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The Educational Journal.

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

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TORONTO, APRIL 15, 1889.

No. 1.

The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A. *Editor.*
H. HOUGH, M.A. *Manager Educational Dept.*

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SCHOOL WORK AND PLAY.

A New List of Generous Premiums.

The Publishers of "School Work and Play" have decided to make a grand effort to interest all of the teachers, and all of their pupils, in this country, in the new Canadian paper for Canadian boys and girls. Its excellence is admitted on all hands; but, unfortunately, it cannot live on even the most sincere and friendly encomiums. Four thousand more subscribers are required to place it on a safe financial footing; and to the teachers and their pupil canvassers alone can the publishers look for the success of the enterprise.

Sundry prizes were offered for the formation of school clubs; but these were mainly confined to the teachers. The publishers now make the following offers, which they believe will be sufficient to induce an effort to secure the success desired:

PRIZES FOR PUPIL CANVASSERS.

- 1.—To the boy or girl sending the largest list of new subscribers by Sept. 1st, *A Gold Watch.*
- 2.—Second prize, for second largest list, *A Silver Watch.*
- 3.—Third prize, for third largest list, *\$10 in cash.*
- 4.—Fourth prize, for fourth largest list, *A Printing Press* or a *Magic Lantern*, if the list be sent by a boy; or *A Good Writing Desk*, if sent by a girl.
- 5.—Fifth prize, for the fifth largest list, *A Cricket Bat or Base-Ball Set*, if sent by a boy; or *A Good Workbox*, if by a girl.

It is a condition that the fifth prize list number at least 25.

PRIZES FOR THE TEACHERS.

First.—In order to secure the interest of the teachers in engaging their young canvassers, and overseeing their operations, we will give a Concise Imperial Dictionary, best binding, to the teacher of the pupil who wins the Gold Watch; and a Concise Imperial Dictionary, cloth binding, to the teacher of the pupil who wins the Silver Watch.

We also increase our former offers to teachers getting up school clubs, as follows:

- 1.—*An extra copy for an order for 5.*
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- 3.—*"Grip," 1 year, for an order for 25.*
- 4.—*"Grip" and "The Educational Journal" for an order for 35.*
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- 6.—*The Concise Imperial Dictionary and "The Educational Journal" for an order for 60.*
- 7.—*The Concise Imperial Dictionary, "The Educational Journal," and "Grip," for an order for 75.*
- 8.—*Webster's Unabridged Dictionary, bound in sheep, "The Educational Journal," and "Grip," for an order for 100.*

These generous offers to teachers, are, of course, independent of those to the pupils, the teachers securing these premiums for their own work, as the pupils secure their premiums for theirs.

Will our friends not now make one grand effort, either in a thorough canvass of their own, or in setting reliable pupil canvassers at once to work?

Samples will be sent to all teachers whose addresses we have, on 1st May, and samples and directions will also be furnished, on request, to all pupils who wish to act as agents and compete for the prizes. Address,

GRIP PRINTING AND PUBLISHING CO.,
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Editorial Notes.

WITH this number commences Volume III. of the EDUCATIONAL JOURNAL. The success of the JOURNAL thus far has been equal to our most sanguine expectation, though it still falls far below our honest ambition. Now is a good time to subscribe. Will not the many friends who find the JOURNAL helpful and stimulating, recommend it to their friends? Sample copies will be sent free to any address on application.

THE University Federation Scheme is to be put into immediate operation, so far as a Government proclamation can effect this. Sir Daniel Wilson will, of course, be the first President of the University under the new arrangement. The friends of Victoria favorable to federation, think that University will be prepared to meet the conditions laid down by the Conference and enter the Federation in a few months. What the opponents of Victorian federation will have to say to this remains to be seen.

THE suggestion made by some newspaper correspondent that the High School and Collegiate Institute courses should be extended, or rather elevated, and that these institutions should be authorized to confer diplomas upon those passing suitable final examinations, said diplomas to be accepted by the Universities in lieu of their own matriculation examinations, seems an excellent one. The teachers of these schools are much better judges of the fitness of their students to enter upon University courses, than any University examiners can possibly be. Moreover, these diplomas would become, in themselves, objects of desire and ambition and their bestowal would give an additional stimulus to secondary education.

THIS week the publishers received a letter from one of our teacher friends, saying that he was tired of seeing the advertisement of "Practical Problems," and that they had better send him a copy. This is a summarizing of the legitimate results of all advertising; and if all of their friends will rebuke them in the same manner, the advertisement will be withdrawn in short order. Indeed, the only object in keeping it prominent is to secure for all the teachers in the country a copy of a book which will save them the trouble of taxing their brains for practical, interesting, and properly graded arithmetical problems for the first three forms. Send 25c. to GRIP Printing and Publishing Co., Toronto, and get a copy of these 700 problems, pre-paid.

So far as we have observed nothing by way of explanation or defence has yet been offered on behalf of Toronto University, in reply to the serious charges of indifference and discourtesy preferred by Principal Grant of Queen's, some weeks ago. Surely the Senate of the Provincial University cannot afford to let the case go against it by default. It is impossible to take seriously the attempt of the *'Varsity* to lay the blame for the low standard of matriculation on the High Schools.

IN our Contributors' Department in this issue will be found the first of a series of papers on Education in the Northwest, by Mr. John McLean, a member of the Board of Education for the Northwest Territories. Mr. McLean is undoubtedly right in assuming that our readers in all parts of the Dominion will be interested in learning of the state and progress of education in that great western land which is destined at no distant day to overbalance in population and power, as it now does in territorial extent, the rest of the Dominion. The settlers in the Northwest have many difficulties to contend with in educational work, especially by reason of the magnificent distances, but its people are energetic and self-reliant in the highest degree, and are surmounting all obstacles with a spirit and determination that are worthy of all praise.

IN view of the approach of the University elections, a "High School Teacher" has issued a circular urging his fellow teachers to so distribute their ballots that one of the elective members of the Senate shall be selected from amongst the High School masters, instead of both, as hitherto, from the "Principals of Collegiate Institutes." "High School Teacher" argues that a real difference is recognized in these two kinds of secondary schools, and that, as there are eighty-nine High Schools and but twenty-seven Collegiate Institutes, the general interests of secondary education would be better served by electing to the Senate one representative from each class. As the object of representation is to "enable the Senate to get at the needs and requirements of the various institutions whose interests are affected by University enactments," there is some force in the arguments presented. Is there not, on the other hand, some danger of bringing this and some other questions connected with the University down to too low and sectional a level?

A CORRESPONDENT asks our opinion of the proposal to form a combination of Ontario teachers, each member pledging himself not to teach for less than a fixed fair minimum salary. We think teachers have a right to enter into such an agreement, and that the status of the profession would be greatly improved could it be made and maintained. The feasibility of the plan is a different matter, and we confess we see very little possibility of such an attempt succeeding. Adhesion to such an agreement must, of course, be a purely voluntary matter, and a few dozen

teachers refusing to enter into it could bring the whole scheme to nought. We greatly fear that more than a few such would be found in every county. They would probably be inferior teachers, such being the class who would naturally shrink from being thrown wholly on their merits, but they could render the scheme abortive, all the same. If all good, self-reliant teachers would, jointly or severally, resolve to quit the profession rather than teach for less than a respectable salary, the evil might be cured in time.

IN "Our English," a new work by Professor Hill, of Harvard University, the following radical question is propounded in respect to Grammar as a technical study. "Would not our schools be better off on the whole if every vestige of the Lindley Murray system were swept out of them?" "There are teachers of English I know," says Professor Hill, "who make the study of grammar and the analysis of sentences profitable to their pupils: but how many precious hours are wasted on mere parsing, as if it were not more important for a child to understand a given sentence as a whole than to know that this word in the sentence is a noun, that word a preposition, that one an adverb of manner, or whatever it may be called in the treatise in vogue at the moment." This shows the direction in which the thought of many educators is moving. It remains, however, open to question whether the understanding of a sentence as a whole, can, in difficult cases, be attained save through a process of analysis of some sort, and, if not, whether it is not better that this analysis should be scientific. May it not be that the objection really lies not against the scientific but against the classical, pedantic and highly artificial systems of Grammar that are in vogue.

"If children went to school merely to be taught," says the *School Guardian* (English) "the teacher might content himself with teaching, but children have to be trained and not merely taught." Give the word "training" a broad, comprehensive meaning; make it synonymous with calling into activity all the faculties of the child, physical, mental and moral, with a view to their healthy development, and the principle laid down by the *Guardian* is an excellent one. But the sentence occurs in a paragraph advocating and defending corporal punishment in the schools. Now we have had some opportunities for observing the effects of this kind of discipline; we have, moreover, some vivid recollections, rooted in personal experiences, of those effects, but we are unable to recall any instance in which, as it seems to us, a thoughtful mind could feel really satisfied with the results, either immediate or ultimate, of that peculiar kind of training as a means of any kind of grace. We remember many cases in which the outcome was, clearly enough, very much the reverse. Those who think it impossible to educate without the ferule, will do well to confine their arguments to the one ground—that of a rough and ready means of enforcing the order necessary for school work.

Educational Thought.

WHO WILL CARE?

"ALAS!" the weary teacher sighed at eve,
And homeward went her sad and lonely way;
"If life to me means but to work and grieve,
"And never brings my heart one cheering ray,
"Who will care?"

"Ere long my work will cease and I shall go,
"Another better far my place will hold.
"Who note the leaves of autumn where they blow?
"They're quite forgot when spring-time buds unfold.

"Who will care?"

Ah, patient worker, comes not day by day
Some boy, some girl, whose steps you guide from
wrong?

Their purer, sweeter lives they'll surely say
You helped to make; to you the dues belong.
They will care.

Then other lives will get from these in turn
The helpful words you say to them each day.
In those they meet may sometime brightly burn
The spark you kindled as you went your way.
They will care.

Then look, oh weary teacher, as you go,
Beyond the dreary cares that round you lie,
Work on; your worth each day your pupils show,
And in them kindles good that cannot die.
They will care.

—*School Journal.*

It may be true the common school does not go far enough, but it is not true that it is educating in the wrong direction. What does it teach? Primarily subjection to proper authority—and in what trade or profession will the pupil not need that? Then we teach self-restraint, self-denial, the first lessons in economics. We require application—holding the mind to a definite thing. We require regularity, punctuality, promptness, and all crystallized into habit. All this is taught in the common school, and is the most essential preparation for the battle of life; yet we are told that we are educating one way and the world is moving away from us in another way. Such opinions indicate something wrong in the education of those who express them, rather than in the common school.—*Professor Heston.*

A MIND trained to think under the spur of questions finds for every effect a cause; underneath phenomena he sees laws. Facts have their philosophy. The universe is a cosmos. We live under the reign of law; order takes the place of confusion. There is a philosophy of history and a science of life. The goal of study is the ability to philosophize. Philosophy cannot be taught; it must be created. Nothing is true for the mind which it has not thought out. The mind is self-active, must make its own creed, evolve its own philosophy. The universe is to each that which each thinks it to be. Other men's thoughts may help us by way of suggestion or test, or even by provoking a reaction against what we deem error, which enables us to reach conclusions that are more nearly in accordance with the reality of things as we see them.—*Thos. J. Morgan, in Education.*

LEARN to avoid physical fatigue when nothing good is attained thereby. The highest economy of life demands the greatest amount of good with the least expenditure of vital force. Don't stand when you can do your work just as well sitting. Don't examine one more slate than is necessary in order to find out how much your pupils are learning and what special errors need to be corrected in your teaching, or what things have needed more emphasis in the presentation than you have given. If parents realized how much inexcusable impatience on the part of the teachers, how much lack of interesting teaching, how much stunting of mental and moral growth, is due to the nervous condition of the teacher, brought about by unnecessary routine work of examining slates and papers day after day, week after week, month after month, year after year, they would rise and protest.—*Margaret W. Sutherland, in Ohio Educ. Monthly.*

Special Papers.

THE "TEACHING LADDER" AND HOW TO CLIMB IT.*

J. A. WISMER, B.A., PARKDALE.

At the foot of the ladder stands the teacher. At the top is real and not mere apparent success. Intermediate between the two are the rungs or steps by means of which the ascent is to be made. These rungs may be multiplied exceedingly, according as the necessities of individual teachers may require.

We shall begin with the teacher and the outfit required for the efficient performance of his work. Among the absolute essentials in this outfit I place (1) maturity, (2) health, (3) knowledge, and (4) character, each of which requires a brief elaboration.

