn & Co. will publish, this summer, Zupitza's "Elene," edited by permission of Prof. Zupitza, by Prof. Henry Johnson, Ph.D., (Berlin), of Bowdoin College.

IN *The Century* for July the lighter material is of a sparkling out-of-doors character, and naturally takes precedence in attractiveness at this season. There is also the usual variety of historical, literary and scientific articles, interspersed with poetry and fiction.

Our Little Men and Women is fully half pictures. The other half stories and histories good for six-year-olds. It is worth one's while to be a youngster now-a-days. \$1 a year. Send five cents to D. Lothrop Company, Boston, for sample copy.

MESSRS. BELFORD, CLARKE & Co., of New York, have now in press a work entitled "The Politics of Labor," by Phillips Thompson. It is written from a labor reform standpoint, and deals with the latest phases of the question, especially in relation to government and legislation. The book will be ready about the end of July.

Scribner's Magazine for July has for its opening article an entertaining and instructive paper by Prof. D. A. Sargent, M.D., of Harvard College, entitled "The Physical Proportions of the Typical Man," in which the author has for the first time published in detail some of the results of his long experience as a teacher and student of physical training.

MR. RICHARD W. GILDER'S address on "The Colleges and American Literature," delivered recently before the young men of Wesleyan University, and repeated with some changes, before the young ladies of Wells College, has been so divided as to form two essays, one of which appears as the leading article in *The Critic* of July 2, and the other as the opening paper in the July *New Princeton Review*.

Correspondence.

THAT SARNIA CASE.

To the Editor of the EDUCATIONAL JOURNAL.

HAVING seen a short editorial in your journal of the 15th inst., concerning the teacher, Mr. J. T. Heath, who had to appear at the June Sessions in Sarnia for punishing a boy, I think it my duty as a neighboring teacher to place the facts of the case briefly before your readers.

Wm. Houghton, aged 14, disobeyed a well-known rule of the school, and for punishment was given about ten minutes' work to do. He said he would be d—d if he would do it, and that the teacher could not make him do it, etc. Yet he was allowed a quarter of an hour for repentance, but it came not, when he was punished on the hand until he submitted and did his allotted task. No one was present in the apartment where he was punished. The teacher does not know how many strokes he gave, nor does the boy, as stated on oath. Yet he boasted on the way home that it did not hurt a bit, nor did his father know of it for ten days after, when, at his request, the trustees held an investigation and exonerated the teacher. It was found by the evidence that the boy's hands were neither cut nor discolored. Next, his father placed the matter before a sympathizing magistrate, who, assisted by another favorable to his view, thought, of course, that it was of a serious enough nature to be tried by a jury, and the teacher was bound over to appear at the June sessions for trial, when the grand jury, after hearing the complainant's evidence, by a standing vote returned "no bill," which action in the eyes of the public here is a censure to the magistrates who sent the case up to the sessions.

Public feeling is almost unanimously with the teacher, as was shown by the action of the trustees, who employed a lawyer to have him defended and their decision sustained. Inspectors Brebner and Barnes are also favorable to the teacher's action.

Now, sir, both Mr. Heath and I use as little corporal punishment as possible, knowing it is degrading, but if any of our friends can propose to us a more excellent punishment for such profanity and obstinacy than the one used in this case, we will be pleased to hear from them.

Thanking you, Mr. Editor, for this space, I am, sir, yours respectfully,

THE NEIGHBORING TEACHER.

Vyner P. O., Lambton Co., June 25th, 1887.

THE twentieth year of the New England Conservatory of Music, Boston, which has just drawn to a close, has been the most successful in the history of that phenomenally successful institution. Nearly 2,300 pupils have received instruction in its several schools of music, art, oratory, languages, literature, piano and organ tuning, physical culture, etc. Every State and Territory, and many other countries have been represented in its halls. The ablest artists and teachers are in its faculty, and yearly additions are made from American and European sources.

DURING the past five years \$110,000 has been collected for the Supplemental Endowment Fund of Trinity College, and the staff of instructors has been increased from six to eleven. Its present wants are, for increased building accommodations, \$40,000; for a chemical and physical laboratory, with additional apparatus, \$15,000; deducting funds on hand, \$50,000 are required for these two purposes. Also an additional yearly income of \$3,000, to replace the lectureships in physical science and natural science and modern languages by professorships in these departments, and to found fellowships in classics and mathematics in addition to those already existing.