1. Maturity.—Notwithstanding the fact that sometimes we find good work done in the school-room by girls of seventeen and by lads of eighteen, I see no valid reason why these special ages should be fixed upon by our law makers as sufficiently mature for candidates to enter upon the arduous and important profession of teaching. One of the arguments in favor of the law as it now stands is "that the Province has not a sufficient supply of teachers." This may have been true ten or fifteen years ago, but it is certain that such is not the case now.

Another argument is "that such young persons are more sympathetic with children, and have greater enthusiasm for their work than older ones." My experience for the past ten years in large graded and model schools compels me to deny the assertion. Two of the greatest evils in both home and school training are misdirected sympathy and uncontrolled enthusiasm or fussiness in dealing with children. It has been said "that the teacher holds in his hands the key to the future well-being of the State." From the very nature of the case he lays the foundations which must mould the character of our future men and women. From the unfitness or the criminal neglect of parents it is he who really trains our children to habits of neatness, of order, of application, of obedience, of truthfulness, of honesty, in fact, of almost everything pertaining to manners and morals. Surely the wisest and the best should be selected to lay the foundations of these important elements of a high and noble character. The most able and skilful teacher should "bend the twig" in order that the tree may be rightly inclined. Is it not the rare exception, and not by any means the rule, to find girls and boys of seventeen and eighteen possessed of sufficient maturity of body and mind for the proper and efficient performance of duties so important and so far-reaching in their effects?

Another question that arises is, "Why should the law regarding infants be changed for this, and not for the other learned professions? Why should this one class of the community be given the right to make legal contracts, to sue and be sued, etc., three and four years before others, who must reach the age of twenty-one? Class legislation of this kind must be viewed with apprehension, unless founded on the strictest principles of equity, and unless actual suffering or injustice renders such legislation imperative. It is quite certain that the suffering and the injustice in this case are on the side of the State rather than on that of the ever-increasing army of "raw recruits." I believe that so long as this provision of the law remains unaltered, so long as the avenues to the profession remain too easy, just that long will teachers and teaching be looked down upon, and salaries will be, as a rule throughout the country, mere wretched pittance. The fact that a man's income from his profession is from two to five thousand dollars a year, carries with it the respect of the *oi πολλοί*. What can you expect, therefore, when it is from two to five hundred? The over-crowding of the profession by immature teachers must go on and increase annually, (notwithstanding well-meant efforts to stem the tide by rigid examinations and still more rigid examiners), unless the Minister of Education comes to our aid through the Legislature. The teacher then, as well as the doctor and the lawyer, should

*Paper read before the South York Teachers' Institute, Friday, February 22nd, 1889.

not be permitted by law to enter on the practice of his profession until he has reached the age of twenty-one years. 2. Health.—The teacher should have a sound, vigorous constitution, as a part of his outfit, in order to succeed. In all professions and in every business good health is necessary to the highest success. To the teacher, with his weary round of responsibility and worry, and with a constant drain on his vitality through the necessary expenditure of nervous force, good health, good air, and good food are essential concomitants. The *mens sana* is too often allowed to overbalance the *in corpore sano* and the body suffers at the expense of the intellect. Teachers should be strong, bodily as well as mentally. It is unnatural for children to be impressed by even a giant mind, if encased in a puny, sickly body. Be healthy if you wish to succeed. In this connection the "survival of the fittest" is the inexorable, though sometimes cruel law. 3. Knowledge.—The man or woman who enters the teaching profession should have a much more extended knowledge of men and things than can be shown simply by "passing examinations." (I may remark, in passing, that notwithstanding the spasmodic outcry against examinations, nothing has yet been discovered that can effectively take their place. It must be acknowledged that they have failed in England to do everything that was expected of them, but there the system and not the examination, is at fault. Here we have proved long ago the folly of the "payment by results" system; in England they will discover it in time.) Whether the knowledge of the teacher be limited or extended, it must surely be thorough. Want of thoroughness is one of the weakest points in his armor. His knowledge should be of a special, as well as of a general character. He should have a thorough training in the principles of psychology or mental science. Without a knowledge of the laws which underlie mental growth, how is it possible for him properly to supervise the growth of the child's mind, and skilfully to direct its activities to a healthful fruition? Brain fibre is known to be a delicate structure, and by means of these centres, or through them, mental action takes place. It is also well known that the actions of mind and body are interdependent and that the suffering of one reacts on the other. Hence, a knowledge of the laws governing the mind is of little value without a similar knowledge concerning the body, in other words, a knowledge of Hygiene and Physiology is as essential as a knowledge of Psychology. It must be remembered also that Science should precede art. Methods are mere hap-hazard experiments unless based on the true principles of science. Nevertheless, the newly-fledged teacher is expected to have a knowledge, sufficiently accurate and extensive, of these and other qualifying subjects, as well as to know how to teach a round dozen of others after a fifteen weeks' sojourn at a county Model School, whose Principal may or may not have the special qualifications necessary to those who perform the very difficult work of teaching others "how to teach." How many Model School Principals are even fairly competent to give instruction, as it ought to be given, in the subject of mental science? I am satisfied, that I, for one, am not. The 167 teachers who have passed through my hands during the past six years, had to be treated, in this subject at least, on the homœopathic principle, and many of them objected to the dose even then, unless largely diluted. I couldn't blame them, they were boys and girls—whereas psychology is strong food for grown men. The State is evidently of the same opinion, for it compels our teachers to spend a session at a Model School in learning "how to teach." After three years' practice in the highways and by-ways of our schools, it compels them to take another and longer session at the Normal School, in still further learning "how to teach." Not content with this, it must "pile Pelion on Ossa" by finally compelling its highest grade teachers to take a further session in learning "how to teach" at a training institute, or if you get that high after fifteen or twenty years successful teaching, you must still pass the examination and thus prove that you know "how to teach." 4. Character.—The teacher's character should be above reproach. His "yea" should be "yea" and his "nay," "nay." The higher and nobler his character—the greater is his value as a teacher, as a man, and as a citizen. He should be a cultured gentleman,

not a toady nor a cad. He should be frank, genial and sympathetic, yet firm and self-reliant. In the building up of a successful career no foundation is surer than that of an honest, forceful, Christian character.

Having treated of the teacher and his outfit, I must briefly notice a few of the rungs or rounds of the ladder, which will be of value in assisting him to reach his aim—success. First, I place *study*. The teacher who is not also a student will fail, sooner or later. He must study his pupils and must study himself. He should study the lessons he is to teach, and the best methods of teaching them. By study, his faculties will be strengthened and his judgment developed. For the sake of general culture he must study science, language and literature as well as history and mathematics. I place *reading* next. The teacher needs books, good books, nay, a variety of the best books—to broaden his views and to brighten up his life. In order to become a well-read man he must constantly think as he reads. Skimming over a variety of books results in mere superficiality and discontent. If he have not the means to travel, he can, through books, converse with those who have travelled. Many teachers are "men of one book," well enough read in what pertains to the shop *i.e.* to their own work, but attentive to very little else. On the other hand, many never attend a teachers' convention, nor read an educational journal, or a work on school management, if they can decently help it. The golden mean lies, of course, between the two extremes.

The next important rung is *sociability*. Man, when possessing all his natural powers, is essentially sociable. The teacher must not be a recluse nor live the life of a hermit. He must mingle with the community where his lot is cast, and be, in a good sense, a social power therein. He should show his tact and his power to guide, outside his school-room, as well as in it. He should keep *in touch* with the people and with public sentiment on school matters. I believe this should be the rule all along the line—from the teacher in the log school house to the professor in the university.

The last and most important rung is the teacher's *power to impress*, which includes his "ability to govern." His manner should be pleasant and unmistakably sympathetic. It should be such as will challenge attention and inspire confidence. He must be lively, cheerful, energetic and know "how to question." He must be able, not only to arouse, but also to sustain, interest in his lesson. Experience should teach him how to so direct his mental energies that they will take root, grow, and develop similar activities in the minds of his pupils. His "ability to govern" depends on "his power to impress," without which he must depend on artificial aids, which usually prove to be "broken reeds." In other words, without the possession, in some degree, of the "power to impress," he can never become a truly successful teacher.

THE SCHOOL TEACHER.

OH, the clamor! Oh, the clatter of the district public school;
Oh, the trials of the teacher! be he man or knave or fool;
With a history class reciting "Washington was born in June,"
And a little prattler asking, "What makes spots come on the moon?"
"Won't you please to point my pencil?" "May I go and get a drink?"
Teacher, with the utmost patience, tries to keep the lesson's link.
History class keeps on reciting, "Bunker Hill is in New York,"
"Won't you make Will stop his pinching?"
"Teacher, I can't find my chalk."
"O, dear me! my pencil's broken," "What does w-a-n-t spell?"
Teacher grabs a cedar ruler, tries his best the noise to quell;
Comes a smack from back of schoolhouse, followed by a stifled moan,
Strikes his bell in desperation, "Scholars, you may all go home."
—The New York Voice.

FALSEHOOD may have its hour, but it has no future.—*Pressense*.

English Department.

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

ENTRANCE LITERATURE. RESIGNATION.

BY N. O. T.

THIS poem, like most of Longfellow's, is marked by a simplicity that renders it well within the understanding of a fourth-class pupil. The prevailing sentiment of the poem, too, is well nigh universal. Nearly every boy and girl has in actual experience been conscious of this feeling. Those that have not "lost a friend," are yet acquainted with the grief of those who have. The teacher must, to a correct and adequate appreciation of the poem, first of all lead the pupil into a sympathetic mood. This done, the class can hardly fail to understand the selection, and will be sufficiently interested to study it attentively and to memorize it. A class always appreciates a poem more readily if it be informed of the circumstances in which it was written. It will be an incentive to greater attention to tell the pupil that the poem was written shortly after the death of Longfellow's own daughter, Fanny.

In studying any poem it will be found especially useful to have it read carefully by some member of the class, and then to have the reading criticized. Some teachers leave the reading of the extract to the very last; but it is often well to have it at the outset. By question and discussion get the class to decide that in stanza I., "no," "however," "one dead lamb," "one vacant chair," are important, and should be emphasized; also that a secondary emphasis should be placed on "fireside," as contrasted with "flock."

In stanza II., have the class emphasize "full," "dying," "will not."

In stanza III., "patient," "ground," "celestial."

In stanza IV., "dimly," "funereal," "heaven's distant lamps."

In stanza V., "Death," "seems," "transition," "suburb," "portal."

In stanza VI., "dead," "no longer," "poor," "Christ."

In stanza VII., "safe," "lives," "dead."

In stanza VIII., "day after day," "year after year."

In stanza IX., "thus," "walk," "unbroken," "unspoken."

In stanza X., "child," "again," "not."

In stanza XI., "fair maiden," "celestial grace," "beautiful," "all."

In stanza XII., "impetuous," "moaning," "cannot be."

In stanza XIII., "will be patient," "assuage," "wholly," "not concealing," "must."

The class should be asked to explain, and to show the appropriateness of "dead lamb," "vacant chair," "heart of Rachel," "not from the ground," "disguise," "these earthly damps," "tapers," "transition," "suburb," "elysium," "of our affection," "that great cloister," "bright realms," "her tender steps pursuing," "the bond which nature gives," "raptures wild," "mansion," "scul's expansion," "emotion and anguish," "like the ocean," "sanctifying."

NATIONAL MORALITY.

BY E. RICHMOND, MARNOC, ONT.

IN teaching this selection, our lesson may very profitably be spent upon the life of the author. John Bright being a great man of our own time, a close study of his career as an orator, statesman, and as social and political reformer, requires our due attention. Point out his great reforms, trace his political life, and study him as regards his character. The pupils should be directed to the accounts given of him by the press, owing to his recent and lamented death on Wednesday morning, March 27th last.

Notice the clearness, simplicity, and earnestness of the style in the extract.

Fully explain the title of the lesson.

FIRST PARAGRAPH.

What characteristics of Bright are shown in the words—"I do not care . . . renown," and "I care

. . . I live." "Irreverently"=without regard to authority or respect. "Crown"=the sovereign, "monarchy"=nation or empire.

"Crowns, etc." Explain these names.

What is "military display?" "Pomp of war"?

What is a colony? Name some of the chief British colonies. How are they governed?

When, according to the author, are these things "trifles light as air"?

Contrast—comfort, contentment, happiness.

"Palaces, etc., do not make a nation." What does?

"Light of your constitution"=information or examples of the laws and principles laid down by the government of a nation.

"Beauty of legislation." The qualities that are exercised in forming and exacting laws that are pleasing to the people.

"Excellence of statesmanship." The more skilful, the more honorable are the statesmen in dealing with a nation's wants, the more superior shall be the nation.

SECOND PARAGRAPH.

"Adequate . . . defence." That is, the nation should have sufficient ways of protection; such as have been produced by the sciences.

The author believes thoroughly in having means to keep law and order within the country, and also on its frontier, but with "moderation," that is, without having any unnecessary expense in so doing, but yet with "efficiency" or power which will produce the necessary effect.

"But I shall . . . attained." Write this sentence in your own words.

Give any instances in which the British interfered with the affairs of other nations.

Mention any particular occasions when Britain extended her boundaries.

THIRD PARAGRAPH.

What is a profane historian? An ecclesiastical historian?

The historian referred to here was Herodotus, who wrote the history of the Scythians, a people inhabiting Scythia, an ancient division of the country north-east of the Black and Caspian Seas.

"Mars." The Latin god of war. Give another meaning.

What is meant by "offered sacrifices?" Give other instances of sacrifices being offered.

What comparison is made in this paragraph?

"Civil government," a means by which the people are educated and refined in their manners. In what way does Britain make "sacrifices to the old scimitar"?

FOURTH PARAGRAPH.

"Countrymen." What people are referred to?

What is meant by having "political power"?

Mention acts in British history which extended the political power of the people.

"More complete." What is wrong about this construction?

"Gentle nature." Reference to the ladies present.

What is the "moral law"? What is the author's opinion concerning the use of it?

"Reject and deride." To place aside as useless and to make a mockery of it.

"Great Italian." Dante. What do you know about him? Express the quotation in your own words. What is a quotation?

FIFTH PARAGRAPH.

"Urim and Thummim." Ornaments worn on the breast of the high-priest, by virtue of which oracular (usually oracular) answers were given to the people. See Exodus xxviii. 30.

"Aaron." Who was he? Who were the "ancient people"?

Upon what, in your estimation, do the greatness and the happiness of a nation depend?

Give similar words to "renown," "audience," "community," "intelligence," "influence," "discussion," "beacons."

Distinguish—"renown," "fame;" "symbol," "cymbal;" "principle," "principal;" "altar," "alter;" "counsel," "council;" "maid," "mane."

Explain the phrases—"in my view," "light as air," "great body of the people," "rely upon it," "to take steps," "privileged to speak," "turmoil of life," "devoutly believe."

QUESTIONS AND ANSWERS.

I. Please inform me through the columns of your valuable journal which is correct, "pack of heathens," or "pack of heathen," and oblige

J. W. C., Colgan, Ont.

II. Which of the two expressions is correct—"It is five minutes to two o'clock," or "It is five minutes till two o'clock"?

A SUBSCRIBER, Irwin, Ont.

III. Will you kindly publish the answers to the enclosed questions in the next number of the JOURNAL:—

C. J., Glencoe.

(1) What is meant by *civil government*? How do we symbolize *mercy*, *wisdom*, *justice*, *British authority*, *naval supremacy of Britain*?

(2) Give the subject of each stanza of *The Landing of the Pilgrims*.

(3) What does John Bright mean by the following:—(a) The nation in every country dwells in the cottage; (b) The light of your Constitution can shine there; (c) *Beauty of your legislation*; (d) Excellence of your statesmanship; (e) Finer instincts; (f) Scientific means of defence.

ANSWERS.

I. We prefer "pack of heathen," as the more usual expression.

II. Both are, we think, correct.

III. (1) We are not sure we understand the question in full. "*Civil government*," however, means the *government of the state*. *Mercy* might be symbolized as a woman shedding tears of compassion; *Wisdom*, as a woman offering a beautiful pearl; *Justice*, as a woman blindfolded holding in her hands a pair of scales; *British authority*, as a lion; *Naval supremacy*, as a woman bearing the trident.

(2) (a) The arrival; (b) The peaceful nature of their advent; (c) Their reception; (d) The classes comprised in the party; (e) The object of their migration.

(3) (a) The people that live in humble life are the majority, and form the backbone of the country; (b) The Constitution of Great Britain is claimed to be superior to that of any other country. Bright means that, unless the common people receive its benefits, it does little good; (c) The good effects of your laws, so perfect as to be beautiful; (d) The best efforts of your statesmen to advance the country's interest; (e) The disposition to pay greater heed to truth than to expediency. Contact with the world frequently, perhaps generally, weakens the moral faculties; (f) Fortifications and other military equipments, provided after careful examination of the question of defence, and in accordance with the principles of the science of military affairs.

Question Drawer.

[N. B.—For answers to questions in English and Mathematics see those departments respectively. Correspondents will please send all such questions direct to the Editors of those departments.]

[H. H. Your questions with one exception refer to political, or politico-economical questions. To answer them fully would not only lead us to dangerous ground outside of our proper sphere, but would also take space which we require for educational topics. The titles of the various offices held by members of the Dominion and Provincial Cabinets pretty clearly indicate the special duties of Ministers. Copies of the blue books could probably be had free of cost on application to the respective departments. The *Canadian Almanac* which can be had from any bookseller for 15 or 20 cents, contains a mass of information on some of the subjects referred to. Any good city daily contains summaries of debates in Parliament. You had better send your conundrum about imports and exports to a leading Government and a leading Opposition journal, compare the answers and see how wise you will become. Your question in English has been referred to the Editor of the English Department.]

Is a teacher who passes the third-class examination for three years in Algoma entitled to attend a Provincial Model School?—B. H.

[Yes. We know of nothing to prevent.]

[E.R.W. We have no spare copy of the First C. examination papers of 1888. Some of these papers have already appeared in the JOURNAL. Some others will probably be published before June, but we cannot promise to publish the whole. We have to aim at "the greatest good of the greatest number." The Examination Papers of the University, printed by H. Rowsell, Toronto, can probably be had through your bookseller for fifty cents. The Junior Matriculation Honor Examinations correspond with those for First C.]

1. THE course of studies for entrance to High School says that pupils should understand the Railway Systems of Ontario. The new Geography says very little of them. Will you please insert in the JOURNAL the Railway Systems of Ontario with their subdivisions, and what places they join?

2. Where and at what price can a teacher get the arithmetic named "How to become quick at figures?"

3. Where is the Reef of Norman's Woe?

4. How many inhabitants are required to have a village, a town, and a city incorporated?

5. Will a drawing-book which a pupil took to the Entrance examination do to take again if the pupil failed?

6. Which is the first day of the week—Sunday or Monday? If Sunday is what are the reasons of it?—J. A. C.

[1. We could not attempt a full answer in the space at our disposal. You need a railway map if you have none. The *Canadian Almanac* published by the Copp, Clark Co., can be had for a trifle and contains one. You need, of course, to dwell mainly on the great trunk lines east and west, such as the Grand Trunk, including the Great Western, the Canadian Pacific, etc., and the chief transverse lines connecting these railways and the great lakes with the interior. Perhaps some reader can give the name of a good hand-book. 2. Will some one who knows please answer? 3. On the west side of the approach to the harbor of Gloucester, Mass. 4. For village 1,000, town 3,000, city 10,000. 5. Yes. 6. Sunday. We know of no reason in the nature of things. Some day must be considered as first and Sunday has been so regarded from ancient times, perhaps, because the sun, from which the name is derived, anciently stood first as an object of worship.]

PLEASE give the full difference between an M.A. course and a B. A. course?—SUBSCRIBER.

[The M. A. course is more extended and generally consists of one or more years of study super-added to the B. A. course. Requirements vary in the different Universities. In Toronto University candidates for the Degree of M.A. must have been admitted to the Degree of B.A., must be of the standing of one year from admission to the Degree of B.A., and must have sent in an approved thesis upon some subject in one of the Departments in the Faculty of Arts.]

1. WHAT is the best book on Drill and Calisthenics? I mean the one best suited for public schools. Where could I get it, and what would it cost?

2. Explain what is meant by geometrical drawing.

3. Should the ruler be used in drawing by junior classes?

4. Should the ruler be used by the pupils either in drawing construction lines, or geometrical drawing?

5. Is there any textbook on drawing prescribed by the Education Department; if so, what is the name of it?—A YOUNG TEACHER.

[1. Houghton's "Physical Culture" is the authorized book. Can be had from any bookseller; price 50 cents. 2. The drawing of geometrical figures. 3. No. All good teachers, we think, forbid it. 4. We should say "No," to first, "Yes," to second question. Your drawing-books surely give directions, do they not? 5. None but the "Public School Drawing Course."]

PLEASE republish in your next issue the definitions for concession, side line, school section, etc., given in a former number.—SUBSCRIBER.

[Townships are territorial sub-divisions of counties, made for municipal purposes. Every township has its council, consisting of a reeve and councillors, and, in the larger townships, of one or more deputy-reeves. School sections are sub-divisions of townships, made, subject to provisions of the Public School Act, by the municipal councils of the townships. Concessions are sub-divisions of townships, made in the original surveys and marked out by roads running parallel to each other at distances of about a mile or a mile and a quarter apart. The concessions cut off double rows of farms. Side roads are roads intersecting the concessions at right angles, generally at such distances as to include five farms in width, that is, ten in all, within the rectangles formed by their intersection of the concession roads. These divisions will be found distinctly marked in any good county map, such as should be in every school-room. They may also be illustrated on the blackboard. They should be made clear to every pupil, and may be made an excellent first step in geography, if the children are taught to compare and verify by means of their own local knowledge.]

For Friday Afternoon.

DO NOT AND DO.—FOR RECITATION.

BY XNOK.

Do not worry!
Do not hurry!
Give mind and body rest!
Don't overeat,
Or stomach cheat,
Your food will not digest!

Work while you work!
Duties ne'er shirk!
Do with your might all you do!
Play while you play!
Cheerful and gay,
Loving and loyal and true!

Always be careful!
Always be prayerful!
Scorn ever to tell a lie!
In whatever mood,
Never be rude!
Do as you'd be done by.

Live without care!
Live in pure air!
Then you will be happy and strong!
Never despair!
The brave will wear
The crown that cometh ere long!

—Educational News.

TARDY MAGGIE.

BY ANNIE M. LIBBY.

I WISH you knew our bonnie Maggie,
Wish you'd seen her eyes so blue,
Wish you'd kissed her lips so rosy;
But I'm glad you never knew
That when we sit down to breakfast,
There's no one to turn her plate;
For 'tis true,—perhaps you've heard it?—
That our Maggie's always late.

Late at breakfast, late at dinner,
Late at church, and late at school,
Late at play and late at study,
Maggie never heeds the rule:
He who truly loves his neighbor
Counts it sin to make him wait;
Still the minutes run to hours,
While we cry, "O Maggie's late!"

Just suppose 'twas your own Maggie
(Eyes so blue and cheek so pink),
Could you find some way to manage
Such a damsel, do you think?
If you have a plan please tell us
How these trials to abate;
Ev'rybody gets so tired
Waiting for the girl that's late.

THE LITTLE TEACHER.

Give this piece to a bright little girl. She is to address her doll, which is seated in a chair. It can be made very taking. Strive to obtain a perfectly natural and easy delivery. Teach the child to say it, not READ it from a book.

Well, little girl, you wish to come to school, do you? I hope you are a very good girl and will not give me any trouble. What is your name? Lucy, is it? Well, Lucy, do you know your letters? Can you read and spell and write? You don't know anything, eh? How shocking! Well, then, I will try to teach you how to spell your name the first thing, because every little girl, when she is as big as you, ought to know how to spell her name. Lucy—that's an easy name to spell. Now say "L"—you can remember that if you'll just think of "Aunt El.;" then "U"—u, remember, not me—that's L-U. Next comes "C"—that's what you do with your eyes, you know—"C." L-U-C, and the last is "Y," that's easy—"Y." Why, of course! And now you have it all!—L (for Aunt El.)-U (not me)-C (with your eyes) and Y (why of course)—Lucy.

That is very good. You'll soon be a good scholar, I see! Now you may take a recess.—*Southwestern Journal of Ed.*

Book Reviews, Notices, Etc.

An Introduction to the History of Educational Theories. By Oscar Browning, M.A., Senior Fellow and Lecturer of King's College, Cambridge. Enlarged edition. New York and Chicago: E. L. Kellogg & Co. 1888.

This edition of this valuable and well-known book makes No. 8, of "The Reading Circle Library," issued by the above publishers. The new features of the edition are (1) An Analysis of Each Chapter, (2) A Full Index of Subjects, (3) A Valuation of Froebel, and (4) The American Common School.

Souvestre's Confessions d'un Ouvrier. Edited by O. B. Super, Ph.D., Professor of Modern Languages in Dickinson College. Boston: D. C. Heath & Co. 1889.

A handy and well printed edition.