THE prospectus of the projected Presbyterian Ladies' College, of Halifax, N.S., says:—This college is being established to place a first-class education in all its branches, and the means of a liberal culture, within the reach of young women of the Maritime Provinces. In connection with it there will be junior and academic preparatory departments, so that pupils can begin at an early stage and finish their education in the institution. A thorough training will be provided in English, mathematics, science, classics, modern languages, fine arts, music, calisthenics, etc., but pupils may attend for any one or more of these branches.

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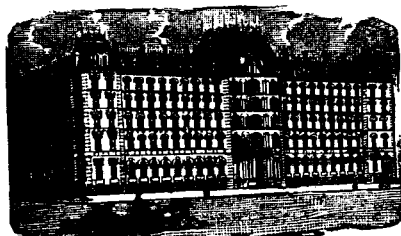
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TEXT BOOKS

— AUTHORIZED FOR USE IN PUBLIC SCHOOLS. —

Approved by the Education Department, June, 1887.

1. The text books named in the annexed schedule, "A," shall be the authorized text books for the Public Schools of the Province of Ontario.
2. The text books mentioned in said schedules, the names of which are printed in italics, shall continue to be used in such schools only as have adopted the same on or before the date hereof.
3. On and after the 1st day of July, 1889, all text books, the names of which are printed in italics, shall cease to be authorized, unless their use is extended for a further period by resolution of the Trustees.
4. The text books to be used in the subjects prescribed for the Fifth Form of Public Schools shall be the authorized text books in the corresponding subjects in the First Form of High Schools and Collegiate Institutes.
5. All text books prescribed or required for senior matriculation (or for first year examinations) of any of the Universities of Ontario may be used in such Forms as take up senior matriculation work.
6. In the case of text books authorized before December, 1883, the copyright of which has not been surrendered to the Education Department, any addition to or alteration of the contents thereof, made without the consent of the Education Department, shall be considered a violation of the conditions of authorization, and such book may forthwith be struck off the list of authorized text books.

SCHEDULE A.

LIST OF TEXT BOOKS AUTHORIZED FOR THE USE OF PUBLIC SCHOOLS—FORMS I-IV.

<i>Reading—</i>	
The Ontario Readers.	
First Reader, Part I.....	\$0 10
" " Part II.....	0 15
Second Reader.....	0 25
Third Reader.....	0 35
Fourth Reader.....	0 50
<i>Arithmetic—</i>	
Public School Arithmetic.....	0 25
Elementary Arithmetic—Smith & MacMurchy.....	0 25
" " —Kirkland & Scott.....	0 25
<i>Geography—</i>	
Public School Geography.....	0 75
Campbell's Modern School Geography.....	0 75
Lovell's Intermediate Geography.....	0 65
Calkin's World—An Introductory Geography.....	0 50
Geikie's Physical Geography—Primer.....	0 25
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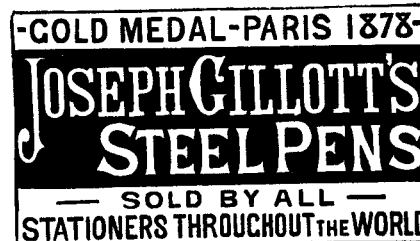
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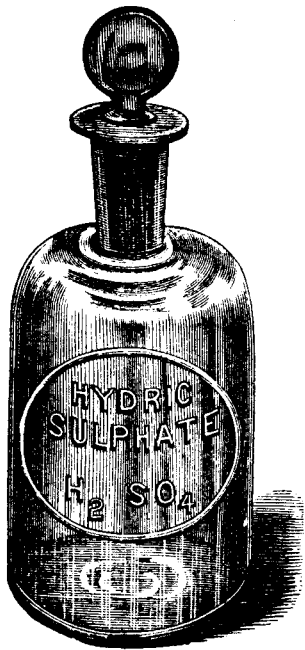
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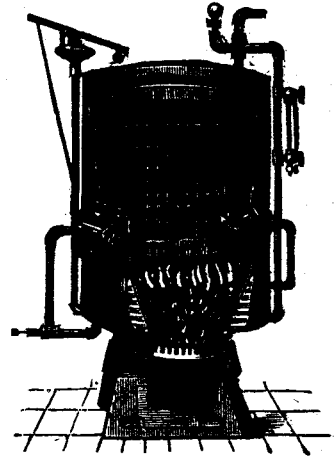
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