The First Three Years of Childhood. By Bernard Perez. With an Introduction by James Sully. New York and Chicago: E. L. Kellogg & Co. \$1.50.

The study of a child's mental growth is of the utmost importance to the teacher. There are teachers that desire to understand the supreme necessity of training the senses and the faculty of observation, to know what objects bring the child most pleasure, and how he attains to the condition of knowledge. This volume is written to be of service to the inquirer, aiming to show what kind of teaching is founded on philosophy, and what on custom. It will set many to look into their methods to see if they are dictated by Mother Nature.

TEACHERS AS MUNICIPAL OFFICERS.

To the Editor of the EDUCATIONAL JOURNAL

SIR,—In your issue of the 1st inst., you refer in terms of commendation to the fact that many teachers of the Public Schools of England have been elected as members of County Councils.

Perhaps you are not aware that this is frequently done in Ontario. The present council of this county contains two teachers (in active work as teachers) in the persons of Elias Boughner, Esq., formerly Deputy-Reeve, and now in his second year as Reeve of the township of Windham, and W. W. Pegg, Esq., now in his fourth year as Reeve of Townsend township, both efficient and influential members of the Council and both teachers of twenty-five or thirty years' service in the county. Also the Simcoe town council contains an active teacher as one of its members, Mr. J. T. Carson, now in his second year of office.

We are pleased to see that the people are thus recognizing the merits of their Public School teachers, and we mention this in order that other places may take the hint and do likewise.

Yours, etc., TRUSTEE.

SIMCOE, NORFOLK COUNTY,
March 12th, 1889.

PORE not upon your losses, but recount your blessings.—*Watson.*

Educational Meetings.

EAST MIDDLESEX TEACHERS' ASSOCIATION.

(Condensed from the London Advertiser.)

THE annual meeting of this Association was held in London, on Thursday and Friday, March 7th and 8th.

By the hour of 10.30 a.m., on Thursday, a large assembly of teachers, trustees and others had congregated within the County Council Chamber.

Mr. Horton, President of the Convention, opened the meeting by reading a chapter from Proverbs.

Several sets of entrance question papers were then distributed, after which Mr. Horton, the President, addressed the convention, the Vice-President, Mr. Fairman, meanwhile taking the chair. He pointed out the large salaries of the members of the other learned professions, and urged upon the teachers the means of securing increased remuneration. Teachers should endeavor to improve their status.

Mr. Liddicoat, of London West, complimented Mr. Horton, and said there were so many good points in the address he would like to hear it again or read it.

The Vice-President suggested printing it.

Inspector Dearness thought that though there were many truths in Mr. Horton's essay, there was still another side to the question. He found in most sections that the teacher was a welcome visitor at the houses of the best families, and that in the rural parts at least they stand in high social esteem. The Queen had honored herself as much if not more than the profession, by conferring the degree of knighthood upon Philip Magnus, a public school teacher.

The chairman next called upon Mr. Thomas Steele, teacher of the Grove school, London township, who then addressed the Association on "How to secure attention in class and at seats." The *Advertiser's* report of this helpful and valuable paper was given in our "Hints and Helps" Department in last issue.

THURSDAY AFTERNOON SESSION.

The Council Chamber was filled with teachers, trustees and others, when Mr. Horton took the chair at 1.30 p.m.

Miss Geeson discussed, in a very practical manner, the duties of teachers and pupils in respect to home lessons. She treated in turn of the following advantages:—1. They awaken interest of parents in the pupil's progress. 2. They necessitate the taking home and proper care of books. 3. They give experience in writing and arranging work without help from teacher or fellow pupil. 4. They serve as preparatory and supplementary exercises to school work. 5. They train to industry and personal responsibility in pupils. The objections are that pupils are sufficiently employed through the day, and are wearied by night, and not fit for mental labor, and they are apt to trouble the parents for assistance. In giving home lessons, questions of a new, unusual and difficult character should be avoided. Memorizing can be well done in the quietness of home.

A discussion followed, in which the *pros* and *cons* were well presented by various teachers of both sexes.

Mr. McQueen dealt with the teaching of agriculture in schools. He said the best men in the various callings and professions were raised on the farm. Two-thirds of the population of the Province is in the rural districts. The classification of soils can be taught in the public schools, but we have not the time or the means to teach the chemistry of soils. The principles upon which the rotation of crops depend will furnish useful and comprehensive matter for schools. The knowledge of the principles underlying the arts of butter and cheese making, elementary botany and entomology can be taken up. Much of this can be taught incidentally in connection with the lessons in geography and arithmetic. In advanced classes taking physics and botany a considerable part of the instruction can be given in agricultural application.

Mr. W. L. Brown was called on. He mentioned some helpful books that are cheap and reliable, such as Morton on Soils, and Thompson's Scientific Farming. Tanner's work is out of date. He

showed how to make a rough chemical analysis of soils.

An interesting discussion followed.

Mr. Dearness reviewed the work done at the entrance examination, showing the status taken in each subject. History and drawing are the subjects upon which the lowest averages were made. The heavy reduction through errors in spelling was shown by the fact, that in eleven of the papers in history not less than fifty-seven marks were lost. He then proceeded to discuss the teaching of spelling, and described the best modes of conducting transcription and dictation lesson, concluding by giving a few generally applicable rules for spelling.

EVENING SESSION.

Mr. Watson Breckon, who occupied the chair, called on Mr. McQueen to illustrate the method of teaching singing practised in London South schools. The girls of Mr. McQueen's fifth class were present, and most efficiently aided him in exhibiting and illustrating the different steps in the progress of teaching from the primary to the advanced grades.

Prof. Tagg, who teaches music to the Ingersoll schools, submitted the London South pupils to a series of tests, upon all of which they acquitted themselves most creditably. The audience was constituted a class, and in a short time Prof. Tagg had taught two or three of the elementary lessons, enough to give those present such a start, that, with proper books, any teacher present would be able to introduce the subject. He answered satisfactorily several questions relating to difficulties teachers had found in teaching music in their schools. This session was not only instructive but thoroughly enjoyable.

FRIDAY MORNING.

The Association opened with Mr. Fairman, Vice-President, in the chair.

Mr. Rhodes, of Arva, in the opening of an interesting address pointed out that the Canadian, who is daily becoming more intensely practical, applies what he conceives to be utility as a test of all subjects in the curriculum of our Public School. He argued that as a department of arithmetic account-keeping can be made both disciplinary and practical, besides it is very popular among the parents. When should account-keeping or elementary book-keeping be taught? Thousands of children never reach the High School, nor even the Public School classes where book-keeping is introduced on the curriculum. He advocated its introduction as soon as the pupils become expert in the four simple rules and their application, and proceeded to show how he had the pupils make "school money," and supposed themselves actually performing the operations described in the examples of business. Real articles as slates, Indian clubs, etc., are exchanged, or supposititious transactions are gone through, the accounts are properly entered in their books, bills made out, settlements effected, etc.

Mr. F. W. Hughes, of Byron, addressed the teachers on conditions and contrivances for economizing time and otherwise helping to get through the work in large ungraded schools.

After discussion, it was resolved, on motion of Mr. Breckon, that Mr. Hughes be requested to place his paper with the committee for publication. It will appear in the JOURNAL.

Mr. McQueen brought up the question of representation at the Provincial Teachers' Association. On motion it was decided to send two delegates to the meeting to be chosen at the same time as the officers.

On motion of Mr. C. A. Smith, seconded by Mr. Steele, it was unanimously resolved that in the opinion of the teachers of this Association the work required in history for fourth classes is too extensive and that a scheme be prepared requiring study of a few epochs, marking events with cause and effect thereof, and a careful particular study of a period, and that this resolution be forwarded to the Minister of Education.

AFTERNOON SESSION.

The convention resumed at 1:30 p.m., Mr. Horton, president, in the chair. The following officers were elected:

President—Mr. R. Fairman.

First Vice-President, Mr. J. R. Watt.

Second Vice-President—Miss Frances Geeson.

Secretary—Miss Josephine Langford.

Treasurer—Mr. A. McQueen.

Librarian—Mr. J. Dearness.

Managing Committee—Miss Annie Davidson, Messrs. A. Rhodes and F. Hughes.

Delegates to Provincial Association—Messrs. Liddicoat and Rhodes.

Mr. K. Fairman explained the reasons for giving drawing an important place in the public school programme, and concisely stated the principles upon which its teaching should proceed. Classes may be combined for practice drills in drawing. It pays to use good material in paper and pencil; in drawing tolerate no slovenly work. Aim at ease and rapidity in each of the five kinds of movement—finger, hand, arm, etc. Specific instructions were given for drawing the different kinds of lines, straight and curved, for the different departments of drawing—from dictation, from pictures, from models, etc. He illustrated the application of these principles by showing the steps through which the class would be taken in the drawing of a barrel. Do not attempt object drawing without having the object before the pupils. The copies in the book are to be used as verifiers after the attempts to delineate from the object are made upon the practice papers. The elements of freehand perspective should be introduced very early. An interesting discussion followed. A special committee, appointed to devise the best mode of appropriating the surplus, reported, and its report was, after discussion, adopted. One of its recommendations was as follows:

That the Association pay one-half of the clubbing price of not more than two educational papers to every school in which provision is made to permit it to be read by the trustees and teacher.

Mr. McElheran, of London South, being present when the order "Short Addresses" was reached, was called on and made a vigorous five-minute speech. He proved that the best policy for a section is to pay a respectable salary to a teacher, and then require and exact good value for the money.

The convention adjourned.

Examination Papers.

SOUTH YORK UNIFORM PROMOTION EXAMINATIONS, NOV. 9, 1888.

GEOGRAPHY.

TO JUN. III.

1. How do you know where the east is? the west? the south? the north? If you stand facing the south-east, what will your left hand point to? your right hand?

2. What is Geography? An ocean? A lake? A county? A city? A School Section? A river? A mountain? The shape of the earth? A peninsula?

3. Make a map of the township you live in, or your town. Mark the streams of water running through it, and where your school stands.

4. Tell what kinds of grain are raised in your township; what kinds of fruit; what animals; what goods are made at factories of any kind in the township, village or town where you live; also the principal things that have to be brought from other countries for your use.

5. Name the township, village or town, the county, the province, the country and the empire to which you belong; and give the name of the office or the title of the person in highest authority in each.

6. What township or townships to the north? to the east? the south? the west of yours? and if there is no township, what is in any of these directions?

TO SEN. III.

1. Beginning with the most western, give the Provinces of the Dominion, their capitals, with waters on which situated, and the chief businesses or manufactures, or productions of each.

2. Give the meaning and an example of: Volcano, Channel, State, Province, Isthmus, Oasis, Watershed, Legislature, Climates, Natural Products.

3. What and where are: St. Thomas, Stratford,

Peel, Quinte, Newfoundland, Vancouver, Sault Ste. Marie, Anticosti, Cape Breton, Newmarket?

4. Make a map of the county, showing the townships, the positions and names of the city, towns, incorporated villages, and the principal streams flowing through it.

5. Give in order, beginning at the most western, the counties bordering on Lakes Erie and Ontario.

TO IV. CLASS.

1. Explain tropics, zones, Gulf Stream, diurnal motion, circumference, meridian, beach.

2. Name the chief seaport cities of Canada, give their exact location, and their chief exports and imports.

3. Name the chief natural productions and manufactures of each Province in the Dominion, and what are the chief imports of each.

4. Make an outline map of N. and S. America, giving the principal mountain ranges and rivers, the division of N. America into countries and their capitals.

5. Explain, that is, tell the duties of: Council, Reeve, Warden, Legislature, Premier, Ministry, Opposition, Executive.

ARITHMETIC.

TO JUN. III.

1. TELL the meaning of: Arabic Numerals, Nought, Digits, Roman Numerals, An Abstract Number, A Concrete Number, Like Numbers.

2. Write in Arabic numerals, also in Roman numerals: Eighty-four, nine hundred and eight, one thousand two hundred and thirty-four. Subtract the sum of the first two numbers from the last, and give the remainder in Roman numerals.

3. A tree set out five years ago made eight short branches the first year. If each branch was doubled in number each of the four following years, how many leaves were there on the tree this summer, if there were ten leaves at each tip?

4. Find the sum, the difference, the product and the quotient of 989 and 43; and express the sum of the four answers in words.

5. If there are 16 ounces in a pound, and 16 leaves on a tree require one ounce of water every day to keep them alive, how many pounds of water should you give 48 trees every day, if each has 1280 leaves? and how much during six weeks of holidays?

6. A father has four boys and two girls. He spends for them \$12 a month on groceries, \$6 a month on meat, \$8 a quarter on shoes, \$50 each half year on clothing, \$10 a month on flour and vegetables, 50 cents a week on Church and Sunday-school, \$30 on a summer trip. Suppose that each only destroyed one dollar's worth a year by "Oh! I didn't mean to." How much would he have to earn in a year to have \$300 to keep himself and their mother, and \$20 to pay the doctor, and \$150 for rent?

7. A farmer has 800 bushels of wheat and 1000 of oats. If he can take one and a half tons, that is, 3000 lbs. at a load, how many full trips to market will he have?

8. How much would 30 apples at 5 for 2 cents, 24 peaches at 3 for 5 cents, 48 pears at 2 for 5 cents, and 60 plums at 6 for 4 cents, cost?

TO SEN. III.

1. When or for what do you use Avoirdupois Weight? Linear Measure? Square Measure? Solid Measure? Measure of Capacity? Angular Measure?

2. Write out in full, and correctly, any three of the tables named above, giving the contracted sign for each denomination.

3. Define: Reduction; R. Descending; R. Ascending; A compound number; The value of anything; A bill of goods of parcels; A statement; Creditor; Debtor.

4. If the distance to the moon from the earth is 240,000 miles, how long would it take a cannon ball to reach it, going at the rate of 1320 feet every second?

5. A revolving clothes-drier with four equal sides has eight cords on each side, the outside one being 20 feet a side, the next 18, the next 16, etc.,

each being two feet shorter than the one just outside. How many feet of line does the whole drier furnish? How much additional line would be required to give two rounds outside the longest in the same proportion?

6. Express in Roman and Arabic numerals seven thousand eight hundred and ninety-nine; and express in words and Arabic Numerals MDCCCXCIX.

7. If a farmer sells 3000 lbs. wheat at \$1.10 a bush.; 4848 lbs. barley at 75 cents a bush.; 5100 lbs. oats at 40 cents a bushel, and 4200 lbs. clover seed at \$4 a bushel, how much does he receive for the whole?

8. A room is 6 yds. 2 ft. 6 in. wide, and 3 yds. 1 ft. in height. If you measure all the corners around the floor and ceiling, also where the walls meet, what will be the aggregate length of line in feet, etc.?

TO IV. CLASS.

1. Define: A rectangle; a square; the area of any surface-figure; integers; integral factors; composite number; the L.C.M.

2. I have in my pocket \$3.50 in 25 cent, 10 cent and 5 cent pieces. There are five more 5 cent pieces than 10 cent pieces; and there are three more 10 cent than 25 cent pieces. How many 25 cent, 10 cent and 5 cent pieces are there?

3. How many wagon loads of earth will be removed in digging a cellar 30 feet long, 24 feet wide and 6 feet in depth, including space for walls, if each load contains three cubic yards?

4. If a cubic foot of water weighs 1000 oz. and a gallon of water weighs 10 lbs., how many gallons will a cubical cistern contain that is 8 feet in each dimension?

5. Find the G.C.M. of \$3.33, \$37 and \$8.51; also the L.C.M. of the same sums.

6. Explain: A fractional number or fraction; Numerator; Denominator; L. C. Denominator; the Fundamental Principle of Fractions; Lowest Terms; how to find the sum of two or more fractions; Compound Fraction.

7. A man failing in business can pay two-fifths of his debts. A creditor to whom he owed one-third of his whole debt received \$800. What was the amount of his debt to this creditor? and of his whole debt?

8. By how much is $\frac{1}{2} + \frac{1}{4} + \frac{1}{8}$ greater than one-third + one-fifth + one-seventh?

9. If I pay \$1.60 for riding 56 miles, how much must I pay for traveling 315 miles?

Correspondence.

TEACHERS' SALARIES.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—Though this subject has been before the readers of the JOURNAL for some time, I trust they may not grow weary of it until something is done to set matters right.

I have read with pleasure the appeals that have already been made to the teachers of Ontario on this important question, and I am under the impression that, were the suggestions offered acted upon, it would mean thousands of dollars to the teachers of this Province. While I do not believe that "combinations" are, as a rule, a good thing for society, yet I do think that under the present circumstances something of this nature is necessary for the well-being of the teaching profession in Ontario.

In the light in which I view it, this matter of "salary" lies wholly in the hands of the teachers, and we are the ones to blame if we longer sit with folded arms waiting for legislation to help us.

At the present time the teachers, instead of doing all in their power to help one another, seem to be working in an opposite direction (though unconsciously, it is to be hoped). In their eagerness to secure schools for the present year, many teachers have made seven or eight, and some more than that number of applications, hoping thereby to secure schools to their choice. The result of this is seen at a glance. The trustees, judging from the number of applications, naturally come to the conclusion that "teachers are plenty this year," and consequently take one at their own price.

A case of this kind coming under my notice recalled to mind a scene in "Uncle Tom's Cabin," where the "negro merchandise" was placed in the warehouse while the traders passed among the helpless "stock," selecting what suited them at the lowest possible prices.

I hope you will pardon me for making use of this illustration, but I wish to show the matter up as it appears to me. In this case the cause of the evil suggests the cure. One has hinted that the best thing for the teachers to do is to do nothing, *i.e.*, be passive, and let the trustees do the doing or make the applications. Would this not be a vast improvement on the present system? But why not form a general combination, and have each member pledge himself not to teach for less than a certain amount, say \$325 for "Thirds" and \$400 for "Seconds"? If "combination" be practicable, and we see no reason why it should not be, the sooner it is introduced the better. "Time is money."

I should be glad to hear the views of other teachers upon this subject. What is your opinion, Mr. Editor?

MAC.

QUERIES.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—In looking over your Editorial Notes, I noticed this query: "Why should teachers, holding, in a great many cases, Second Class Non-Professional Certificates and with three or more years' experience, and having proved themselves excellent teachers, be compelled to abandon the profession in consequence of being unable or unwilling to bear the expense of attending the Normal School?"

Perhaps some of the readers of your valuable paper can answer this question: Why is it that, in many cases, those who have proved themselves excellent Third Class teachers, and who are ambitious to take a higher standing, have been forced out of the profession by not being able to bear the expense?

Why a candidate who fails by ten or fifteen marks, in taking a Second Class Non-Professional is shut out from teaching, after three years' experience, though possessing an education superior to that he had formerly, while an inexperienced teacher holding a lower standard of qualification is allowed to take his place? Yours, etc.,

KATRINE, March 13th, '89.

J. W.

FARCICAL EXAMINATIONS.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—Permit me to relate an incident to help throw light on the question of the status of the profession, and some of the causes leading thereto.

Last term I had charge of a certain Model School in Ontario, in a county where there are two such schools. I had an average-sized class of fair to excellent material. During the whole term I strove to impress upon the minds of that class the importance of their work and the need of careful preparation for their examination.

The classes of both Model Schools, fifteen and eighteen in number, were examined in the same school, the examinations beginning at 10 a.m. Monday. You know, Mr. Editor, the number of papers set by the Department. The Inspector set one in Music, and there was an oral examination in drill and in practical teaching. Each Inspector examined the class from the Model School in his own inspectorate in their practical work, no one else being allowed in. The whole was concluded by 4 p.m. Tuesday. The time given each candidate to show his ability as a practical educator was on the average about ten minutes, only one chance allowed. Needless to say all passed. But those students left with at least one idea firmly fixed—"What a farce!" Yours,

MODEL SCHOOL MASTER.

March 9th, '89.

THAT teacher does the most for his pupil who by wise questioning stimulates his powers, leads to an inquiry into the facts about him and within him, their nature and relations, draws from him such an exercise of his powers of observation, imagination, and thinking that he forms an original, independent judgment of things presented to his mind, and elaborates for himself a philosophy.—Thos. J. Morgan, in Education.

BUSINESS NOTICES.

We desire to secure the service of one active, reliable member of every Teachers' Association, who will undertake to represent the JOURNAL at Conventions, on commission. Apply as soon as possible, with note from Inspector or President. In cases where arrangements are already in existence, no reply will be expected, as they will not be interfered with.

We direct attention to the announcement of the merits of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once. This gives the party the JOURNAL for \$1.00.

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

TEACHERS' INSTITUTES.

1. WELLAND, April 17 and 18.
2. Gréville and No. 3 Leeds, at Prescott, April 17 and 18.
3. Oxford, at Woodstock, April 17 and 18.
4. Northumberland, at Campbellford, April 25 and 26.
5. East Grey, at Thornbury, April 25 and 26.

Mr. Inspector Tilley will attend the first and fourth of the above meetings, and Mr. W. Houston the second and fifth. In each case the visiting inspector will deliver a lecture on the evening of the first day. A concert will be given by pupils at Woodstock on the evening of April 17th.

Editorial.

TORONTO, APRIL 15, 1889.

NATURAL SCIENCE IN THE SCHOOLS.

At a recent meeting of the American Society of Naturalists a committee was appointed to develop a scheme of instruction in natural science to be recommended to the schools. This committee, which consisted of Profs. Samuel F. Clarke, of William's College; William North Rice, of Wesleyan University; William G. Farlow, of Harvard University; George Macloskie, of Princeton College; and C. O. Whitman, Editor of the *Journal of Morphology*, has made its report, which has received the hearty approval of the Society. The committee believes and the Society recommends that instruction in natural science should begin in the lowest grades of the Primary Schools, chiefly by means of object lessons, the aim being to awaken and guide the curiosity of the child in regard to natural phenomena, rather than to present systematized bodies of fact and doctrine. It is further suggested that more systematic instruction should be given in the High Schools, and that while the sciences can be more extensively pursued in the English course than is practicable in the classical course, it is indispensable for a symmetrical education that a reasonable amount of time should be devoted to natural science during the four years of the High School course, by students preparing for college; with this in

view the committee suggests that an elementary, but genuine and practical acquaintance with some one or more departments of natural science should be required for admission to college.

In regard to the details of the work, especially in the elementary schools, there is, of course, much room for difference of opinion and practical method, but the following is given by the committee as a general outline of what it is both desirable and feasible to attempt. In the Primary and in the lower grades of the Grammar Schools it is recommended that the study of plants and animals should be the main part of the scientific work, the botanical instruction beginning with such simple exercises as drawing and describing different forms of leaves and then gradually advancing to the flowers, fruits and seeds. In zoology, the attention should be directed chiefly to the most familiar animals, and to those which the pupils can see alive, and while the range must be limited as regards the number of forms studied, those few familiar forms should be so compared with each other as to give the pupils, very early, some conception of the main lines of biological study. Special prominence should be given to the study of plants and animals which are useful to man in any way. Attention should also be given to the more obvious characteristics of the kinds of minerals and rocks common in the region in which the school is situated, and to such geological phenomena as are comparatively simple and easily observed. Collecting specimens of all sorts of natural objects and making these specimens the subject of object lessons is a most important feature of scientific instruction, as the curiosity of children will thereby be rationally cultivated and guided.

We are convinced that some such work as that above outlined should be done in every public school. The early training of the perceptive faculties of the pupils to habits of nice and accurate observation is an invaluable part of education, and calculated to minister unbounded delight as well as profit. We fear it is almost wholly wanting in our common schools. We should be glad to hear from practical teachers who have given thought to the subject, whether we are mistaken, and just what, if anything, is done in this direction in the average public school. There are plenty of comparatively dry and useless technical studies that could well be curtailed to make room for this truly educational work.

PUBLIC EDUCATION IN ONTARIO.

We gave in a recent issue some statistical summaries of the work being done in the elementary and secondary schools of Ontario, as shown by the last annual report of the Minister of Education. A few additional particulars may be of interest to our readers.

The following figures are strikingly significant of the great change that has been gradually taking place in the courses of study pursued in the High Schools. It will be seen that there has been a very marked decline in the relative

number of pupils studying Latin and Greek, and an increase even greater in the proportions of those taking commercial and practical subjects.

In 1876 only 3,621 pupils, or 40 per cent. of the whole number, studied commercial subjects, such as book-keeping; in 1887 this subject was taken by 14,064, or 82 per cent. of the whole attendance. On the other hand, Latin, in 1877, was studied by 4,955, or by 50 per cent.; in 1887, the number of pupils in Latin was 5,409, or only a trifle over 30 per cent. of the number in attendance. The number studying Greek has diminished from about 10 per cent. of the whole in attendance to 6 per cent. In French and German the numbers are relatively the same. There has been a large increase in the number studying drawing, the total, in 1877, being 2,755, and in 1887, 14,295. Phonography is taught in 10 schools to 317 pupils, the largest class (152 pupils) being in Toronto, the next largest (45) in Lindsay. Music is taught in 22 schools, and senior matriculation work to 56 pupils in 18 schools.

The rapid development of the High School system and work is shown in a very gratifying manner by the fact that in 1877, the first year in which the department took the entrance examinations in charge, the number passed was 3,270; in 1887, it was 6,788. In 1877, only 6,248 wrote for entrance to the High Schools; in 1887, the number had risen to 16,248. Last year 244,000 papers were required.

The County Model Schools were first established in 1877, since that time they have been attended by 14,154 teachers. In 1888, their number was 57, the teachers in training being 1,072, of whom 1,000 passed the departmental examination. In the Normal Schools there were, during the same year, 445 students, and in the Training Institutes, of which there are five, there were 56. There wrote, however, at the examinations, 86 males and 30 females. In 1888, 557 candidates passed for second class certificates and 947 for third class.

There are now in operation 186 Mechanics' Institutes and Free Libraries. Twenty-three new institutes have been incorporated and opened to members within the year. The total number of Mechanics' Institutes and Free Libraries reporting this year is 167, with 18,176 members and 13,840 readers, with property valued at \$403,573.75. The total expenditure of 167 Mechanics' Institutes and Free Libraries for the past year was over \$96,360. The sum of \$29,500 was expended for books and book-binding, and 744,466 books were issued to members and readers. This is an excellent work, and capable of indefinite expansion, as is also the following.

During the past four years 135 Evening Drawing Classes have been conducted at Mechanics' Institutes, with 3,707 students in attendance, representing over 100 various trades and occupations. From the 1st of May, 1885, to 1st of May, 1888, the Department awarded to students of Mechanics' Institutes in the Province no less than 2,743 Proficiency Certificates and 90 Teachers' certificates in the Primary Drawing Course, and 43 certificates in the Mechanical Drawing courses.

Arbor Day has now become one of the most interesting and profitable holidays of the year. In 1885, 38,940; in 1886, 34,087; and in 1887, 28,057 trees were planted.

EDITORIAL NOTES.

WILL teachers please read the new announcement, with new lists of premiums, of clubs for "School Work and Play," on first page?

TEACHERS will render a service to the community, the cause of Education and themselves, by calling the attention of members of School Boards, ministers and others interested in educational work, to the JOURNAL. Every trustee should have a copy.

NEXT number will be Arbor Day number. The issue will also have a special attraction in the shape of a portrait and biographical notice of the late Professor Young. Many thanks to those who have responded to our request for Arbor Day contributions.

THOSE teachers among our readers who are not quite sure that they have reached the top-most round of the pedagogical ladder, will be pretty sure to turn to Mr. Wismer's article on the third page of this number. Others, of course, will not need to do so.

THE attention of scientists and instrument makers is invited to Mr. James Asher's article entitled "Gas Scale," in this number of the JOURNAL. Mr. Asher claims that "this scale is an important discovery, enabling us to solve problems in volumetric correction of gases without a barometer, and without laborious calculations. Instead of reading barometer and thermometer, adding once, multiplying twice, and dividing twice, we simply read the instrument and divide once. The air thermometer on which scale is used will cost about twenty cents."

Contributors' Department.

NORTH-WEST EDUCATION.

BY JOHN M'LEAN.

NO I.

THE progress of education in the North-West Territories is one of the significant signs of the times. About four years ago the first Board of Education for the North-West Territories was organized, and about one year and a half ago, the present Board entered upon its duties. Some idea of the rapid growth that has taken place will be evident from the fact, that, within four years, the schools have increased from twenty to one hundred and seventy. In the towns the small rented buildings have given place to beautiful and commodious frame, brick, and stone edifices, thoroughly equipped with school apparatus and the schools efficiently superintended by energetic teachers. At the last meeting of the Board held at Regina, in March, arrangements were made for High Schools with Entrance Examinations, and Normal Sessions in connection with the High School Department for the training of teachers. Our educational system must develop with the settlement of the country, and greater efficiency will be secured as the years pass by. The educationists of the

country are already looking forward to the necessity for Colleges and Universities, and have memorialized the Lieutenant-Governor to ask the Dominion Parliament to set apart 150,000 acres of land respectively for Assiniboia, Alberta and Saskatchewan.

Important questions relating to the educational system of the North-West will be treated in subsequent letters to the JOURNAL, if of sufficient interest to its readers. Why should they not be, when the greater part of our Dominion lies North and West of the city of Winnipeg?

Education in this western land is earnestly sought by the enterprising settlers, and those who have the welfare of the nation at heart are anxious to organize the system on the most approved basis, believing that broad and efficient methods will give liberty, peace and unity to the people of the west.

Literary Notes.

MRS. BURNETT, the author of "Little Lord Fauntleroy" and "Sarah Crewe"—two books which are said to have sold to the extent of 125,000 copies—writes a long letter to *The Critic* of March 2, protesting against certain attacks upon her which have appeared in the American papers since her return from Europe. Referring to one in particular, she says:—"The member of my family who would be missing, if it were true, is at the present moment, I believe, reading in an adjoining room. It says I am harsh to women. This may perhaps account for my being continually surrounded by a number of the very dearest and kindest, and for all my business affairs being in women's hands. It describes me as encircled by an army of young men. I am encircled by an army of two young men—aged respectively twelve and fourteen. They draw themselves up in battalions and form themselves into hollow squares, and I am rather popular with them. I have no other masculine acquaintances who are not older than myself—which gives them an excellent opportunity to be of ripe years. . . . Is it, or is it not, of consequence, that a statement published and copied all over the United States is untrue in every word and detail? Does it, or does it not, matter in the least that a man or woman who has done honest and respectable work, should on that account feel that his or her character, good taste and good manners may be impugned at so much a line in any newspaper? Does it not matter that such an individual cannot live a life so simple, so secluded and so well-meaning as to escape the most grotesque misrepresentation? I ask these questions not only for myself, but for a number of modest, respectable persons who have had the misfortune to write a popular book or play, or to occupy a prominent position." These questions are very significant in their bearing upon certain phases of modern American journalism.

THE Canadian reader of the April *Atlantic* will turn first to "Death in April," a long poem by Mr. Bliss Carman, the young Canadian poet. Another poem of special interest to all readers is that by Oliver Wendell Holmes, in honor of the dinner given to James Russell Lowell on his seventieth birthday. This glowing tribute to the genius of the first of American literary men is characterized by Dr. Holmes's usual felicity, and the occasion of its delivery makes it specially interesting. Mr. H. C. Merwin contributes a studious paper on "The People in Government;" and Mr. Samuel Sheldon answers the question "Why our Science Students go to Germany." Other articles, historical, biographical and critical, with serials, short stories, etc., make up a good number of this standard magazine.

THE many admirers of "Little Lord Fauntleroy" will welcome the leading article in this month's *St. Nicholas*, by Mrs. Lillie, telling of little Elsie Leslie Lyde, the lovable child who is now interpreting the character to New York audiences. The article is richly illustrated from photographs, and with drawings by Mr. Birch, the delineator of "Fauntleroy." It contains several portraits, a fac-simile autograph letter from Edwin Booth, and copies of letters from Joseph Jefferson, Edward Sothorn, the Editor of *St. Nicholas*, and Mrs. Burnett, letters from Elsie herself, a poem by the dramatist Gillette, and other delightful features. The number contains the usual variety of admirable contributions by well-known contributors.

ROBERT MCLEAN CUMNOCK, Professor of Elocution in Northwestern University, contributes to the April number of *The Chatauquan* a most valuable article on "English Pronunciation." It contains many useful hints for teachers of the subject as well as for all who wish to be benefited by the study. Several lists of words are given for practice on the fine shades of vowel sounds, including such commonly mispronounced words as *aunt, bath, staff, parent, girl, perfect, brute, root, blue*, etc., with rules for acquiring the correct vowel quality. The article is a thoroughly practical and helpful one.

THE April *Century* is a Centennial number, one-half of its pages being devoted to this subject. The frontispiece is a picture by I. R. Wiles, "Washington Taking the Oath as President." The first article is an historical sketch of "The Inauguration of Washington," written by Mr. Clarence W. Bowen (Secretary of the Centennial Committee). In addition to a profusion of Centennial material, the number contains the usual variety of articles, prose, poetry, fiction, etc. Amongst the "open letters" are some on "Railway Relief Associations," "The University and The Bible," and "Imperial Federation."

Scribner's Magazine for April is notable for the variety of its contents, which include popular articles on railroad affairs, ship-building, mountain climbing, and the anatomy of contortionists; literary reminiscences of Scott, De Quincey, Burns, and Dr. John Brown; a paper on Ibsen, the great Norwegian dramatist; and one of the much-praised series of End Papers, the writer for this month being Walter Pater, author of "Marius the Epicurean." The illustrations show equal richness, variety and interest.

PROF. JOSIAH P. COOKE, of Harvard, contributes to *The Popular Science Monthly* for April an article on "The Chemical Elements," telling the story of the changing beliefs about what substances are made of, from the time when earth, water, air, and fire were thought to be the elements of all things, down to the present day, with its list of over seventy simple substances, and when the idea is gaining ground that, perhaps, there is only one kind of matter after all.

"OUR Little Men and Women" for April, is as usual, a treasure box of pictures and stories for the little ones beginning to read. This little magazine is as admirably adapted for supplementary reading in school as for home use. For five cents a sample copy will be sent to any address by the publishers, D. Lothrop Company, Boston, Mass. One dollar a year.

THE March number (No. 41) of the *Riverside Literature Series* (published monthly at fifteen cents a number by Houghton, Mifflin & Co., Boston) contains *The Tent on the Beach*, and *Other Poems*, by John Greenleaf Whittier, with notes especially arranged for this edition.

*Hints and Helps.*KANSAS CITY SCHOOLS AS SEEN BY A
CANADIAN TEACHER.

BY JOHN WALLIS.

THE COURSE OF STUDY.

AT the present time when so many people in Ontario are complaining that children there have to study too many branches in the Public Schools, it will, perhaps, interest the readers of the JOURNAL to know what Public School pupils are required to study here; and in this respect, Kansas City may be taken as fairly representative of the larger cities of the West. Ontario teachers have the impression that pupils here study fewer subjects, and know less of those they study, than do the pupils in Ontario in corresponding classes. This is generally true. Not so many subjects are studied, and while superficial work is no more tolerated here than there, a less extensive knowledge is required in several branches. For instance, recurring decimals are not included in the Public School course, neither are any difficult problems in fractions. It is assumed here that the attendance at the Public Schools extends over a course of seven years, of nine school months each, four weeks making a school month. A school year's work constitutes the work of a "grade," those attending school for the first year being "first grade" pupils, in the second year they are "second grade" and so on. The school year is divided into three terms of twelve weeks each. The "grades" are divided into three classes, C, B and A. Thus, during the first twelve weeks of the third year at school, a pupil is in C class, grade iii, the second twelve weeks in B class, grade iii, the third twelve weeks in A class, grade iii.

The work for each class is explicitly laid down. It can all be gone over in the time allotted thoroughly and without undue haste, and unless a pupil has been idle, or irregular in attendance, he is not likely to fail of promotion. The manner of specifying the work for each term is to state that, say, in the fourth grade C class shall study from page 50 to 75 in the authorized text-book in arithmetic, from page 45 to page 68 in geography, etc. The work in each branch of study for each class is thus definitely stated. When it is finished before the expiration of the term, the time is occupied in reviewing and supplementary work. After trying for several years the less definite plan of limiting work employed in Ontario, I am strongly in favor of that in use here. It has this advantage, that a teacher knows when his or her classes are over the work assigned, and that they are ready for a fair examination based upon that limitation. I can scarcely forbear contrasting with it the indefinite statement that marks the limit in Ontario, although, to be sure, the latter seems clear till the examination papers are seen. I can recall—can never forget—the guessing as to what the questions at the next examination might be, and the many stories told about examination time of the lucky guesses. The extensive course of study is partly the cause of this, and it is partly caused by the great uncertainty as to how far the Central Committee will go beyond the stated limits; for they can be depended on to do that.

Very little technical grammar is taught in the Public Schools; even candidates for a second grade teacher's certificate might be assured of passing the examination in grammar with the knowledge required of a successful candidate at the entrance examination. Much time is given, however, to composition. In arithmetic the problems are mostly of a practical nature, and a pupil has to spend very little time in problems affording simply a mental drill; and as before indicated, less is required than in corresponding grades in Ontario.

The work in geography, after the definitions and the most important facts of natural phenomena are studied, consists in a study of the geography of this country to a great extent, much less being given about foreign countries than in the Campbell's Atlas. I believe pupils are in much less danger of having their minds simply crowded with geographical facts than where the teacher is left to decide just how many places of which the children should know the position—to pass the examination, for instance. The text-book used here contains only what the pupils should know thoroughly; there, it

contains a great deal besides that might be omitted. Regarding history, the regulations provide that the text-book on history may be used in place of the reader twice a week in the fourth and higher grades, thus making the subject optional. The courses in writing, spelling and drawing are similar to those of Ontario, but less stress is laid on drawing here than there. Music is prescribed for every grade, and the course is sufficiently difficult. An elaborate system of calisthenic exercises is taught, but no military drill. Algebra, geometry, botany and physics are not taught at all in the Public Schools.

It would require too much space to describe the High School course of study, but it may briefly be said that more time is spent in going over decidedly less work than in the High Schools of Ontario.

CHEERFULNESS IN THE SCHOOLROOM.

BY MARGARET W. SUTHERLAND.

ASIDE from greater considerations, cheerfulness has its value in improving the attendance of a school. It is the best magnet you can have with which to draw your pupils. I have seen school-rooms where there was a great deal of earnest work accomplished in so happy an atmosphere that no one really liked to stay away. Reproof was given when needed and in terms easy to be understood, but there was no continual dropping like a rainy day. That good-nature which is the result not of indifference but of reason and duty, removes the greater part of friction in school discipline.

This good quality must be in the teacher first of all. Children are peculiarly sensitive to the spirit which emanates from the one under whose control they are placed. If you doubt this, observe a little boy in one room under the care of a young lady firm in holding him towards trying to do right, but withal so cheerful in her disposition, that he likes to have her "make him do things"; he may not always be quiet here, he may even do positive wrong; but when he gets down he is sorry for it, and, like a brave little fellow, under the influence of such a teacher, he is soon up trying again to march forward. Now see him in another grade under the care of a teacher belonging to the same class as that one who once propounded in all seriousness the question, "Ought pupils ever to be allowed to laugh in school?"—one who has not learned that most helpful secret of school management—how to have the laugh as thoroughly under control as any other exercise of the schoolroom—and he is probably fast becoming restive, impatient, rebellious even to the point of doing things just to torment his teacher. Just as a particle of indigo makes all the water in the tub blue, so a blue teacher makes her spirit color all the little minds in the schoolroom.

But the teacher should be cheerful for her own sake, on account of the improvement it makes both in the quality of the work and in the ease with which she does it. Worrying over work is no sign of a conscientious teacher. Emerson says, "Too much painstaking bespeaks disease in one's mind as well as too little"; and Shakespeare tells us

"Things done well, and with care,
Exempt themselves from fear."

The nearer one's work comes to an art, the more joy there is in it. One reason that some teachers accomplish so much more than others is that they do not waste any of their strength in complaining. Cheerful teachers never grow old in heart—the saddest way to grow old. They bask in the morning sunshine of the young lives about them, and thus get much sweetness and strength.—*Ohio Ed. Monthly.*

A CASE OF DISCIPLINE.

BY SUPT. C. H. MORSS, PORTSMOUTH, N.H.

ONE Friday afternoon, Alfred Holmes, who had been absent from school during the morning, presented himself before his teacher with this note:

"Miss True—Please excuse Alfred at recess. H. Holmes." The teacher being very busy at the time simply glanced at the note and laid it on her desk. After the close of the session she took up the paper, and noticing signs of an erasure, scanned it very carefully, when she discovered that it originally read, "Please excuse Alfred for being absent." The boy had erased the last three words

and cleverly substituted "at recess." Miss True was very much disturbed in her mind as to the best course to pursue. How should she make the punishment suit the offence? What form of punishment ought such a misdemeanor to merit? She pondered over the matter through all her leisure moments till Monday morning.

Then when the school had come to order, and was waiting for the work of the day to be assigned, she stepped to the board and wrote a promissory note for one hundred dollars. The parts of the note were talked over, and the meaning of such a transaction discussed till the class was thoroughly interested in the lesson on notes. "Suppose I erase the one hundred, and substitute one thousand, will it still be the same note?"

"No, indeed."

"If you gave me a note for one hundred dollars, and I changed it to one thousand, so when you came to pay me, I said, 'Oh, no! not one hundred, you owe me one thousand. See! here is the note?' What would you say of the transaction?" "It would be a mean trick." "You would be a thief." "It would be swindling." "You would be a forger."

"Would it be wrong for me to do that?" asked the teacher. The whole school, even Alfred Holmes, who did not see the drift of the lesson, declared it would be decidedly wrong.

Then a copy of the note received the Friday before, asking an excuse for absence was placed upon the board with names suppressed, and the change made. The opinion of the class was asked as to the morality of such an act, and it was unanimously voted that such a thing was wrong, and should not be countenanced in the school.

"What shall be the punishment for such an offence?" queried Miss True. "Whip him," was the answer without a dissenting voice.

"Alfred, you hear the decision of your schoolmates. You will have to receive the punishment."

We do not expect children to have well-developed judgment; but is there not something wrong when pupils have such wrong or perverted ideas of punishment as to vote "whipping" for a moral offence? Was bodily pain the only way they knew of for atoning for a lie? *Whipping never kept a boy from lying, and never made a boy sorry for lying.* If a teacher cannot reach the seat of the trouble—the conscience—she should give up the case. It requires more careful treatment than an external application. The object lesson would have been sufficient conviction to a boy who was not given to lying. A hardened conscience would have needed more direct treatment.—*Exchange.*

School-Room Methods.

FOR HISTORY REVIEW.

HAVE the pupils bring up each ten questions written on separate slips of paper and signed. Mix these all well in a suitable box, and call upon the pupils in turn to come up and draw a question to be read and answered. If any pupil is not able to answer the question he has drawn, he may call upon the proposer to answer it for him, or better be required to look it up for himself. If any pupil draws a question of his own proposing, he may call upon any member of the class he may choose to answer it. Keep a list of questions missed for future use. The same plan may be pursued in advanced classes in Arithmetic and Algebra. *If slightly modified each time, the above plan may be used often to great advantage in any of the subjects named.—Ex.*

A DEVICE FOR THE PRIMARY READING CLASS.

SENTENCE-BUILDING tablets can be made from a five-cent sheet of heavy manilla paper. This is tough, and like light cardboard. Rule in long strips one inch wide. Consult the first reader, which is to be used for words, and write in a large, plain hand, sentences similar to the following:

An apple | is | on the tree | . |
Are | the apples | in the boxes | ? |
The | bird | is | by her nest | . |
Are | the birds | in the cage | ? |

Cut the strips; separate the sentences at the dividing lines. For convenience, write on the

back of each tablet, the singular of plural nouns and verbs, and the plural of singular nouns and verbs. Make a large number of additional punctuation marks. Repeat the same words in many combinations and write enough to give a handful to each child.

The beginners can select the words they know and lay them in rows upon the desk. The class in first reader are taught to first find a word beginning with a capital, next to build the sentence and close it with a punctuation mark. They should study this until they can read freely. The language class should both build and copy the sentences. The plan of cutting the sentences into groups of words will aid in proper expression in reading, and will also make prominent the correct use of the verbs *is* and *are*, *was* and *were*. etc.—*Ill. School Journal*.

RENEWING NOTES.

MR. S. W. SHAW'S communication (over two columns in length) in your issue of February 15th, has the same characteristic as the bookkeeping methods he practises and recommends—both are long-winded, and, to use a forcible Western expression, take too long to "get there."

To any one so verbose as your correspondent I can understand that direct methods of accounting, such as I explained in your issue of December 1st, in answer to his criticism, will seem, as he terms them, "slipshod." His lack of penetration is all that is at fault, however, and the more he writes the more is this apparent.

I would suggest to Mr. Shaw that the difficulty he has in understanding the entries for renewing notes by the direct methods, and of tracing them, is the absence from his mind of the bill book, which, he says, he has entirely discarded in his work. Each renewal note (under my method) as recorded in the bill book, has a direct reference by number to the note renewed, or partially renewed, and the ledger entries perfectly correspond with the bill book. Not the slightest difficulty will be experienced in ascertaining from the bill book the amount of any individual's indebtedness on notes or bills. It can be obtained there much more readily than from the ledger.

This is my busy season and I have not time to wade through the mass of extraneous matter introduced by Mr. Shaw into this discussion. I shall just give a sample from his logic, and leave the consideration of it to your readers. He says: "No inaccurate short cuts should be made, although the actual amount standing to the debit of a man by the short cut may be correct." How an *incorrect* short cut can produce a *correct* entry is beyond my comprehension.

The second edition of "Notes and Drafts" will be out of press next week.

J. W. JOHNSON.

ONTARIO BUSINESS COLLEGE,
Belleville, March 7th, 1889.

[This letter should have appeared a month ago, but was, by some oversight, omitted.]

LOCAL GEOGRAPHY.

A. C. BATTEN, NEWTON ROBINSON.

HAVING taught that a country is a part of a continent; a province or state, part of a country; a county, part of a province, etc., I teach local geography in detail in the following order:

1. From the map teach the position of the county relative to the province; its boundaries, both land and water; its harbors and general physical features; its railways; county towns and other important towns and villages, with their respective positions.

2. Draw an outline map of the county, marking all taught in (1) above.

3. Draw a map of county, marking therein all the townships. Drill on spelling and pronunciation of township names. Practice pupils on giving the relative positions of townships.

4. Draw a map of the township or townships in which your section is situated. Mark the boundaries; the town lines, and other main roads; railroad; large creeks; all post-offices. Drill on spelling of all names used in connection with this map.

5. Draw a map of your school section. Mark the concessions and side lines. Divide each con-

cession into lots, taking particular care in having the farms either square or string hundreds, etc., as the case may be. In each space representing a farm mark its owner's name. This exercise will correct many wrong ideas pupils may have regarding the size and position of different lots. See that each pupil can spell all names correctly.

6. Draw a map of school site, marking the school-rooms, woodshed, sidewalks, fences, gates, and shade trees.

7. Draw a square representing 100 acres. Divide the farm into ten-acre fields. The pupils will suggest that the house, barn, etc., should be near the road; the orchard, flower and vegetable gardens in the vicinity of the house; a lane should run through the centre, and to the back of the farm; the pasture field should be as near as possible to the creek or watering place; the bush is generally at back of farm; the fall-wheat field is within shelter of the bush, etc., until you have some use for every field. One field may be sub-divided into smaller fields for the various roots.

8. The pupils in copying this map must have all lines straight, and careful and neat work must be insisted on.

9. Let each pupil draw a map of his or her father's farm or lot. They set eagerly to work, and in about forty-five minutes afterwards the teacher proceeds to examine their work. He will be many times amused and delighted to see the generally very correct representations of house, barn, orchard, bush, cows, etc., in the fields, etc. The interest manifest in his pupils, and the good results of his labor, will be a source of great satisfaction to the teacher.

Every map except the last one must first be drawn on the blackboard by the teacher, the pupils making suggestions all the while. Each map may be copied by the pupils, in parts or as a whole, as the individual teacher thinks best.

GAS SCALE.

BY JAMES ASHER.

My device tells ratio of gas bulk to normal. Use it on Galileo's air thermometer—glass tube ending in bulb full of air. Liquid bead in tube is index. Place is due to air pressure and temperature.

Graduate tube after twice reading barometer and thermometer. Suppose by calculation you find gas fills 1,026 thousandths of space at standard. Suppose it next fills 974. Mark place of index each time. Call upper 1,026 and lower 974. Divide space into 52 parts, continuing divisions on tube. Make future scales by comparison.

To correct gas to standard pressure and temperature: Multiply by 1,000 and divide by reading. Ex. Jar holds 290.1 c.c. of gas; my scale shows 967; find bulk at standard.

$$\text{Solution: } \frac{290100}{967} = 300 \text{ c. c.}$$

P stands for pressure; T, temperature; and B, bulk readings, in my equations.

$$(1) \frac{P}{T} = \frac{1000}{B}$$

$$(2) \therefore P = \frac{1000T}{B}$$

$$(3) \text{ and } T = \frac{BP}{1000}$$

You can use instrument as barometer. Ex. Thermometer is at 910.8° milligrade; gas scale 1012; find pressure.

Substituting in equation (2)

$$P = \frac{1000 \times 910.8}{1012} = 900 \text{ thousandths of standard.}$$

Example of use as thermometer. Gas scale is at 1100; barometer 930; find temperature.

Substituting in (3)

$$T = \frac{1100 \times 930}{1000} = 1023^\circ \text{ M.}$$

Four more instruments may have my gas scale. 2. Babinet's baroscope, improved. Glass tube dips into colored glycerine in bottle after passing through air-tight cork. Blow into bottle, then liquid will rise in tube. Babinet used water. I prefer glycerine, which is neither liable to evaporate nor freeze.

3. Drebbe's air thermometer. Glass tube has

bulb full of air at upper end. Lower dips into colored water.

4. Adie's sympiesometer. Wide, shut end of glass tube is full of air, lower part, cup holding glycerine.

5. Vide's aneroid barometer, unexhausted. Thin, corrugated lid of air-tight box moves hand.

Teachers' Miscellany.

DISCIPLINE.

BY JULIA H. MAY.

A WAYWARD scholar, to the school of pain,
Long years ago,
My Father sent me, saying "Child! remain
Until you know
The lessons that, in future, you will need,
For you are very ignorant, indeed."

At first with many bitter tears and sighs,
I conned my task;
"What good from all these problems can arise?"
Presumed to ask,
And blindly learned the lesson of the years
Through eyes that were so dim with homesick tears.

Sometimes, unto my father, I would write,
And sadly say,
I cannot keep the rules, Oh, if I might
Go home to-day!
Or, to a better school, please let me go,
Where lessons will be easier to know.

My Father pitied me, and often sent
Sweet words of cheer,
Or told me what the tangled questions meant,
In terms so clear,
That, for a while, I loved the school of pain,
And all its discipline seemed wise and plain.

But then, sometimes, the teachers were so stern,
Sometimes so queer,
I did not understand, I could not learn,
I would not hear
The tender words my Father said to me
When he came down His wayward child to see.

Sometimes, I tried the hardest things to do,
An easier way
Than that appointed, for, I thought I knew
Better than they,
The teachers in this blessed school of pain.
I always had to do the task again.

At length, I set me down unto my work
With earnest will.
I'll do it as they wish, I will not shirk.
I will be still,
I said, and, though I cannot understand
I will obey the very least command.

And soon the discipline no more seemed stern;
The lines grew plain;
I longed, each day, more precious truths to learn,
I felt no pain,
For pain was pleasure, work was sweetest rest.
Because my Father thought that it was best.

At last I learned to love the school of pain,
That very day
My Father came to see His child again,
We went away,
The dear untroubled home-life to begin,
So much the better for the discipline.

—Education.

THE PEDAGOGUE.

PEDAGOGUE, pedagogue, sour, severe,
Cranky and cruel, a tyrant is here;
Slave of a book, now snarling, now whaling,
Order none, study none, nothing but failing;
Pedagogue, penniless, pigmy in worth,
Young people's horror, old people's mirth.

Pedagogue, pedagogue, fatherly, firm,
Nature-like drawing out truth from the germ,
Purpose to perfect—thus peerless his aim—
Manly and scholarly, pupils the same;
Pedagogue, princely in service to raise,
Young people honor him, all people praise.

—The New York Voice.

Selections for Arbor Day.

THE groves were God's first temples. Ere man learned
To hew the shaft and lay the architraves,
And spread the roof above them,—ere he framed
The lofty vault to gather and roll back
The sound of anthems; in the darkling wood,
Amidst this cool and silence, he knelt down,
And offered to the Mightiest solemn thanks
And supplication.

—William Cullen Bryant.

These as they change, Almighty Father, these
Are but the varied God; the rolling year
Is full of Thee. Forth in the pleasing Spring
Thy beauty walks, Thy tenderness and love.
Wide flush the fields; the softening air is balm;
Echo the mountains round; the forest smiles;
And every sense, and every heart is joy.

Then comes thy glory in the Summer months,
With light and heat refulgent. They thy sun
Shoots full perfection through the swelling year;
And oft thy voice in dreadful thunder speaks,
And oft at dawn, deep noon, or falling eve.
By brooks and groves in hollow whispering gales,
Thy beauty shines in Autumn unconfined,
And spreads a common feast for all that lives.

—Thomson.

From the earth's loosened mould
The sapling draws sustenance and thrives;
Though stricken to the heart with Winter's cold,
The drooping tree revives.

Thesoftly warbled song
Comes from the pleasant woods, and coloured
wings
Glance quick in the bright sun, that moves along
The forest openings.

When the bright sunset fills
The silver woods with light, the green slope
throws
Its shadow in the hollows of the hills,
And wide the upland grows.

—Longfellow.

I have found violets, Spring has come on,
And the cool winds feel softer, and the rain
Falls in the beaded drops of the Summer time.
You may hear birds at morning and at eve,
The tame dove lingers till the twilight falls,
Cooing upon the eaves and drawing in
His beautiful, bright neck; and, from the hills,
A murmur like the hoarseness of the sea,
Tells the release of waters and the earth
Sends up a pleasant smell, and the dry leaves
Are lifted by the grass; and so I know
That Nature, with her delicate ear, has heard
The dropping of the velvet foot of Spring.

—N. P. Willis.

THE OAK.

A GLORIOUS tree is the old grey oak;
He has stood for a thousand years—
Has stood and frowned
On the trees around,
Like a king among his peers;
As around their king they stand, so now,
When the flowers their pale leaves fold,
The tall trees round him stand, arrayed
In their robes of purple and gold.
He has stood like a tower
Through sun and shower,
And dared the winds to battle;
He has heard the hail,
As from plates of mail,
From his own limbs shaken, rattle:
He has tossed them about, and shorn the tops
(When the storm has roused his might)
Of the forest trees as a strong man doth
The heads of his foes in fight.

—George Hill, "Fall of the Oak."

FEAR to do base, unworthy things is valor;
If they be done to us, to suffer them
Is valor, too.

—Ben Jonson.

A FLOWER SONG.

BY ERNEST W. SHURTLEFF.

All these lives of ours
Are like God's flowers,
Fashioned tenderly, frail, and sweet,
And they suffer much
As time's sure touch
Gives them thorns to wear, storms to meet.

Yea, these lives of ours
Are thorny flowers,
Yet God's fingers are wounded so
By our sinfulness,
And sore distress,
He has sympathy for our woe.

So when life is o'er,
And blooms no more,
Death's sweet angel comes breathing calm.
Beyond earth's evening star
God's gardens are,
There he carries us safe from harm.

Peace there,—kindred race,
Bloom in grace!
All is goodness that ends in light!
Even fear and pain
And wind and rain
Yield their benisons when read aright.

ANDOVER, MASS.

—Journal of Education.

PLANT A TREE.

LUCY LARCOM.

He who plants a tree,
Plants a hope.
Rootlets up through fibres blindly grope;
Leaves unfold into horizons free.
So man's life must climb
From the clods of time
Unto heavens sublime.
Canst thou prophesy, thou little tree,
What the glory of thy boughs shall be?

He who plants a tree,
Plants a joy;
Plants a comfort that will never cloy;
Every day a fresh reality,
Beautiful and strong,
To whose shelter throng
Creatures blithe with song.
If thou couldst but know, thou happy tree,
Of the bliss that shall inhabit thee!

He who plants a tree,
He plants peace.
Under its green curtain jargons cease.
Leaf and zephyr murmur soothingly;
Shadows soft with sleep
Down tired eyelids creep,
Balm of slumber deep.
Never hast thou dreamed, thou blessed ree,
Of the benediction thou shalt be.

He who plants a tree,
He plants youth;
Vigor won for centuries, in sooth;
Life of time, that hints eternity!
Boughs their strength uprear,
New shoots, every year,
On old growths appear.
Thou shalt teach the ages, sturdy tree,
Youth of soul is immortality.

He who plants a tree,
He plants love;
Tents of coolness spreading out above
Wayfarers, he may not live to see
Gifts that grow, are best;
Hands that bless, are blest;
Plant! Life does the rest!
Heaven and earth help him who plants a tree,
And his work its own reward shall be.

—Youth's Companion.

MARY AND THE SWALLOW.

BY MARIAN DOUGLASS.

(The swallow may be personated by a little girl out of sight of the audience. An imitative twittering may be heard before the dialogue commences.)

M.—The lilacs are in blossom, the cherry flowers
are white,
I hear a sound about me, a twitter of delight;
It is my friend, the swallow, as sure as I'm
alive!
I'm very glad to see you! Pray when did you
arrive?

S.—I'm very glad to get here; I only came to-day;
I was, this very morning, a hundred miles
away.

M.—It was a weary journey; how tired you must
be!

S.—Oh, no! I'm used to traveling, and it agrees
with me.

M.—You left us last September, and pray where
did you go?

S.—I went South for the Winter. I always do, you
know.

M.—The South! How do you like it?

S.— I like the sunny skies,
And 'round the orange blossoms I caught
the nicest flies.
But when the Spring had opened I wanted to
come back.

M.—You're still the same old swallow, your wings
are just as black.

S.—I always wear dark colors; I'm ever on the
wing;
A sober suit for traveling I think the proper
thing.

M.—And you shall build this Summer among the
flowers and leaves?

S.—No, I have taken lodgings beneath the stable
eaves.
You'll hear each night and morning my twit-
ter in the sky.

M.—That sound is always welcome. And now I'll
say good-bye.

S.—Good-bye.

—Oxford Junior Speaker.

THE worst of our enemies are those which we
carry about in our own hearts.—Tholuck.

HABITS are soon assumed, but when we strive,
To strip them off, 'tis being flayed alive.

—Cowper.

IF there is one habit that should be cultivated
more than another by him who would succeed in
life, it is punctuality. If there is one that should
be avoided, it is that of being "behind time."

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JULY, 1889.

1. Clouds, Rains, and Rivers.....	pp. 54—59
2. The Death of the Flowers.....	“ 67—68
3. From “The Deserted Village.....”	“ 80—83
4. The Battle of Bannockburn.....	“ 84—90
5. Flow Gently, Sweet Afton.....	“ 98
6. Resignation.....	pp. 105—106
7. Lead, Kindly Light.....	“ 145
8. Dora.....	“ 137—142
9. Scene from “Ivanhoe.....”	“ 164—168
10. She was a Phantom of Delight.....	“ 188
11. The Heritage.....	“ 212—213
12. Song of the River.....	“ 221
13. Landing of the Pilgrims.....	“ 229—230
14. Edinburgh after Flodden.....	“ 277—281
15. National Morality.....	“ 295—297

DECEMBER, 1889.

1. Clouds, Rains and Rivers.....	pp. 54—59
2. The Death of the Flowers.....	“ 67—68
3. Flow Gently, Sweet Afton.....	“ 98
4. Resignation.....	pp. 105—106
5. Lead, Kindly Light.....	“ 145
6. Dora.....	“ 137—142
7. The Heroes of the Long Sault.....	“ 155—161
8. Lochinvar.....	“ 169—170
9. A Christmas Carol.....	“ 207—211
10. The Heritage.....	“ 212—213
11. Song of the River.....	“ 221
12. Landing of the Pilgrims.....	“ 229—230
13. Edinburgh after Flodden.....	“ 277—281
14. National Morality.....	“ 295—297
15. The Forsaken Mermaid.....	“ 298—302

At each examination candidates should be able to quote any part of the selections especially prescribed for memorization, as well as passages of special beauty from the prescribed literature selections. They will be expected to have memorized all of the following selections:—

1. The Short Extracts.....	(List given on page 8.)
2. I'll Find a Way or Make It.....	pp. 22
3. The Bells of Shandon.....	“ 51—52
4. To Mary in Heaven.....	“ 97—98
5. Ring Out Wild Bells.....	“ 121—122
6. Lady Clare.....	“ 128—130
7. Lead, Kindly Light.....	“ 145
8. Before Sedan.....	“ 199
9. The Three Fishers.....	“ 220
10. Riding Together.....	“ 231—232
11. Edinburgh after Flodden.....	“ 277—281
12. The Forsaken Mermaid.....	“ 298—302

Orthography and Orthoepy.—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pronunciation and meaning.

There will be no formal paper in Orthoepy, but the Examiner in Oral Reading is instructed to consider the pronunciation of the candidates in awarding their standing.

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Grammar.—The sentence: its different forms. Words: their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple sentences.

Composition.—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises:—Changing the voice (or, conjugation) of the verb; expanding a word or phrase into a clause; contracting a clause into a word or phrase; changing from direct into indirect narration, or the converse; transposition; changing the form of a sentence; expansion of

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Agriculture.—The text-book in this subject not being yet ready, there will be no paper set at the July examination.

Notes.—It is very probable that after December, 1889, there will be but one entrance examination yearly, viz., at midsummer.

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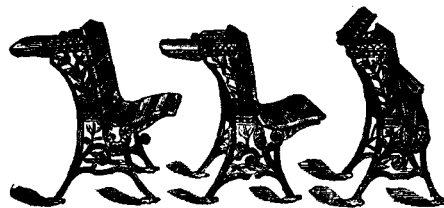
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